



P. S. 83 – THE DONALD HERTZ SCHOOL

2008-09 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 11/X/083

ADDRESS: 950 RHINELANDER AVE., BRONX, NEW YORK 10462

TELEPHONE: 718-863-1993

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X083 **SCHOOL NAME:** Donald Hertz

DISTRICT: 11 **SSO NAME/NETWORK #:** CEI-PEA

SCHOOL ADDRESS: 950 Rhineland Avenue, Bronx, NY 10462

SCHOOL TELEPHONE: 718-863-1993 **FAX:** 718-863-5525

SCHOOL CONTACT PERSON: Claudia Macek **EMAIL ADDRESS:** cmacek@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Jennifer Lana-Etzel

Benjamin P. Soccodato

PRINCIPAL

Rene Holden

UFT CHAPTER LEADER

Oscar Valdes

**PARENTS' ASSOCIATION
PRESIDENT**

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Elizabeth White

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
Benjamin P. Soccodato	*Principal or Designee	
Rene Holden	*UFT Chapter Chairperson or Designee	
Oscar Valdes	*PA/PTA President or Designated Co-President	
Debbie Ahearn	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Camille Nicoletti	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Raza Sinanaj	Teacher	
JoAnn Cioffi	Teacher	
Sadie Weihe	Teacher	
Yesenia Vargas-Criales	Parent	
Frank Ortiz	Parent	
Jennifer Lana-Etzel	Teacher - Chairperson	
Eleanor Conte	Parent	
Mercedes Vazquez	Parent	
Shirley Lacertosa	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.

P.S. 83 is a K-8 school serving a diverse socioeconomic, multi-cultural population of approximately 1600 students. The staff includes one Principal, 4 Assistant Principals, 4 staff developers, Math and ELA coaches and a support staff of AIS and SETSS teachers in addition to classroom instructors. A Parent Coordinator works with the staff and an active Parent's Association. AUSSIE consultants in reading and math as well as a mentor and Science consultant help create a school that has gone from being "in corrective action" to one rated "in good standing" by the state and "well developed" two years in a row by Quality Reviewers. The school is currently adding a state-of-the-art media center, an art studio, and a music lab.

Since 2006, a concerted effort was made to establish a consistent ELA curriculum from K-8 utilizing a balanced literacy approach that meets learners literacy needs on an individual basis. Students participate in weekly reading sessions and teachers are continuously formally and informally assessing to redirect their teaching and make each lesson count for each student. In Math a greater emphasis was placed on adhering to an established pacing calendar ensuring that learners are exposed to all necessary mathematical principles at their grade level. In addition, differentiated instruction within math classes became the norm from elementary through middle school grades. Through grade-level common planning meetings and informal as well as Acuity assessments, ELA and Math teachers set short and long term goals, that drove their instruction and ultimately brought gratifying results.

Over the last three years, and the last year in particular, performance trends at PS 83 have been encouraging. According to the 2008 ELA and Math standardized test scores, the percentage of students performing at levels 3 & 4 increased in all tested grades. In addition, the percentage of students making a year's progress increased for both ELA and Math.

In addition to the strengths listed above, the staff has been trained to effectively use student data collected from a variety of sources. Instructors are adept at goal setting and lesson planning in response to data. Teachers also incorporate technology such as media carts, Smart boards and sites such as United Streaming to deliver the latest information presented in interactive, motivating lessons. Each day, students are exposed to more than just a traditional academic program. In both elementary and middle school grades, students have the opportunity to participate in dance programs, music including guitar instruction in our VH-1 guitar lab, and drama. Educating the whole child allows students with varying learning styles to reach their full potential.

Barriers to our instruction include overcrowded classes. Each year, with an influx of middle school students, we have rosters of over 30 students in grades 6, 7, and 8. Target students are seen in small groups during AIS sessions, guided reading, class conferencing and 37.5 minute instruction. To address the ELL student needs, we have increased the number of ESL instructors and offered schoolwide staff development on ELL learning styles.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P. S. 83 Donald Hertz				
District:	11	DBN #:	11X083	School BEDS Code #:	321100010083

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					92.0	92.2			
Kindergarten	131	128	131						
Grade 1	141	148	154	Student Mobility:					
Grade 2	143	144	155	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	157	150	150						
Grade 4	165	164	170						
Grade 5	167	159	171	Eligible for Free Lunch:					
Grade 6	217	207	230	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	231	244	215		69.6	69.6	63.3		
Grade 8	228	225	245						
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11					8	9	11		
Grade 12									
Ungraded Elementary	14	3	5	Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total	1594	1572	1626		24	21	21		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	75	52	48						
No. in Collaborative Team Teaching (CTT) Classes	77	83	94	Principal Suspensions	4	4			
Number all others	0	0	0	Superintendent Suspensions	5	3			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	152	151	153	Number of Staff:			
# ELLs with IEPs	4	3	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	108	112	118
				Number of Administrators and Other Professionals	15	15	18
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	10	10	12
	1	1	1				
				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	99.1	100.0	99.2
American Indian or Alaska Native	0.7	0.8	0.6	Percent more than two years teaching in this school	68.5	75.0	78.8
Black or African American	13.5	13.4	13.8	Percent more than five years teaching anywhere	59.3	60.7	62.7
Hispanic or Latino	50.0	49.4	49.0				
Asian or Native Hawaiian/Other Pacific Isl.	11.2	12.4	11.8	Percent Masters Degree or higher	89.0	91.0	92.0
White	24.6	24.0	24.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.9	95.8	91.7
Multi-racial							
Male	52.2	52.0	50.6				
Female	47.8	48.0	49.4				

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 checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):	<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
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	√	√			
Limited English Proficient	X	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	8	8	0	0	0

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	56.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	9.0	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	14.4	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	29.8	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	3	Quality Statement 5: Monitor and Revise	Well Developed

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

A needs assessment was performed in the Spring, 2008, which included data from NYStart (ELA, Math, Science, Social Studies scores, School Report Card), ARIS, the Quality Review, and the Progress Report, as well as, staff and parent surveys.

