



MIDDLE SCHOOL 2

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 17K002
ADDRESS: 655 PARKSIDE AVENUE,
BROOKLYN NY 11226
TELEPHONE: 718-462-6992
FAX: 718-284-7717

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K002 **SCHOOL NAME:** Middle School 2

DISTRICT: 17 **SSO NAME/NETWORK #:** ICILSO/

SCHOOL ADDRESS: 655 Parkside Avenue, Brooklyn NY 11226

SCHOOL TELEPHONE: 718-462-6992 **FAX:** 718-284-7717

SCHOOL CONTACT PERSON: Adrienne Spencer **EMAIL ADDRESS:** Aspence1@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Adrienne Spencer</u>
PRINCIPAL	<u>Adrienne Spencer</u>
UFT CHAPTER LEADER	<u>Duncan Gray</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Mechelle Brunson</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>N/A</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Rhonda Taylor</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position/Constituency Represented	Signature
Adrienne Spencer	*Principal or Designee	
Duncan Gray	*UFT Chapter Chairperson or Designee	
Mechelle Brunson	*PA/PTA President or Designated Co-President	
Mechelle Brunson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lisa Squire	DC 37 Representative	
Linor Castro	Assistant Principal	
Arlene Burnett	Teacher	
Leda Hill	Teacher	
Samuel Dick	Parent	
Murielle Paul	Parent	
Derbert Promesse	Parent	
Uniqua Godley	Parent	
Jawara Hudson	CBO	

* 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

Middle School 2, located in Flatbush, Brooklyn is home to 435 students in grades 6-8 for school year 2008-2009. A diverse student body is represented, featuring immigrants from the Caribbean-speaking nations of Trinidad and Tobago, Jamaica, Guyana, Barbados, Haiti and other smaller nations. A few students are also from Asia, Africa and the Middle East.

Recent data reveals a student body that is 84.4% Blacks, 11.4% Hispanic, 2.8% Asian, 0.7% Native American, 0.4% White and 0.2% Multicultural. 22.9% of the school are IEP Special Needs, 9.2% English Language Learners and 79.8% are recognized as economically disadvantaged.

The student body is supported by 48 teachers, 1 principal, 2 assistant principals, 1 IEP teacher, 1 part-time social worker, 1 guidance counselor, 17 paraprofessionals, 1 secretary, 3 safety officers, 8 school aides, 1 psychologist, 2 speech teachers and 1 family worker. Other staff includes a full time math coach, a parent coordinator, as well as additional related support services.

The school has 3 houses. Each house is guided by the M.S. 2 vision that every student can achieve the high standards set for them. Each house is headed by an assistant principal, a team leader and a cohort of teachers, who serve 6th, 7th and 8th grade students. Ongoing assessments identify student strengths and weaknesses, and enable early interventions for at-risk students. Our special needs students (special education, ELLs) are integrated within our academy. This house configuration allows for personalized and differentiated instruction for our diverse body of students.

Vision: We see Middle School 2 as a community committed to developing and maintaining a culture of excellence, high expectations, mutual respect and collaboration by all students, staff and parents.

Mission: All students are expected to achieve success in our caring, safe and orderly environment. Through a focused educational program, implementation of a standards-based curriculum, and student centered teaching; our students are prepared to become critical thinkers, problem-solvers and tomorrow's leaders.

To actualize our vision, M.S. 2 has formulated ongoing collaboration between community-based organizations include Project Arts, Caribbean Women's Health, Downstate Medical Center, Medgar Evers, Kings County Hospital, Brooklyn College, New Vision for public School and the Leadership Academy. Middle School 2 will continue to foster partnerships to enhance the instructional program. A 5-year improvement plan was also created to reflect exemplary practices which mirrored our mission and vision, but also addressed high quality teaching and learning, community accountability, assessment for continuous improvement, team-based organization and sensible use of technology. These 5 benchmarks of highly effective schools were advocated by Pearson Achievement Solutions (2006) and adopted by our school. We utilize these benchmarks to create manageable action steps each year in order to actualize our goals for raising student achievement.

For the past 4 years, Middle School 2 has made significant gains in the NYC & State Assessment. In addition to this, the overall morale and tone of the school environment have improved tremendously. Our efforts have been rewarded by the "Outstanding" and "A" ratings received for the 2007-08 school year. Despite these achievements, Middle School 2 is currently classified as a Corrective Action school by state standards due to failure to make AYP for the ELLs subgroup in ELA and participation rate for Mathematics in year 2007-2008.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Middle School 2				
District:	17	DBN #:	17K002	School BEDS Code #:	331700010002

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					91.4	92.6	92.6		
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3					90.5	92.8	92.0		
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6	183	137	123	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	207	175	185		85	83.1	90.8		
Grade 8	283	208	202						
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11					10	2	9		
Grade 12									
Ungraded Elementary	45	41	2	Recent Immigrants:					
Ungraded Secondary	48	60	-	(Total Number as of October 31)	2006	2007	2008		
Total	766	621	512		11	15	9		
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	67	74	73						
No. in Collaborative Team Teaching (CTT) Classes	26	27	28	Principal Suspensions	75	57	7		
Number all others	12	14	11	Superintendent Suspensions	62	68	18		
<i>These students are included in the enrollment information above.</i>									
Special High School Programs:									
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008		
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0		
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

UPDATED – OCTOBER 2008

DEMOGRAPHICS							
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	53	44	36	Number of Staff:			
# ELLs with IEPs	4	5	2	(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	68	56	57
				Number of Administrators and Other Professionals	13	11	10
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	12	16	18
	12	6	11				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.0	0.8	0.8	Percent more than two years teaching in this school	78.0	76.5	74.0
Black or African American	88.0	86.5	86.1	Percent more than five years teaching anywhere	64.4	68.6	74.0
Hispanic or Latino	8.2	9.7	11.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.6	1.2	Percent Masters Degree or higher	90.0	88.0	86.0
White	1.0	1.4	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.1	97.6	96.7
Multi-racial	-	-	-				
Male	59.1	57.0	54.9				
Female	40.9	43.0	45.1				

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 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 checked="" 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 ____		
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
	ELA:	Corrective Action	ELA:
	Math:	Corrective Action	Math:
	Science:	IGS	Grad. Rate:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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	√ ^{SH}	√				
Limited English Proficient	X	X*				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	5/6	5/6	3/3			

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	A	Overall Evaluation:	Outstanding
Overall Score	69.5	Quality Statement Scores:	Outstanding
Category Scores:		Quality Statement 1: Gather Data	Outstanding
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	Outstanding
School Performance (Comprises 30% of the Overall Score)	17.4	Quality Statement 3: Align Instructional Strategy to Goals	Outstanding
Student Progress (Comprises 55% of the Overall Score)	35.6	Quality Statement 4: Align Capacity Building to Goals	Outstanding
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	Outstanding
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

In conducting a needs assessment, the MS 2 team examined available quantitative and qualitative data to analyze student performance trends – Progress Report, New York State School Report Card, Quality Review, surveys, learning walks, Inquiry Team, Action Research and school data: In analyzing student performance, MS 2 shows improvement in all four components: school environment, student performance, student progress and closing the gap for special needs students of the Progress Report data from 2006-2007 to 2007-2008. From year 2006-2007 to year 2007-2008, there was a 12.6% improvement in math proficiency, likewise, in ELA, a 6.7% increase was noted. In analyzing student progress, a 14% increase was noted in ELA, and a 9.3% increase in Math from 2006-2007 to 2007-2008. Overall, student progress showed an increase of 8.7% from 2006-2007 to 2007-2008 and an improved score of A for the school.

The School Report card points to particular positive trends in attendance and percentage of qualified teachers. Attendance at MS 2 has been consistently above 90% for the past three years. 100% of the teachers at MS 2 are fully licensed and permanently assigned while 86% hold a master's degree and 74% have more than 5 years teaching experience.

We have met performance targets in Math for all subgroups but in year 2007-2008, the participation rate of ELLs students prevented the school from meeting AYP targets. ELA continues to be an area of challenge where we must target our Special Education and ELL's population for improvement in achievement. Simultaneously, we must continue to raise proficiency in both Math and ELA school-wide, especially movement from level 2 to levels 3 and 4.

While overall enrollment has decreased steadily, with the concomitant decrease in funding, the percentage of special education students as a proportion of the school has increased. Over the past three years the percentage of Special Education students has grown from 8.7% in 05-06 to 11.9% in 06-07, and rose to 14.3% in 07-08. We currently have 22.9% of our population categorized as Special Ed. This special needs population impacts on the New York State School Report Card, and the New York City accountability reports.

In learning walks we noticed that there is a need for continued intensive professional development to build and sustain capacity i.e. lesson study, teaching of reading and writing, cross curricula unit planning and projects, better use of technology and data. Differentiation continues to be a challenge in instructional planning and delivery and achievement of the ELLs students remains a goal to be achieved.

While suspension has decreased at Middle School 2, the learning survey indicated that safety, respect and communication are areas still in need of improvement. Thus we will continue the character education program at Middle School 2.

The school will continue to do a survey of our resources. The completion of a science laboratory is necessary for the learning of science with hands-on investigative experiments and to raise the level of student inquiry. The computer labs must be upgraded so that students can continue to build their technological skills needed for success. A comprehensive support system must be developed for the growing number of overage students. Our data presently shows at least 25% of our student population is over aged. Parental involvement must also increase to support student achievement.

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.

- 1. To show an increase in reading proficiency schoolwide.
By June 2009, all students will demonstrate an increase of 5% in reading proficiency and progress as measured by the New York state assessments and New York City progress reports.**
- 2. To show an increase in math proficiency schoolwide.
By June 2009, all students will demonstrate an increase of 5% in math proficiency and progress as measured by the New York state assessments and New York City progress reports.**
- 3. To raise proficiency levels for English Language Learners
By June 2009, all ELLs students will demonstrate an increase of 3 – 5% in ELA as measured by interim assessments, NYSESLAT and the New York State ELA exam.**
- 4. To increase parental involvement.
By June 2009, an increase in parental involvement will be evidenced by 10% as measured by attendance at school meetings.**
- 5. To increase student enrollment.
By June 2009, student enrollment will show an increase of 3% as measured by the number of students on register.**

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English Language Arts

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all students will demonstrate an increase of 5% in reading proficiency and progress as measured by the New York state assessments and New York City progress reports.</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>The school will implement the following strategies: Use of interim, state, uniform school assessments and teacher-made tests to inform instruction; teachers will glean and analyze data from ARIS and Acuity to inform instruction; intervention plans will be created for students to address their weaknesses; differentiation and targeted assistance will be provided to students as part of the intervention process; supports such pull-out/push-in, SETTS and afterschool assistance will be provided; weekly common planning meetings will be implemented to strengthen pedagogical knowledge, to support teachers use of data, to promote adherence to the pacing calendar and the implementation of NYS content and process strands; Lesson study; analyzing students' work and intervisitations are other strategies that will be included. The plan targets all students. Responsible personnel assistant principals, principal and teachers.</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>Classroom teachers, paraprofessionals, MS 2 staff, parents, Tax Levy FSF, TL CFF, Code 100/130 – instructional supplies, Code 199 – Software; Code 300 – Hardware; Code 337 – textbooks; Code 338 – Library;</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim assessment – Predictives and ITAs; Report Card data; Baseline data; state assessments; ARIS/Acuity data; Temperature checks – 4-6 weeks; Examination of students' work.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Math