Major findings show a steady improvement of students performing at levels 3 & 4, which lead to our school being removed from the "In Corrective Action" list and placed "In Good Standing". This was a major accomplishment for us. While the school has a small percentage of students performing at level 1 in both ELA and Math standardized exams, the percentage of students making a year's progress has improved but is still at approximately 61% in Math and 55% in ELA. Student sub-categories were examined and also noted was lower performance of students in Special Education and ELL learners. In particular, ELL learners do not "test out" of out ESL program for several years. Our ELL and Special Education sub groups did not make AYP for 2006-2007 in ELA.

To address these concerns, we created a Data Inquiry Team to look at student performance, particularly in the area of vocabulary development. All teachers and administrators submit quarterly goals targeted towards identified learning objectives in Acuity assessments. ESL teachers are incorporating more "push-in" instruction and preparing students for the NYSSSELSAT exam to increase the percentage of students that pass this exam.

Another concern is our student attendance rate which continues to be around 92%. We have hired an F-status Guidance Counselor to address this issue and are continuing to follow up with attendance and lateness concerns.

Our literacy and math instruction are both delivered in a "block" format, which allows for differentiation of instruction on a daily basis. We also have Literacy and Math AUSSIE consultants who work closely with teachers on a weekly basis. We feel that this combination has brought about our positive results on both the ELA and Math State Exams.

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.

Goal # 1 – To improve ELA scores on the 2009 NYS Standardized Exam.

To improve ELA scores for ELL students by increasing the percentage of ELL students making exemplary gains by 5% as evidenced on the yearly Progress Report. To increase the percentage of students making yearly progress, including students in special education.

Goal # 2 – To improve Math scores on the 2009 NYS Standardized Exam.

To increase the percentage of students at proficiency making yearly progress to 65%, including ELL students and the students in special education.

Goal # 3 – To provide high quality Professional Development to all staff.

Provide a minimum of 40 hours of professional development to all teachers based on their needs.

Goal # 4 – To increase parent involvement

To increase parent involvement in the school as demonstrated by attendance at the monthly PA meetings, Title 1 parent workshops, and participation in parent surveys.

Goal # 5 – To Implement the recommendations of the 2007 Quality Review

To create interim and differentiated quarterly goals submitted by teachers, staff developers, and administrators to improve the school setting and enable us to review the performance and progress of all subgroups at classroom, grade and whole school levels.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of students achieving proficiency levels on the 2009 New York State ELA exam. To increase the percentage of ELL and special education students making exemplary gains by 5% on the New York State ELA standardized exam.</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>	<p>Provide 1 Literacy Coach and 3 staff developers for literacy instruction in grades K-8. Provide an AUSSIE consultant to support all literacy teachers. Provide Academic Intervention Services to all students performing at levels 1 & 2. Provide enrichment activities to all students performing at levels 3 & 4. A Saturday Academy will be provided for additional support for students. 3 ESL teachers will push-in to classrooms to provide support to ELL students</p>
<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>Staff Developers & AIS teachers – Title 1 AUSSIE Consultant – Title 1 Literacy Coach – Contract for Excellence Saturday Academy – Contract for Excellence ESL teachers – Lax Levy Saturday Academy – Title 3</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly goals submitted by classroom, AIS, SETSS teachers & Staff Developers, based on Acuity periodic assessments, running records, and teacher observations.</p>

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of students at proficiency on the 2009 NYS Math standardized exam by 2% to 65%. To increase the percentage of Special Education and ELL students making exemplary gains on the NYS Mathematics Standardized exam.</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>	<p>Provide 1 Math Coach and 1 staff developer for mathematics instruction on grades K-8. Provide an AUSSIE Math consultant to support all mathematics teachers. Provide Academic Intervention Services to all students performing at levels 1 & 2. Provide enrichment activities to all students performing at levels 3 & 4 A Saturday Academy will be provided for additional support for students from October to March.</p>
<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>Math Coach and staff developer – Title 1 AUSSIE Math consultant – Title 1 AIS Teachers – Title 1 Saturday Academy – Contract for Excellence SETSS teachers – Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly goals submitted by all classroom, AIS, SETSS teachers and staff developers based on Acuity periodic assessments. Teacher observations, chapter reviews.</p>

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): To provide high quality professional development to all staff

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of all teachers will be highly qualified as per the BEDS survey that is completed in December, 2008. 10% of Title 1 funding will be set aside for ensuring all teachers are highly qualified. 5% of Title 1 funding will be used for professional development. New teachers will receive mandated mentoring on a weekly basis.</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>Provide Staff Developers and AUSSIE consultants to all teachers grades K-8 in literacy and math. Provide common planning periods, literacy curriculum maps, math pacing guides, buddy teachers, and a school based mentor.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Literacy Coach – Contract for Excellence Staff Developers, consultants – Title 1 Mentor teacher – Contract for Excellence Classroom teachers – Fair Student Funding AUSSIE Consultants – Title 1</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Quarterly goals, on-line mentoring plan, common preps, classroom visitations, formal and informal observations</p>

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): To increase parent involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Parent involvement for the 2008-2009 school year will increase as measured by attendance at Parent Association and Title 1 parent workshops. 1% of Title 1 funding will be set aside for parent involvement. Saturday parent workshops will be provided for parents. The number of parents completing surveys for the progress report will improve to 70%. Parents will comprise 50% of the School Leadership Team</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>	<p>A Parent Coordinator will be available both during school hours and after school to communicate with parents. Parent newsletters will be sent home informing parents of meetings, activities, etc. Parents will be encouraged at Parent Association meetings to become involved in the school by the administrators and PA Executive Board. The Leadership Team will meet monthly.</p>
<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>Parent Coordinator – TL Parent Coordinator Workshops - Title 1 Saturday Academy - Title 3 Leadership – Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Improved attendance at monthly meetings and Title 1 parent workshops. Attendance at Saturday parent workshops 70% parent surveys completed on the progress report 50% parent component on the School Leadership Team</p>