<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all students will demonstrate an increase of 5% in math proficiency and progress as measured by the New York state assessments and New York City progress reports.</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>The school will implement the following strategies: Use of interim, state, uniform school assessments and teacher-made tests to inform instruction; teachers will glean and analyze data from ARIS and Acuity to inform instruction; intervention plans will be created for students to address their weaknesses; differentiation and targeted assistance will be provided to students as part of the intervention process; supports such pull-out/push-in, SETTS and afterschool assistance will be provided; weekly common planning meetings will be implemented to strengthen pedagogical knowledge, to support teachers use of data, to promote adherence to the pacing calendar and the implementation of NYS content and process strands; Lesson study; analyzing students' work and intervisitations are other strategies that will be included. The plan targets all students. Responsible personnel include math coach, assistant principals, principal and teachers.</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>Classroom teachers, paraprofessionals, Math Coach, MS 2 staff, parents, Tax Levy FSF, TL CFF, Code 100/130 – instructional supplies, Code 199 – Software; Code 300 – Hardware; Code 337 – textbooks; Code 338 – Library;</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim assessment – Predictives and ITAs; Report Card data; Baseline data; state assessments; ARIS/Acuity data; Temperature checks – 4-6 weeks; Examination of students' work.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English Language Learners

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all ELLs students will demonstrate an increase of 3 – 5% in ELA as measured by interim assessments, NYSESLAT and the New York State ELA exam.</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>The school will implement the following strategies: Use of interim, state, uniform school assessments and teacher-made tests to inform instruction; teachers will glean and analyze data from ARIS and Acuity to inform instruction; intervention plans will be created for students to address their weaknesses; differentiation and targeted assistance will be provided to students as part of the intervention process; supports such pull-out/push-in, afterschool assistance will be provided; training in Q-Tel strategies will be provided to staff involved in the teaching of ELLs students; NYSESLAT data will be shared with these staff members; weekly common planning meetings will be implemented to strengthen pedagogical knowledge, to support teachers use of data, to promote adherence to the pacing calendar and the implementation of NYS content and process strands; Lesson study; analyzing students' work and intervisitations are other strategies that will be included. Responsible personnel assistant principals, principal and teachers.</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>Title III, ELLs Success Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly and monthly formal and informal observations with feedback; log of assistance intervention; improvement in lesson delivery. Improvement in students' work products; improvement in students' state assessment results, report card indicators, meeting progress target goals.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, an increase in parental involvement will be evidenced by 10% as measured by attendance at school meetings.</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>September 2008 – June 2009; Targeting parents; Utilizing a range of media systems (autodial etc.); letters in native languages (Spanish, English, French, Arabic), home visits, parent workshops: Math night providing information about state assessments, websites that parents can visit such as New York Access; 2 Title 1 days, monthly PTA meetings, additional parent conferences, promotion-in-doubt meetings; responsible staff include the principal and administrative staff, PTA, PAC, Parent Coordinator, teachers.</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>1% Title I funding - \$5785</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased attendance to school events, increased membership on school committees, improved attendance records, improved student performance.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Student Enrollment

<p>Annual Goal 5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, student enrollment will show an increase of 3% as measured by the number of students on register.</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>From September 2008 – June 2009 articulation meetings will be conducted with elementary schools in various districts; promotion of school-wide achievements; open houses; brochure mailings; responsible staff members include articulation team, principal, assistant principal, parent coordinator, CBOs.</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>Classroom teachers, paraprofessionals, MS 2 staff, parents, Tax Levy FSF, TL CFF</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased enrollment as seen by September 2009.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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 (SURRE)

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	90	87	20	20	30	10	13	59
7	86	86	45	30	40	8	14	100
8	72	72	65	65	45	21	25	100
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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: Wilson, Read 180, REWARDS, Great Leaps, Fast Track, Soar to Success	These programs all address English Language Arts and are geared at different level of needs. The method of delivery are small group/push in/pull-out sessions, conferencing and after school programs.
Mathematics: AMP Math Systems, Destination Math, Access Math, Breakaway Math/Foundations Intervention Kit	These technological programs, are designed to motivate and increase students' math performance. They will be delivered by way of small group/push in/pull-out sessions, conferencing and after school programs,
Science: AIS, After School tutoring and assistance	Tutoring service provided to assist students in areas of difficulties identified.
Social Studies: AIS after school tutoring and assistance	Tutoring service provided to assist students in areas of difficulties identified.
At-risk Services Provided by the Guidance Counselor:	Providing academic, crisis and health counseling. Academic intervention and guidance services.
At-risk Services Provided by the School Psychologist:	Education and Psychological referrals conducted. Evaluation and testing; mandated counseling as needed. Conducting initial and triennial evaluations.
At-risk Services Provided by the Social Worker:	Counseling, conducting social histories, organizing pupil personnel case conferencing.
At-risk Health-related Services:	Provide diabetic, asthmatic, sickle cell and nutritional advisement and counseling for identified students. Monitor immunization and health alerts for students; conduct vision and hearing tests and provide basic health services.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – updated March, 2009.

LANGUAGE ALLOCATION POLICY NARRATIVE

LAP TEAM

Ms. Adrienne Spencer - Principal
Ms. Sandra Taylor - Assistant Principal
Ms. Joanne Mobley - Parent Coordinator
Ms. Annie Benn - ESL Teacher
Ms. Joan Walcott – Teacher
Mr. Max Eduoard - Teacher
Mr. Lincoln Esbrand – Guidance Counselor

Introduction

MS 2 is a NYC Public School with grade levels, 6 – 8. The school is located at 655 Parkside Avenue, Brooklyn, New York 11226. There are 435 students currently in attendance. The ELL population totals 45 students which is approximately 10% of our attendees. This school year MS 2 will only provides ESL services to its English Language Learners. The native languages of the ELLs are as follows:

	6 th	7 th	8 th	Total
Spanish	2	2	5	9
Arabic	7	1	0	8
Haitian Creole	6	15	3	23
French	1	2	0	3
Twi	0	1	1	2
Total	16	21	9	46

Parent Program Choice

During registration all parents are required to complete a Home Language Survey form. In cases where the parents indicate that another language other than English is spoken at the home, their children are screened using the LAB-R test. The students who do not attain the proficiency level in English are automatically programmed for ESL services.

During our annual Title III ESL orientation, the three program choices are described for parents – Bilingual, dual language and free-standing ESL. The LAP team shares pertinent information about the ESL program with the parents (in various languages) and through the mail. The trend shows parents usually choose our free-standing ESL program, even though other choices are made available to them. If a parent selects a program that we do not have, we often align them with a school that has their program choice.