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): To Implement Recommendations from the 2007 Quality Review

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To implement the recommendations of the most recent Quality Review by: Quarterly goals submitted by all teachers and administrators based on assessment data Further develop the school’s capacity in the use of data to include regular reviews of performance of all student subgroups.</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>	<p>Teachers and administrators will set quarterly goals based on ELA and Math performance assessment using Acuity. Goals will be developed and used for implementing differentiated instruction. A Data Inquiry Team will determine a focus and continue to monitor a select group of students.</p>
<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>Classroom Teachers, SETSS Teachers, ESL Teachers, Administrators – FSF AIS Teachers, Staff Developers – Title 1 Data Inquiry Team – Children First Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly goals will be reviewed when created and student progress will be measured to verify if the goals were reached. The Data Inquiry Team will identify its target population, set goals for these students, and continuously examine the growth of these students to ascertain if they are achieving the goals.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	41	30	N/A	N/A	3	0	3	0
1	48	48	N/A	N/A	3	0	4	0
2	55	51	N/A	N/A	4	0	8	0
3	47	67	N/A	N/A	4	0	3	0
4	51	71	36	36	15	0	2	0
5	48	67	48	48	18	0	0	0
6	60	62	20	20	24	0	0	0
7	65	69	20	30	38	0	0	0
8	102	99	74	60	13	0	1	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: Foundations Balanced Literacy block	AIS teacher assigned to each grade level to work with small groups push-in during the school day. Programs, based on student needs, include Wilson, Foundations, and AUSSIE Balanced Literacy. A Saturday Academy is provided for level 1 & 2 students and ELL's. All students receive differentiated instruction during the literacy block based on individual needs.
Mathematics: Everyday Math & Math Steps – Grades K- 5 Impact Math & Hot Words, Hot Topics – Grades 6 – 8 Riverdeep, Flashmasters	AIS teachers assigned to each grade level work with small groups using a push-in/pull-out model of instruction during the school day. Programs, based on student needs, include Flashmasters, Riverdeep Math Intervention, and Impactmath.com are utilized. A Saturday Academy is provided for all level 1 and level 2 students as well as all ELL's. All students receive differentiated instruction during the math block based on individual needs.
Science:	Small group instruction for students in grades 4-8 using a push-in/pull-out model of instruction to assist students in completing science projects for the school Science Fair. Practice labs for the State Earth Science Regents exam are also provided.
Social Studies:	Small group instruction for students in grades 4-8 using a push-in/pull-out model of instruction to assist students in formatting research and completing Social Studies projects for the annual school Social Studies Fair in June. Small group instruction for grade 5 and grade 8 students using a pull-out model to instruct students in answering document based questions and written essays.
At-risk Services Provided by the Guidance Counselor:	Individual & group counseling for students experiencing difficulties is provided by 3 Guidance Counselors.
At-risk Services Provided by the School Psychologist:	none
At-risk Services Provided by the Social Worker:	Individual and group counseling for students experiencing difficulties
At-risk Health-related Services:	none

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)



The Donald Hertz School, PS 83



Main Building	<u>Telephone Numbers</u>	Annex Building	<u>Telephone Numbers</u>
950 Rhineland Avenue Bronx, NY 10462	Main: (718) 863-1993 Fax : (718) 863-5525	1840 Bogart Avenue Bronx, NY 10462	Annex: (718) 319-0769 Fax : (718) 319-0862
Benjamin P. Soccodato, Principal		Stuart Sorell, A.P. – Gr. K, 1, 2 Andrea Stein, A.P. – Gr. 3, 4 Claudia Macek, A.P. – Gr. 5, 6	
Raymond Granda, A.P.(I.A.) – Gr. 7, 8			

LAP Policy 2008-2009

Team Members:

Team members for the LAP Policy are: Benjamin Soccodato, Principal, Andrea Stein and Claudia Macek, Assistant Principals, Linda Collins, Literacy Coach, Betty Tronconi, AIS Teacher, Anne Daly, Parent Coordinator, Linda Stinga, Rachel Roos, and Elaine Mandas, ESL coordinators and teachers, Mr. A. Voufo, parent.

Program Goals and Description:

UPDATED – OCTOBER 2008

ESL services at PS/MS 83 are delivered in a Free-Standing, combined push-in and pull-out model. Three certified teachers work with a population of approximately 186 children from 14 different language groups in grades K-8, including Spanish, Arabic, Bengali, French, Yugoslavian, Sinhalese, Macedonian, Albanian, Chinese, Urdu, Korean, Japanese, Vietnamese, Afrikaans, and Punjabi. As far as levels, 37 are Beginners, 74 are Intermediate, and 75 are advanced as per Spring '08 NYSESLAT. As was the case in previous year, Beginners and Intermediates tended to do well on the listening and speaking sections of the test, but were deficient in reading and writing skills across grade levels K-8. Advanced level students performed well in all four areas, which would conform with the natural progression of language acquisition through the hierarchy of skills tested. They were again deficient in writing which was the greatest overall area of deficiency. This will again become a schoolwide emphasis and instructional intervention area for all service providers. Our program's exit rate last year went up to 17%.

Program components are based on a knowledge core consisting of literature and content-based instruction. This insures academic rigor and adherence to alignment with the New York State Learning Standards for ESL, ELA and content areas. Our school mission is to help all children, including our ELLs, become literate and numerate learners.

Specific daily instruction is thus based upon the students' levels achieved on the LAB-R and NYSESLAT tests – Beginners and Intermediates receiving two units weekly and Advanced level students receiving one unit weekly, one unit being 180 minutes of instruction.