ESL Programs & Coursework

At MS 2, the ESL pull out program design was implemented. During the course of the week, the students are pulled out from specific content area classes so that they can receive instruction in ESL. Within the ESL population, there are 20 SIFE students. These students are identified for additional after school services, two days per week, and two hours per day. The ESL students are taught by a certified ESL teacher. In addition, a Language Arts teacher is assigned to work in congruence with the ESL teacher for the newcomers. It should be noted also that the teachers completed the QTEL training workshop.

According to the LAB-R or NYSELAT results, students designated as Beginner and Intermediate ELLs receive their mandated 360 minutes of ESL instruction per week, while those at the advanced level receive their required 180 minutes of instructions per week. In the following table the Language acquisition level of the ELL students are indicated:

Grades	Beginners	Intermediate	Advanced	
6	5	5	6	16
7	8	5	8	21
8	2	2	5	9
Total	15	12	19	46

Analysis of NYSELAT

In reviewing NYSELAT data, the writing and reading modalities of our students indicate the greatest deficiencies. This was through across all levels, beginners, intermediate and advanced. The beginners also had the added difficulty of listening. There have been noticeable gains, but there still is a need for improvement in all four modalities, reading, speaking, listening and writing. These identified weaknesses are used to inform instructional decisions and targeted assistance.

Instructional Implementation

Although the instructional methodologies remain aligned with the Balanced Literacy, Differentiated Instruction and QTEL Scaffolding techniques, the diverse academic needs for each ESL leveled group requires modifications in their implementation.

Beginner-students warrant the greatest concentration in reading, listening and writing. They will receive:

- visual vocabulary enhancement using flash cards, picture dictionaries, photos with word connections, graphic organizers and vocabulary game boards
- audio book readings and audio tape pronunciation and phonics exercises
- video presentations with literary connections
- computerized software programs that enrich literacy skills
- modeled writing practices
- a great level of Total Physical Response exercises

Intermediate students also display the above modalities as their weakest areas. Therefore, they also will receive instruction using similar practices, though with higher level tasks.

Advance students most needed areas of improvement are in reading and writing. In addition to most of the instructional tools used with the Beginner and Intermediate group, they will receive:

- theme based research projects
- independent group assignments
- advanced vocabulary exercises
- modeled writing practices if varying styles
- a greater extent of literary works
- higher level reading and writing response exercises
- more content based reading assignments

An analysis of the Math and ELA scores for 2007/ 2008 shows that 25 ELL students performed at either a level 1 or 2 , while 11 students performed at either a level 3 or 4 . For the ELA ,31 students scored at a level 1 or 2 , while 4 scored at either a level 3 or 4. These results show the need for assistance during and after school. Licensed Math and ELA teachers analyze these results and collaboratively tailor academic instruction to decrease these deficiencies.

2007-2008 State Math

Grades	Levels 1 & 2	Levels 3 & 4
6	10	5
7	9	3
8	6	3
Total	25	11

2007-2008 State ELA

Grades	Levels 1 & 2	Levels 3 & 4
6	10	2
7	13	2
8	8	0
Total	31	4

Transition Plan For Proficiency Level Students

The students who have met the proficiency level in the LAB-R and have tested out of the ESL program are placed in the mainstream classes. At scheduled intervals, the ESL teacher confers with the teachers of these students to find out if any extra intervention is needed. Once there is an indication that the student is in need of supplemental services, then the ESL teacher prepares mini lessons of that subject area and work with the students in a small group before or after school.

Plan for Alternative Placement in Special Education

There are 7 special education students whose IEP mandates ESL services and their levels are as follows:

Levels	#
Beginners	2
Intermediate	4
Advanced	1

Instead of being pulled out, these students remain with their certified special education teacher and receive ESL services in after school and pull out groups.

Plan For Long Term Ells

Long term ELLs receive additional instruction from AIS teachers. In addition Extended day and after school assistance are provided for them. A “peer study” system is being considered with a neighborhood High School, in which students can tutor our long term ELLs at scheduled times. To further develop their overall skills, they have become involved in extracurricular activities within the school community.

Materials, Programs & Methodologies

In the above areas, extensive efforts are being made to enrich the quality of education for our ESL population. We are examining programs and materials that will bridge the gap for our English Language. To ensure positive outcomes with this population, interim assessments will be implemented to track progress. The following are programs that will support the ESL program:

Access Programs in the content areas
Rosetta Stone Language Learning Systems
Destination Mathematics
Technology – calculators, computers
Pictionary

The methodologies to be used in instruction include differentiated instruction, QTEL scaffolding techniques and Total Physical Response strategies. As supplemental tools, materials for these programs include: posters, charts, picture cards, picture dictionaries, bilingual dictionaries, portfolios, graphic organizers, jazz chants & other audio tapes, video tapes, vocabulary manipulative and computers. Within the ESL classrooms there will be leveled libraries with books of various genres. Some of the books will be multicultural in nature, recognizing the native customs and culture of the ethnic blend of the ELL population.

Throughout the year staff members (both ESL and Content Area) will receive ongoing professional development on site as well as off site. The various methods and strategies will be used to sharpen the teachers’ skills and advance their knowledge of best practices that are beneficial to ELLs. On a continuous basis, all teachers of ELLs will be integrating their learned ESL strategies in their daily lessons.

Plan For Newcomers

We intend to provide a variety of additional resources for our newly-arrived ELLs. To welcome them into the school community, the students and their parents will be invited to an orientation session where they will learn about the school. Programs, curriculum and information about services that are available to them will be distributed. Also, the students and their parents will be given a school tour and at the same time be introduced to the staff. Continuing on this trend, the Parent Coordinator and PTA executive board will facilitate several parent workshops and coordinate multicultural events for our new comers. To communicate efficiently with the parents, correspondences will be translated into the various native languages so that ideal outreach can occur.