Our Parent Coordinator acts as an important liaison with our ESL parents and encourages them to participate in many varied school-based activities. She plays a vital role during the initial screening process for registration in our school. The Parent Coordinator

insures that parents receive proper interpretation and/or translation when requested. The Parent Survey and Program Selection Forms are periodically reviewed at the time of orientation in order to keep abreast of parental trends.

The CARE document will be revisited yearly to continuously assess and refine the ongoing implementation of our Language Allocation Policy (LAP) in order to maximize services rendered to the many English Language Learners in our school.

Our ESL Programs:

Presently, our ESL program consists of a Free-Standing combined Push-In and Pull-Out Model. Two certified ESL teachers service grades K-4 in our annex building and two certified ESL teachers service grades 5-8 in our main building. All teachers push in during content area periods and assist in the classroom with teaching curriculum using ESL methodologies. In addition, all students receive the mandatory 4 periods of ELA from their classroom teachers. This consists of literacy instruction such as shared reading, guided reading, independent reading, and read alouds. This is the reading portion of balanced literacy. The writing portion consists of shared writing/interactive writing and independent writing.

All ESL teachers also work with small groups of 10-15 children, providing intensive English instruction, which targets both literacy and numeracy. Materials used include thematic literature based kits, which integrate grade level content and multi-level strategies. Various multicultural materials provide hands-on interactive learning, giving access to the core curriculum. Academic language proficiency is also built through the use of picture dictionaries, thesauri, and dual language materials. Other materials used include Exploring Idioms in English, Content Points, Explode the Code, The Pizza Tastes Great, English at Your Command!, Pearson Scott-Foresman Sunshine edition ESL K-5, Keystone Building Bridges, Access Newcomers Program, Bowmar-Nobels Experiences in English

and Language Libraries in both English and Spanish for independent reading. We have also acquired small libraries in other languages such as Albanian, Bengali, Urdu, French, and Arabic.

Based on parental selection for this academic year, all ESL instruction is given in English due to the fact that we have no transitional bilingual or dual language classes. These alternative choices are offered, however, and if parental trends change, we are fully prepared to provide them based on student enrollment and program selection in accord with CR-PT 154 mandates.

Special Education students who are concurrently ELLs, receive designated services through the use of alternative placement paraprofessionals whenever needed. They also receive the appropriate amount of units required, based on their language proficiency levels. All IEPs are written in English as we do not provide bilingual special education programs at this time. We do have bilingual Spanish paraprofessionals on site to provide ESL support when needed. Our Parent Coordinator also offers continual workshop opportunities to our parents of students with special needs, as well as the ESL parents.

Quality Teaching for ELLs:

In order to provide these ESL students with highly differentiated learning opportunities, language instruction utilizes specific ESL strategies and methodologies employed in small group settings. Research in various areas of ESL study including Cummins' Natural Approach, TPR, Thematic Learning, BICS and CALPS theory and CALLA support the notion that language acquisition develops through listening, speaking, reading and writing activities that are reinforced every day to help implement and align them with the State Standards. Scaffolding techniques are used as a means to provide support for ELLs, employing the Point of Entry Model (POEM), schema building and small group work in a collaborative and interactive learning process, which engages both teachers and students.

Staff Development 2008-2009:

Staff development is provided monthly during common planning time. Additionally, classroom teachers receive site-based, in class, staff development throughout the school year in the core curricula, from the school-based literacy coach, AUSSIE Literacy Consultant, math staff developer, and ESL teachers. Topics include: Balanced Literacy, Everyday Math, Math Steps, Impact Math, Hot Words, Hot Topics, Social Studies, Science, Wilson, writing skills and strategies. Collaborative planning is ongoing amongst grade levels including all service providers on such projects as curriculum mapping and weekly lesson planning.

Plan for Newcomers and Long Term ELLs:

In addition to regular ESL instruction, other interventions are offered to support ESL students according to the CEP (Comprehensive Educational Plan) for the school. These interventions are utilized with both long-term and newcomer ELLs. Special attention and priority will be given to our SIFE designated ESL students, so that they may receive extra support services. Among these are Saturday Preparatory Academy, targeted instruction by AIS teachers, Extended Day and Summer School Programs, Resource Room and Peer Tutoring and use of student academic contracts, particularly in independent reading.

ELLs who exit the program will be monitored for a minimum of two years. Whenever possible, they will be scheduled to receive AIS or other support services in areas of deficiency. Increasing the number of ELL students who are proficient in English is a school-wide priority and goal.

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: 186
(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:

Three certified teachers in a free-standing ESL program servicing about 170 children in a grades K-8. Push-in/pull-out combined instructional program implementing ESL, ELA and content areas through specific ESL methodologies aligned with the LAP policy and State Standard guidelines. Small group instruction emphasizing differentiated learning opportunities in the 4 disciplines of the language acquisition hierarchy – listening, speaking, reading, writing. A Saturday Academy will provide support and extension of the weekly instructional program. A teacher will also provide parent instruction/ involvement for parents of all ESL students during the Saturday Academy.

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).

All students, including ELLs participate in the same curriculum including a Balanced Literacy program, Everyday Mathematics and Math Steps(Grades K-5), Impact Math and Hot Words, Hot Topics(Grades 6-8), FOSS Science, and Social Studies. Every grade has an Academic Intervention Teacher who pushes into the classroom to support all students in need (including ELLs). Additionally, the ESL teachers and service providers also push into classrooms to provide additional support. A Saturday Academy is provided for all students in need.

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

An afterschool program is available to students. In grades K-4 the program runs five days per week and includes homework help, sports, and arts activities. For students in grades 5-8 the program runs four days per week and includes homework help, basketball, cheerleading, fitness, and art activities. All students are encouraged to participate. However due to limited funding, only approximately 25 students can be accommodated in each grade.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Parents comprise 50% of the Leadership team, and we have a very active Parent's Association. We offer a workshop every Saturday for ESL parents during the Saturday Academy program. We have scheduled workshops throughout the year for parents, including a Meet & Greet, Test Information, Social Studies, Science, High School Information, Title 1, ESL, etc.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
n/a
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Staff development is ongoing weekly through common planning periods. Specific topics include: ESL methodologies and strategies (Oct.), Reading in the Content Area (Nov.), ELA and Math Givens (Dec.), What is the LAP Policy (Jan.) Standardized Based Instruction (Feb.), Formal and Informal Assessments (Mar.) Using Data to Drive Instruction (Apr.) Balanced Literacy (May), and Importance of Math (June).

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

Many support services are available to ELL students including, but not limited to: ESL instruction, Academic Intervention Services, at risk Resource and/or counseling, lunch clubs, and peer tutoring.

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

N/A

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

School Building: ___11X083 – Donald Hertz_____ District ___11_____

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			
	3		0		0	3

* 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 __X__ Push-in __X__ Pull-out
 Indicate Proficiency Level: _X__ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20 To: 9:07	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
2	From: 9:10 To: 9:57	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
3	From: 10:00 To: 10:47	Subject (Specify) Art	Subject (Specify) ELA	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies
4	From: 10:50 To: 11:37	Subject (Specify) ESL pull-out	Subject (Specify) ESL pull-out	Subject (Specify) ESL pull-out	Subject (Specify) ESL pull-out	Subject (Specify) ESL pull-out
5	From: 11:40 To: 12:27	Subject (Specify) ELA – ESL push-in	Subject (Specify) Music	Subject (Specify) ELA	Subject (Specify) ELA ESL push-in	Subject (Specify) ELA ESL push-in
6	From: 12:30 To: 1:17	Subject (Specify) ELA	Subject (Specify) Social Studies	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Computers
7	From: 1:20 To: 2:07	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 2:10 To: 3:00	Subject (Specify) Science	Subject (Specify) Health	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
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 _X_ Push-in _X_ Pull-out
 Indicate Proficiency Level: ___ Beginning _X_ Intermediate ___ Advanced

School District: ___ 11X _____

School Building: ___ 083 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:20 To:9:07	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
2	From: 9:10 To: 9:57	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
3	From: 10:00 To: 10:47	Subject (Specify) Art	Subject (Specify) ELA ESL push-in	Subject (Specify) Social Studies ESL Push-in	Subject (Specify) Social Studies	Subject (Specify) Social Studies ESL push-in
4	From: 10:50 To: 11:37	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Music	Subject (Specify) Gym	Subject (Specify) ELA
5	From: 11:40 To: 12:27	Subject (Specify) ESL pull-out	Subject (Specify) ESL pull-out	Subject (Specify) ELA	Subject (Specify) ESL pull-out	Subject (Specify) ESL pull-out
6	From: 12:30 To: 1:17	Subject (Specify) ELA	Subject (Specify) Music	Subject (Specify) ELA	Subject (Specify) ELA ESL push-in	Subject (Specify) Computers
7	From: 1:20 To: 2:07	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 2:10 To: 3:00	Subject (Specify) Science	Subject (Specify) Health	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
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 _X_ Push-in _X_ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate _X_ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20 To: 9:07	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
2	From: 9:10 To: 9:57	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
3	From: 10:00 To: 10:47	Subject (Specify) Art	Subject (Specify) ELA ESL push-in	Subject (Specify) Social Studies ESL push-in	Subject (Specify) Social Studies	Subject (Specify) Social Studies ESL push-in
4	From: 10:50 To: 11:37	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) Music	Subject (Specify) Gym	Subject (Specify) ELA
5	From: 11:40 To: 12:27	Subject (Specify) ELA	Subject (Specify) Music	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA
6	From: 12:30 To: 1:17	Subject (Specify) ELA	Subject (Specify) Social Studies	Subject (Specify) ELA	Subject (Specify) ELA ESL push-in	Subject (Specify) Computers
7	From: 1:20 To: 2:07	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 2:10 To: 3:00	Subject (Specify) Science	Subject (Specify) Health	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
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) K-8 **Number of Students to be Served:** 80 LEP 0 Non-LEP

Number of Teachers 9 **Other Staff (Specify)** 1 Supervisor, 1 Secretary

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.

A three hour Saturday Academy is available for all ELL students providing small group instruction in English for literacy and math. Certified teachers provide small group instruction to students using the Shining Star program by Pearson and Longman, or Access by Great Source. Guided reading and writing are the base of the program as it naturally aligns with instruction occurring in the classroom. All ELL students in grades K-8 were invited to the program which begins in October and ends in March, 3 hours per week.

A certified teacher also provides parent instruction/involvement for parents of all ESL students during the Saturday Academy.

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.

Professional development is provided to all teachers on a monthly basis during common planning periods. This P.D. includes: Identification of special needs of ESL students, best practices, planning and instructional strategies for new teachers (as per 7.5 mandated training). Focus on LAP policy, principles and practices, how to incorporate these into content area instruction using methodologies, such as scaffolding with emphasis on academic rigor.

Form TIII – A (1)(b)

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

Allocation:

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	17,455 2670 1594	Saturday Academy Program to include: 9 teachers x 3 hours x 13 weeks = 351 hours 1 supervisor x 4 hours x 13 weeks = 52 hours 1 secretary x 4 hours x 13 weeks = 52 hours
Purchased services such as curriculum and staff development contracts	0	
Supplies and materials	4019	
Travel	0	
Other	0	
TOTAL	25,738	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 11 For Title III
BEDS Code 321100010083

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

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

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

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<i>Saturday Academy Teacher Per Session – 17,455 Supervisor Per Session – 2,670 Secretary Per Session – 1,594</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	<i>OTPS – 4,019</i>

This entire section must be completed for each budget submitted.

School District _____ For Title III
BEDS Code _____

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

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.

Our school is receiving an influx of Albanian and Spanish speaking students. The students' primary language is determined by the Home Language Identification Survey, emergency cards, and interviewing the student and parents during registration. We determine interpretation needs based on this information and have staff members, as well as parents, available to translate.