Items such as bilingual literature, phonics texts, workbooks and computerized language programs will be purchased. A “peer system” will be set up so that the newcomers can be assisted by students from their native land. Greater efforts will be made in the areas of professional development to train more teachers in the scaffolding techniques, TPR strategy and use of visual aides to build vocabulary connection in all curricula areas. Alternative training in test translation will be given to bilingual staff members so that they can become proficient in administering city & state wide tests to the students’ in their native language as per 504 accommodations and or IEP mandates.

Summary

In summary, our LAP will continue to facilitate ongoing progress towards the accomplishment of our goals of increasing student achievement and English proficiency. Our pull out ESL program will be aligned with the school curriculum across the grades. The structured integration techniques will be implemented by merging the content area and ESL curricula. ESL classes will be offered as per the requirements of state and city mandates.

Our quest for quality education for our ELL population will continue with instructions in all four English modalities using ESL methodology. Utilizing information and trends revealed through interim assessments and other assessments, ELLs will be challenged to think critically, solve problems and increase their oral communication skills in English.

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

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2008-09: 46

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

Middle School 2 is a NYC Public School with grades 6-8. The ELL population totals 46 students . Within the ESL population there are over16 SIFE students. For 3 days, double periods each day, SIFE students will meet with their respective instructor(s). The ESL students are taught by an ESL

UPDATED – OCTOBER 2008

certified teacher in the regular ESL program, and a certified Spanish and Haitian Creole teacher in the SIFE program. Intermediate and beginning students will receive 360 minutes of ESL instruction each week. Advanced students will receive 180 minutes of ESL and 180 minutes of ELA each week. All of our teachers are trained in QTEL, Project EXC-ELL strategies, Americas choice and the Wilson program. These strategies will be used to increase student performance in the content areas. These strategies include differentiated instruction, QTEL Scaffolding, balanced literacy and Total Physical Response (TPR). Teachers will also stimulate high-order thinking in all content areas through a rigorous curriculum. Riverdeep Destination Math program will be used in the 07-08 school year to address math deficiencies in our ELL population.

II. Parent/community involvement:

Research shows that parent involvement is a necessary tool to ensure student success. Recognizing that there are obstacles to parent involvement, accommodations will be made to support parents. Middle School 2 recognizes the need for a literacy program for our ELL parents. As a result, the ESL teacher along with the parent coordinator will organize literacy workshops that will focus on building the reading and writing skills of the ELL parents. There will be four sessions offered in the fall and four sessions in the spring. The groups will meet on Saturdays from 9am to 12 noon. We will purchase and use English 2000 workbooks 1 and 2 from New Education Press, Inc. In addition, all outreach to parents will be in the language of the home. Two orientation sessions will be held for parents of all LEP students to keep them informed of the school's program, materials, requirements and options.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

Middle School 2 intends to provide a variety of additional resources for our newly-arrived ELL students. To welcome them to the school community, the students and their parents will be invited to an orientation session where they will be given a tour of the school and given an opportunity to learn about the school. Programs, curriculum and information about available services will also be distributed. To ensure effective communication with parents, correspondence will be translated into various languages and sent home.

Items such as bilingual literature, phonetic texts, and computerized programs will be purchased. A "Peer system" will be set up so that the "new-comers" can be assisted by students from their native land. Our search for bilingual paraprofessionals will be ongoing. Greater efforts will be made in the area of professional development to train general education teachers in the scaffolding techniques, TPR strategy and the use of visual aids to build vocabulary across the content areas. Alternative training in test translation will be given to bilingual staff members so that they can become more proficient in test administration for our ELL/ESL students.

IV. Staff Development (2007-2008 activities):

Teachers will continue ongoing training in QTEL, ExC-ELL, Wilson Reading System, Read 180 and Rewards for English Language Learner. Teachers will also form study groups to discuss best practices and strategies for the ESL/ELL students. Emphasis will be placed on the delivery of instruction to ensure academic rigor and foster academic success.

Topics to be included in the training are: Goal setting for the E.L.L. students; Guided reading; Assessment strategies; Cooperative groups using ESL methodology; Differentiating Instruction; Providing targeted assistance; Impact Math training; and using technology in the classroom, among some topics.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09

School Building: _____ 17K002 _____ District _____ 17 _____

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

Number of Teachers 2008-2009				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	
	1				1	2

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 17

School Building: 17K002

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:33 To: 9:15	Communication Arts	Math	Social Studies	Communication Arts ESL	Math
2	From: 9:18 To: 10:00	Communication Arts	Math	Communication Arts ESL	Music	Math
3	From: 10:03 To: 10:45	Social Studies	Social Studies	Communication Arts Bilingual/ESL	Communication Arts ESL	Social Studies
4	From: 10:48 To: 11:29	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:32 To: 12:13	Math	Communication Arts Library/ESL	Science	Math	Communication Arts ESL
6	From: 12:16 To: 12:57	Math	Communication Arts ESL	Science	Math	Communication Arts ESL
7	From: 1:00 To: 1:41	Art	Gym	Math	Science	Science
8	From: 1:44 To: 2:25	Art	Gym	Math	Social Studies	Science

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 17

School Building: 17K002

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:33 To: 9:15	Social Studies ESL	Communication Arts	Social Studies	Communication Arts	Communication Arts
2	From: 9:18 To: 10:00	Math	Communication Arts	Social Studies	Communication Arts	Communication Arts
3	From: 10:03 To: 10:45	Math	Math	Communication Arts	Spanish	Social Studies ESL
4	From: 10:48 To: 11:29	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:32 To: 12:13	Communication Arts	Science	Science	Math	Math
6	From: 12:16 To: 12:57	Communication Arts ESL	Science	Math	Social Studies	Math
7	From: 1:00 To: 1:41	Spanish	Spanish	Math	Science ESL	Gym
8	From: 1:44 To: 2:25	Spanish	Spanish	Communication Arts	Science	Gym