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.

There is a wide variety of languages spoken in our school although the parent population predominantly speaks English and/or Spanish. There is also a need for Albanian and Arabic translation in some cases. School correspondence needs to be sent in alternate languages and on parent conference nights, as well as at parent workshops, translators are needed. Certain students taking the NYS Math, Science and Social Studies tests are eligible for translated versions, whether written or oral. It has also been found that for many recent immigrants families, it would be helpful to provide instruction to parents on the English language, navigation of the education system as well as traditional American culture.

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.

Letters to parents are translated whenever possible into their native language by school staff. Many of our school staff are fluent in several foreign languages. Our growing Albanian population is serviced by three Albanian speaking teachers. Our Spanish speaking population is serviced by many staff members fluent in Spanish. Many forms are translated before being sent out through the DOE services, and translation services are available by telephone through the DOE. Parent volunteers are available to meet with and interpret for parents who do not speak

English. Students are paired with their native language speaking peers whenever possible to translate and help with adjusting to their new environment. Teaching staff members are assigned to translate state assessments where available, or translators are brought in. Additionally, Spanish and Chinese versions of written tests are ordered for students.

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

Oral and written interpretation services are provided by school staff, students, and parent volunteers for conferences and parent meetings. Telephone services are provided by the DOE as needed. Signs are posted in many languages with the telephone number to call for translation services. Our Parent Coordinator arranges for parent volunteers and staff members to be available both during and after school hours to assist with interpreting.

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>.

Many letters from the Chancellors office are available already translated to download into many languages. These letters are sent home in the students' native languages. Letters sent home and signs made for posting in the school are emailed to the DOE interpretation services, translated, and emailed back for printing. Parents are provided with the Parent Coordinator's telephone number and arrangements are made for staff members and parent volunteers that speak other languages for translation services as needed.

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 1,190,413
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 11,904
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 59,520
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 99%
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.

All teachers are state certified. One teacher had to have a change of teaching assignment and three had to complete the HOUSSE survey to be considered highly qualified.

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

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

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

majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

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

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.

A needs assessment is conducted every year which includes the following:

Staff and parent surveys are distributed and reviewed in April.

State ELA and Math assessment results from NYStart are examined for individual student growth.

ARIS and Acuity results are reviewed and teachers submit quarterly goals based on this information to improve student achievement in their classrooms.

The Quality Review and yearly Progress Report are reviewed for recommendations and to address areas of concern.

Every other Friday, a Curriculum Cabinet meeting is held. Members of all departments are present including coaches/staff developers of all major subject areas. At this time, information is exchanged with administrators regarding use and interpretation of recent data and information and ideas gathered from staff at common planning meetings is shared.

Feedback from consultants and mentors is also discussed as well as ideas on planning for effective and/or requested parent

workshops. In this way, the needs of the staff, parents and students are met in a timely manner and ideas are scaffolded from grade to grade.

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.

**Schoolwide reform strategies, as developed in conjunction with the curriculum staff and School Leadership Team include:
Providing Academic Intervention Services to all students performing at levels 1 & 2 during the school day.
Providing enrichment opportunities to students performing at levels 3 & 4 during the school day.
Providing a Saturday Academy for additional support for ELL students and students performing below state standards.
Providing a summer school program for ELL students and students performing at level 1 on the Math and ELA state assessments.**

For the 2007-08 school year, our Inquiry Team focused on expanding vocabulary by introducing literacy centers in middle school classrooms and expanding their use in elementary classrooms. Workshops were held during common planning and on Saturdays. Teachers were exposed to research that supported the importance of explicit vocabulary instruction and best practices in teaching vocabulary. Teachers were taught ways to differentiate vocabulary instruction for ELLs and students with disabilities.

Students in grades K through 8 are invited to participate in the Sports and Arts after school program which includes homework assistance as well as the opportunity to learn a variety of sports. In addition, students complete art projects, participate in dance sessions and travel on educationally based trips when school is not in session. A Saturday Academy runs from November through March and teachers conduct pre and post assessments in order to differentiate for the needs of these learners. A separate Saturday Academy exists for ELL students and their parents to further zero in on the needs of specific children and their families.

For middle school students struggling with emotional issues, an after school counseling and support group was formed. Students meet in a small group setting with an administrator and guidance counselor to discuss ways to deal with stress and anxiety.

3. Instruction by highly qualified staff.

Upon completion of the BEDS Survey, teacher license areas are reviewed to assure they are highly qualified for their teaching position. Teachers who are not highly qualified are encouraged to take classes and/or the Content Specialty Test or HOUSSE survey to obtain highly qualified status. AUSSIE consultants, Staff Developers, and a New Teacher Mentor are provided to all teachers for Professional Development in literacy and math on a weekly basis.

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.

Professional development is provided to all teachers. New teachers have a P.D. session before the school year starts. Ongoing professional development is provided all year long to all teachers by 4 staff developers, a teacher mentor, a Literacy Coach, Math Coach, Early Childhood Coordinator, supervisors, contracted AUSSIE consultants for literacy and math, and mentors provided through our partnership with CEI-PEA in management and Science. Weekly common prep periods for all grade levels are utilized for professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P. S. 83 makes every effort to attract highly qualified teachers. One of our core beliefs is that when our successes are shared with the surrounding community, we will not only attract students and families, but the best teachers as well. The school maintains a positive relationship with local media such as the Bronx Times Reporter and local television stations. Student accomplishments are often making headlines and this makes us a magnet for local politicians, who visit often. As a result, the school has an excellent reputation as a great place to learn and grow whether you are a student or instructor. We also maintain a strong relationship with Mercy College, which connects us with new graduates eager to do their best for our school. We welcome student teachers as well as those who need to observe classes on a less regular basis. Often, it is these individuals who come back when they are qualified, enthusiastic about the possibility of working for us. We hire only state certified teachers.