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:33 To: 9:15	Math	Communication Arts ESL	Math ESL	Math	Communication Arts
2	From: 9:18 To: 10:00	Math	Communication Arts	Spanish	Math ESL	Communication Arts ESL
3	From: 10:03 To: 10:45	Science	Spanish ESL	Spanish	Gym	Social Studies
4	From: 10:48 To: 11:29	Science	Social Studies	Social Studies	Gym	Math
5	From: 11:32 To: 12:13	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:16 To: 12:57	Social Studies	Science	Communication Arts	Communication Arts	Spanish
7	From: 1:00 To: 1:41	Communication Arts	Math	Communication Arts	Communication Arts	Spanish
8	From: 1:44 To: 2:25	Communication Arts ESL	Math	Science ESL	Social Studies ESL	Science

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

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

Form TIII – A (1)(a)

Grade Level(s) 6-8 _____ **Number of Students to be Served:** 46 **LEP** 0 **Non-LEP**
Number of Teachers 5 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Middle School 2 will not have a Haitian or Spanish Bilingual class this fall due to decreased enrollment. Approximately 46 students are registered in our ELL program. These students come from families who speak Haitian Creole, Spanish, Twi, French and Arabic. Intermediate and beginning students will receive 360 minutes of ESL instruction each week, and advanced students, 180 minutes ESL and 180 minutes of ELA instruction each week. All our LEP students are identified through the LAB-R and NYSELAT examinations. Students who score below minimum proficiency will be targeted for service.

Middle School 2 will focus on the ESL Pull out program. However, the Push in ESL model will also be used when and where necessary. About 16 of our students are SIFE. Teachers will continue to receive on going training. All strategies will be incorporated into the instruction across all content areas.

Professional Development Program – An analysis of the ELA, Mathematics and NYSELAT results demonstrates a need to further support the English acquisition of all ELLs . The Title 111 program at MS2 will focus on providing our ELLs with instruction in ELA and Mathematics. Students will be divided into three groups and will participate in an after school program and a Saturday program. A total of five certified teachers will provide quality instruction to these students. These teachers will participate in professional development offered by OELL. These professional development workshops will focus on goal setting for ELL students; assessment strategies, cooperative groups using ESL methodology, differentiated instruction , using data to plan instruction for ELLs ,providing target assistance, and also training in QTEL scaffolding strategies. In addition teachers will be trained in the Wilson Program, Achieve 3000, Impact Math and the use of technology in the classroom among others.

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)	\$9,750	Per Session After school 10 weeks x 4 hours per week= 40 hours 40 hours x 3 teachers = 120 hours 120 hours x \$44.00 = \$ 5,280 Saturday 17 weeks x 3 hours per week x 2 teachers = 102 hours x \$44.00 = \$4,480 \$ 5280 +4488= Total \$9, 768.00
Purchased services such as curriculum and staff development contracts	\$1,500	Contracted vendors for PD
Supplies and materials	\$2,250	Instructional consumable materials / supplies
Travel		
Other	\$1,500	Refreshments, supplies and materials for parent programs
TOTAL	\$15,000	

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.

Student ethnicity data, home language surveys, and students' needs survey were collected and analyzed to assess our school's translation and oral interpretation needs.

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.

Based on the findings, translation services for home school communication and at school meetings are needed. The predominant needs are evident in Haitian Creole, Spanish, and Arabic languages.

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 translated in English, Spanish, Haitian Creole, Arabic, Chinese and French, will be developed. Outside vendors and In-house staff will provide services.

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

Oral translation using interpreters (outside contractors, In-house school staff) will be implemented. This will bridge the gap in communications and learning.

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>.

All documents sent to parents will be translated into the students' and parents' native language. Translators will be provided at meetings to help parents understand policies and programs of Middle School.

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 ____ \$578,548 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program ____ \$5785 _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified ____ \$10,799 _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year ____ 100% _____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

1. School Parental Involvement Policy

I. General Expectations

Middle School 2 agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.

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

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

1. Middle School 2 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Elect parents vis a vis a survey or volunteerism to assist the school with the development of the plan.
 - Identify parents’ strength and willingness and encourage them to participate with the development of the plan.
 - Provide awareness about NCLB and Title I programs through our annual Title I meetings, PTA meetings, grade meetings, open-school meeting and Community Education Council meetings.
2. Middle School 2 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Fall and spring Title I meeting to discuss the needs and to update and refine Involvement Policies.
 - Hold regular meetings to inform parents of the current school-wide issues and concerns.
 - Conduct a needs assessment survey to ensure that the academic and behavioral expectations are laid out and subsequently met.
 - At PTA monthly meetings, principal will give a monthly report highlighting school progress and needs and send the same report to the Community Superintendent for District meetings.
 - Involvement on the School Leadership Team and engagement with the PASS review process.
3. Encourage involvement on school leadership teams, parent advisories etc.

- Proper and timely outreach to parents
 - Coordinating informational meetings and workshops in literacy, mathematics and other core areas
 - Adding a third parent/teacher conference each spring to update parents on students' progress
 - Every 15 days parents will receive a progress report on students' status.
 - Monthly newsletters, autodial, calendars
4. Middle School 2 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
- Two Title I meetings will be implemented for parents of "at-risk" students to inform about the goals and purposes of Title I, any Title I programs at the school, the curriculum used with the programs, the academic assessments used to measure student progress and the proficiency levels students are expected to meet.
 - Develop workshops for parents to sharpen their skills in literacy, math and technology.
 - Ongoing open and timely communication via notices, monthly calendar and newsletter, auto-dial, home visits, phones calls, etc.
5. Middle School 2 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Leadership Team and parent groups will:

- Analyze state and city performance data to assess academic progress for all student groups.
 - Evaluate parental involvement policy and trends and revise strategies where needed utilizing a survey, observation of parent attendance, patterns to meeting and parent committees participation.
 - Compile all feedback for analysis and revision with administration and parents.
6. Middle School 2 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and community to improve student academic achievement, through the following activities specifically described below:
- A. A parent-school compact was developed and will be distributed at the beginning of each school year.
- B. Middle School 2 will provide assistance to parents of children served by our school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

1. Understanding the State performance standards

Making State standards available to parents through open houses, workshops, and/or the media. Meaningful dates, events, school policies, and standards can be published in three local mediums, monthly calendars, parents' monthly newsletter, local newspapers eg. Caribbean News.

2. How to monitor their child's performance

Student performance will be monitored through report cards Princeton Interim Assessment, Grow Report, test measures of Performance Objectives mastered, status and progress reports, direct contact between parents and teachers, and home contacts and visits.

3. How to help improve their child's performance

Parents will as be invited to participate whenever a school policy is being revised or studied, such as attendance policies. A parent bulletin or newspaper containing helpful study and personal hints will be distributed to parents.

4. Family literacy training/services

III. Discretionary School Parental Involvement Policy Components

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;

In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

IV. Adoption

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parent meeting held on October 20, 2008.

This policy was adopted by Middle School 2 on October 20, 2008 and will be in effect for the period of 10/08-6/09. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/21/08.

Principal

UPDATED – OCTOBER 2008

Date

2. School-Parent Compact

Middle School 2, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-2007.

Required School-Parent Compact Provisions

I. School Responsibilities

Middle School 2 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Operating in concert with the NYC Department of Education uniform curriculum mandates, high quality curriculum and instruction will be provided to enable students to meet state standards. In addition, NYC, NYS and NCTM standards will be infused throughout content and performance expectations curriculum.
 - Providing an environment that values order and discipline; promotes safety, excellence, high standards and expectations and rewards accomplishment, effort and achievement.
 - Providing avenues of self expression, wellness and creativity through recreation, the arts, music, sciences, craft and languages.
 - Providing opportunities for teacher growth and enhancement.
 - Promoting high quality teaching and strategies.
 - Providing opportunities for parental involvement and input into planning, review and improvement of the school.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- According to the NYC DOE guidelines, one in the spring and one in the fall of each year. Additionally, M.S. 2 will add 1 additional parent teacher conference in April of each year to further enhance discussion about student achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

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- Middle School 2 reports to parents on student progress every 15 days, beginning after September 30 of each school year and every 15 days thereafter. In addition report cards are issued 4 times per year November, February, April and June of each year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During preparatory periods on school time in an area designated (parents room) and after school where possible, parents and staff will meet to address concerns or issues.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - We entertain an open door policy on parental involvement. However, it is necessary to organize and plan with teachers in advance so that instruction is not interrupted.

II. Parent Responsibilities

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

- Supporting my child's learning by making education our priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring attendance;
 - Talking with my child about his/her school activities everyday;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of television my children watch;
- Volunteering in my child's classroom and or school;
- Participating in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respects, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and New York City Department of Education;
- Supporting the school's discipline policy including the dress code; and

- Express high expectations and offer praise and encouragement for achievement.

Optional Additional Provisions

III. Student Responsibilities (revise as appropriate to grade level)

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning – pens, pencils, books, etc. and an open mind;
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school’s/class’ rules conduct;
- Follow the school’s dress code;
- Ask for help when we don’t understand;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day.
- Respect all school personnel and recognize that they are helping agents.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

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.

Middle School 2's school leadership planning team will use a variety of methods to review the school's program and student achievement. We will look at test scores, report cards, student and staff attendance rates, PASS review, and parent, staff, and student surveys. The needs assessment will include a review of the following data sources:

- a. Interim Assessment and Grow Report Data
- b. Standardized test results (City and State), including items skills analysis
- c. Annual reports
- d. ATS reports
- e. Performance Assessment of Schools System-wide (PASS) Review
- f. State and City Performance Standards
- g. SED reports
- h. Questionnaires
- i. Surveys
- j. Attendance
- k. Referrals
- l. Suspensions
- m. Staff data

The team will analyze the assessments and use the data to design goals, objectives, and action plans to improve our educational program.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Middle School 2 will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement by implementing the following:

- A standards-based curricula with progress checks embedded to gauge students' progress.
- Implementations of a comprehensive array of student services to provide support and assistance to at-risk students –extended programs before and afterschool, Saturday Institute with literacy and math summer school and other opportunities- counselors and other related services.
- Trained providers to provide the services and address the needs of students.
- Trained parents in the Wilson and Great Leaps reading programs in an effort to assist their children and raise academic performance. In addition, monthly meetings will be held focusing on curricula-academic and social.
- Utilizing continuous interim assessments to identify areas in need of improvement, strengths and to provide targeted assistance.

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

3. Instruction by highly qualified staff.

Every teacher at MS 2 is certified by the state in his or her area of discipline.

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.

This will be provided on a going basis. Training in researched-based programs and delivery will be conducted by highly qualified and trained personnel, (in-house or external consultants).

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

- An open-house for teachers seeking a job in a quality school.
- Attend regional, citywide and other hiring fairs.
- Public advertisements vis-a-vis flyers, distributed at neighboring colleges or sent to the heads of departments.

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

A series of curriculum workshops to build parents' understanding of school programs and informational sessions will be implemented to answer questions. We will continue to offer 3 parent teacher conferences per year and offer monthly parent meetings to increase involvement. We will host some literacy family days and family math Saturdays and promote, visits to science and social institutions to promote further involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Implementation of faculty, departmental, grade level, house, ATS and school leadership meetings will provide opportunities for staff to have discussions and input regarding academic assessments etc.

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.

A targeted program of assistance in Math, Science and English Language Arts is being developed for implementation to address students' differentiated needs at tier 1 level. In addition, a comprehensive after school academic intervention program will be offered to support students experiencing difficulty meeting standards.

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.

These programs will be coordinated by our parent coordinator in consultation with guidance personnel and pupil personnel committee. Character education, job training and a violence prevention program will be implemented at M.S. 2.