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

A full time Parent Coordinator is available to assist all parents. Our bi-monthly Meet and Greet sessions are workshops for parents based on needs identified at Parent Association and SLT meetings. Topics can range from Hoe to Help Your Child with Math Homework to How to Resolve Conflicts with Your Child At Home. In addition, ELL parents are invited to a Saturday Academy for language assistance from November to March, as well as American culture and the curriculum at P.S. 83.

Parents also participate in pajama story nights where teachers model nighttime routines for families. These include online good night stories and games, midnight math games and quick nighttime stories and crafts. As the NYS tests near, parents

are invited to test information nights and in the spring, our Family Math Nights are a hands-on way to expose parents to the concepts taught in Everyday and Impact Math programs.

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.

Provide a collaborative team teaching class on all grades. Provide a tour of the school, as well as an Open House and placement testing, for all incoming Kindergarten students.

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.

Train all teachers in using data to drive instruction. Teachers are elected to the Leadership Team to make up 50% of the team. Committees, such as Grade Leaders, Consultation, Curriculum, Child Study, and Academic Intervention, are comprised of teachers from various grade levels and disciplines who meet monthly to review information and plan.

Teachers are invited to Lunch and Learns that answer all questions regarding periodic and state testing. At this time, they are also invited to give feedback on their concerns and questions regarding testing. In addition, common planning meetings provide great opportunities for teachers to share best practices with regard to creating, administering, interpreting and responding to formal and informal assessments. A testing coordinator attends common planning meetings to further explain how assessment can and must drive instruction and the setting of quarterly goals. Teacher feedback to the testing coordinator can lead to changes in testing how formal and informal assessments are given.

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.

Students who are identified as needing Academic Intervention Services are provided with small group instruction utilizing a push-in/pull-out model of instruction with an Academic Intervention Teacher provided on every grade level.

Our Inquiry Team meets on a bi-weekly basis using ARIS, NY Start and other information gathering sources in order to assess the needs of students across the grades. Research based methods for improving student success are also discovered and ideas are tested. While a small group of students participate in the Inquiry Team study, it is the team's job to insure that successes in this small setting ripple out to the entire staff. Literacy and Math coaches, in collaboration with staff developers, consultants, administrators, and teachers have worked to put consistent and timely assessment procedures in place. As strategies and concepts are taught, teachers must constantly assess by means of written assessment, teacher observation, low-inference observation, teacher interviews, running records, etc. It is only after careful examination of these assessments that teachers can plan their next steps and plan with their AIS push-in teachers for maximum success. AIS teachers meet weekly with subject-area teachers to identify students and areas of need on a weekly basis. Groups are flexible to allow for

maximum support. Post-assessments, whether formal or informal, identify those students who have grasped necessary concepts after intervention and those who may need additional 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.

During and after the school day, students have the opportunity to participate in programs that enhance their learning socially and culturally to prepare them for life outside their academic subjects. The NYPD GREAT program is housed in our school and is very active, especially with our middle school programs. Officers speak to classes and individual students regarding gangs and good decision making during out-of-school time. Our nutrition committee consists of students and our school dietician. This group was so enthusiastic in planning meals and learning about ingredients and cooking method, it led to the formation of a student culinary group that meets after school to prepare healthy meals and snacks.

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: In Good Standing **SURR¹ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

Teachers develop the curriculum maps for each grade. This map is “unpacked” on a monthly basis and specific skills/outcomes are identified. Outcomes include reading, writing, listening/speaking, and word study. During this curriculum time, the previous month’s curriculum map is discussed and changed where needed depending on teacher feedback. Due to this teacher feedback, a new component, Making Meaning, was introduced this year to increase students’ comprehension and give teachers a scripted portion to the daily literacy block.

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

Applicable Not Applicable

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

We received no extra credit for ELA on our Progress Report. We have expanded our Literacy Curriculum Map to address the concerns of the teachers in the areas that were lacking on the district/region Curriculum Map.

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.

We review/ revise our Literacy Curriculum Map for every grade on a monthly basis. Teachers provide feedback for changes they want to make in the curriculum map and it is adjusted to reflect the concerns of the teachers and areas they feel are not being addressed. We have purchased the Fontas & Pinnell Benchmark Assessment System for each teacher in order to standardize and improve our use of running records. We have added to our Scholastic Guided Reading program materials which previously only had fiction and non-fiction materials to include content area resources as well. We have begun the immersion phase of our writing focus by instituting a policy of two benchmark assessments, one at the beginning of the year and one at the end of the year. The rubric for the first assessment was constructed using performance indicators for writing. The assessed work will focus the areas for improvement.

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.

Comparison of the NYS content performance indicators with content in the Impact Math book shows that some concepts/skills were not covered.

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?

Although 81% of our students are performing at Proficiency, only 62% of our students make one year of progress on the NYS Math assessment.

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.

Our middle school has adopted the 2009 edition of Impact Math which now addresses those performance indicators in the content area that were previously missing. Our staff development sessions are including discussion and follow up of the process strands. We have started a monthly problem solving activity which includes grades 6-8 and addresses the five strands. We intend to expand this activity to include all grades (K-8) as a bi-weekly activity.

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.

UPDATED – OCTOBER 2008

Classroom visitations, review of teacher plan books, observance of literacy blocks in all classrooms.

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?

Frequent classroom visiting and observations provide evidence of differentiated instruction ongoing in all classrooms. Our literacy block consists of a 10 minute mini lesson, followed by independent and/or group work on all grade levels. Teachers submit quarterly goals to identify which students are in need of extra help, they then plan their small group instruction in order to successfully meet these goals.

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

2B – Mathematics Instruction

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

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.

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.

Frequent classroom visiting, Academic Inquiry Review walks, and observations provide evidence of differentiated instruction and the use of technology ongoing in all classrooms.

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

Applicable Not Applicable

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

Our daily math block consists of a mini lesson followed by differentiated group work and one game period per week. Classroom teachers on all grade levels are differentiating instruction on a daily basis during their math block, which consists of a mini lesson, followed by independent and/ or group work, and a weekly math game session. An Academic Intervention Teacher, as well as all service providers, push in during group work time to assist students in need. Teachers submit quarterly goals to identify which students are in need of additional help. We have made available to all teachers a comprehensive list of free websites that address a wide range of math concepts/skills. All classrooms in the middle school and most classrooms in grades K-5 are equipped with media carts or smart boards.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

An examination of the school's Report Card and personnel records will show the mobility rate for teachers.

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?

P.S. 83 generally has about 6 new teachers every year for the staff of approximately 105 teachers. The teachers that do leave are retiring or obtaining employment in the suburbs.

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.

A teacher survey is conducted each spring as part of the needs assessment for the school.

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?

Interview data from new teachers shows they are unaware of the professional development available for them concerning ELL instruction. With school districts now not responsible for providing the training, the information does not reach all teachers since it sometimes takes weeks to get an email address, and they are not on the mailing list for the ISC.

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.

We are addressing this need for Professional Development through our weekly common planning periods for all teachers on all grade levels. Staff developers work closely with these teachers to guide and assist them with all aspects of teaching including ELL students.

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.

All teachers receive test histories for the students they will be teaching in September as soon as they are available in June. The NYSESLAT scores are given to the teachers as soon as they are available. The classroom teacher also receives the students' portfolio, which includes samples of work, running records, benchmark writing pieces, science and social studies work. This enables the new teachers to familiarize themselves with their new students.

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?

We create hanging portfolio folders for each student starting on the kindergarten level. These portfolios travel with the students as they move from grade to grade. These portfolios provide valuable information to our teachers including assessments, running records, writing benchmarks and samples, social studies projects, and science projects. This allows the new classroom teachers to have a good understanding of the student at the beginning of the school year. Newly enrolled students are given an assessment to establish their academic progress.

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.

In June, articulation cards are filled out on all students. Teachers receive these articulation cards, as well as the portfolios for the students they will be instructing for the following school year. All available data is also given to the teacher for the students. Data includes running records, writing samples, math, science, and social studies sample work that have been accrued throughout their time at P.S. 83. These folders are updated yearly and forwarded to the next teacher.

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.

Daily monitoring of all classrooms affords us assessment of the special education student/teacher interaction. All service providers push into classrooms to provide services to special education students and most attend all grade level meetings with all classroom teachers. All teachers have access to students' IEP's and can make a copy to keep in the classroom.

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?

The IEP teacher and SETSS teachers are knowledgeable of our special education students and the contents of their IEPs. The IEP teacher meets with all special education classroom teachers (both CTT and self-contained) and reviews the contents of the IEPs as well as test modifications. The classroom teacher is aware of any changes to the IEP that need to be done in the classroom. All service providers meet with teachers to plan when to push into classrooms and meet weekly with classroom teachers at grade level meetings to discuss curriculum. Test modifications are updated frequently and all classroom teachers receive copies of the test modifications. This policy insures that the classroom teacher is familiar with the students' educational needs.

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.

A careful and through review of all IEPs provides us with the information regarding modified promotional criteria and accommodations for special education students. The push-in model gives service providers the opportunity to know what is happening in the classroom to better assist the student. This paradigm also insures that goals and objectives are aligned with instruction in the general education classroom.

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?

Classroom teachers and service providers review IEPs for test modifications and accommodations. A Child Study Team meets weekly to discuss students and issues they are presenting. If either feels that a change needs to be made they contact the SBST to open the case. A review is done and decisions made. If necessary the IEP is updated to include the changes.

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.

Our school has an IEP teacher who reviews IEPs and meets with classroom teachers. This teacher also attends grade level meetings. Students are constantly monitored and, if necessary, IEPs are opened and modified. For students with severe

behavioral issues, the Guidance Counselor creates behavior goals to be included in the IEP. We are in the process of updating Behavior Management Plans to be included in IEPs. The Guidance Counselor, classroom teachers and service providers are involved with the student and parent. In some cases, the students will address their best interests. For students in self-contained classes who have modified criteria we are in the process of reviewing their IEPs, but have no control on the grade level assessment they must take, even though their IEP clearly states an earlier grade.

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 16, 2008** Email address: **bsoccod@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	11X083
School Name	Donald Hertz
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 228,581
Principal Name	Benjamin P. Soccodato
Principal Email	bsoccod@schools.nyc.gov
Principal Phone	7188631993

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

- Yes
 No

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

- Yes
- No

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

Before- and After-School Programs

Summer School Programs

Dedicated Instructional Time **\$ 32,283**

Individualized Tutoring

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Certified teachers will provide instruction in a Saturday Academy Program, which will begin in October, 2008 and end in March, 2009. All level 1 & 2 students, as well as those students whose classroom teachers recommend to the program will be invited to attend. ELA and Math instruction will be provided for three hours each Saturday in a small group setting.

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

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

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

- New implementation
- Program Expansion

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

The program will expand both in the number of students served and the length of the program.

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 **\$ 98,147**

Instructional coaches for teachers **\$ 98,147**

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

Please describe the program.

A teacher mentor will provide weekly mentoring for all first and second year teachers. In addition to staff development, this teacher mentor will be responsible for entering all documentation as required by the DOE.

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 teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

A full time Literacy Coach will be provided to oversee all literacy classroom teachers and staff developers in grades K-8, as well as coordinate professional development with our AUSSIE consultants. The Literacy Coach will assist teachers in implementation of the Balanced Literacy Program and the school based Literacy Curriculum Map

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.

In prior years the Literacy Coach worked with teachers in grades 5-8. This expansion will allow her to address the needs of all classroom teachers and continue to provide support and guidance to the literacy team.

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

- Yes
- No

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

- Yes
- No

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

- Yes

No

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

Yes

No

CEP Appendix 8: Contracts for Excellence