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: Corrective Action/ELA & Math **SURR¹ Phase/Group (If applicable):** N/A

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. MS2 areas of identification are English Language Arts LEP and Math LEP for 2007-2008. Preliminary results for 2008-2009 show that AYP has been met in Mathematics and Science but for English Language Arts, the area of identification is now Special Education. The special needs subgroups must raise proficiency in English Language Arts for the school to meet its AYP target.
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. MS2 will provide focused intervention strategies for the subgroups identified. These will include:
 - Comprehensive assessment for continuous improvement;
 - Diagnostic use of school level data and
 - Professional development to increase staff capacityThe school will implement the following strategies: Use of interim, state, uniform school assessments and teacher-made tests to inform instruction; intervention plans will be created for students to address their weaknesses; differentiation and targeted assistance will be provided to students as part of the intervention process; supports such pull-out/push-in, afterschool assistance will be provided; training in Q-Tel strategies will be provided to staff involved in the teaching of ELLs students; the school will provide congruence between the ELA and ESL content standards and instruction. NYSESLAT data will be shared with all staff members; weekly congruence meetings will be implemented to discuss student progress and instructional strategies; analyzing students' work and intervisitations are other strategies that will be included. We will use Title III funding and ELLs Success Grant to provide rigorous opportunities for ELLs through a variety of modalities.

¹ School Under Registration Review (SURR)
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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 = _\$578,548_; 10% of Title I allocation = \$57, 854_.

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

An assistant principal will be funded by this allocation who will be responsible for the provision of professional development training for teachers in the areas of English Language Arts, Social Studies and ESL training. Training will be provided through lunch N'learns, after school workshops, common planning, departmental meetings and instructional bulletins. The training will span from instructional strategies, assessment strategies, and the use of data to inform planning, collaboratively learning from students' work to knowledge-sharing.

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

Teacher/supervisor/coach conferences featuring model lessons, planning strategies, lesson delivery etc. Others include inter-visitations, visit to other schools, buddy system, highlighting school's best practices, peer intervention programs sponsored by UFT etc. The use of professional learning community strategies such as networking, knowledge sharing and intervisitations.

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.

Parents will be notified by way of 1. Letters mailed home, an autodial system, personal phone calls. 2. Meetings will be held to clarify school status and share views and discussions. 3. Information will be sent home in the native language of the students and parents.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: N/A **Year of Identification:** N/A **Deadline Year:** N/A

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.

The instructional team met to assess whether the findings in 1A is relevant to our educational program. We met to discuss the findings and agreed on the basis of formal and informal observations, learning walks and examination of students work, that some of the ELA issues were relevant.

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?

Our staff took the curriculum and created a pacing chart to map the curriculum for gaps. Skills are highlighted and resources are plentiful, but the teaching does lack depth evidenced by students' written products and instructional delivery.

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.

Our school will continue to address the issues in discussions and staff will be encouraged to attend professional development workshops. Long and short term goals will be written to fine tune the alignment and curriculum areas will also be addressed. At this time assistance from central can come in the form of monetary resources.

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.

The instructional team met to discuss the curriculum and its relevance to our school's education program. The team will conduct learning walks and convene seminars to examine students' work. The team will also examine teacher made assessments to ensure that they conform to all state and city content standards, in general, and to the process standards, in particular.

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

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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?

In our learning walks, we did not see evidence of process strands being utilized in instruction to the extent that we would like. There is limited evidence for the utilization of higher order thinking. The level of rigor in questioning and instructional discourse in the classroom supports the findings.

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.

Support for the process standards are already in place. There is regular professional development on the uses of problem solving strategies, mathematical reasoning, vocabulary building, and a focus on collaborative group work, to build capacity in all teachers. The instructional team will continue to provide more professional development and will initiate a "lesson study" to focus on instructional planning with process strands in mind. Lesson study will engender more reflection on practice and highlight the need to stimulate the meta-cognitive in students through the process standards. Coaching and modeling ways to incorporate process standards in written responses in mathematics will bring balance to the curriculum. We will conduct observations that are more stringent and demand uses of the processes in all aspects of mathematics instruction.

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,

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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.

The instructional team met to assess whether the findings in 2A is relevant to our educational program. We met to discuss the findings and agreed on the basis of formal and informal observations, learning walks and examination of students work, that the ELA issue was relevant.

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?

Learning walks indicated that direct instruction is often the mode utilized in our school. Despite the efforts to promote students' discovery and investigation, teachers often resort to what is comfortable.

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.

We will continue to share best practices, encourage intervisitations and professional development workshops.

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

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)
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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.

The instruction team will assess if the finding is applicable. We will continue to monitor and make observation through classroom observations and learning walks. Review of lesson plans will be another means of assessing if the finding is relevant to this school.

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

Applicable Not Applicable

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

The number of teachers willing to use technology far exceeds the available hardware that is available. Direct instruction is often necessitated by the teacher's need to maintain order and control. Teachers lack the skills to develop lessons that engage students and provide students with greater autonomy over their learning. Similarly, teachers struggle with classroom management which is essential to conducting an efficient classroom.

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.

Teachers will need coaching, modeling and additional professional development in implementing standards based and research validated approaches to delivering instruction. The Professional Teaching Standards will act as a framework for all teachers to self assess as well as being the benchmark by which administrators will evaluate.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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.

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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.

The Instructional Team examined the school organization sheet, past accountability data to examine if this finding is true.

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?

Review of the school report card and other accountability data show that majority of teachers have over five (5) years service at this school. The data support our assessment that only two new hires have been instituted within the mathematics department over the last seven years. All teachers are fully certified in the subject area. In ELA or Special Education, only 2 new hires were instituted.

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.

The instruction team met to assess if the finding was applicable. We will continue to interview teachers and review our professional development logs to see if teachers are taking advantage of professional development opportunities from the office of ELL's. The team will also review past records to see if this finding is applicable to our 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?

A review of the school professional development plan revealed that a majority of our teachers are QTEL – Quality Teaching for English Learners trained and have taken advantage of many of the professional development offerings that were provided. Our school has a relatively large ELL population and we recognized long ago the need to equip our teachers with the QTEL and other strategies so that they can provide mathematics instruction with a clear understanding of this relevant sub-group within our school. Based on interviews and observations of those teachers that have been QTEL trained, we see some evidence of the new learning. The attainment of new skills is not an issue. It is the willingness to try the new methodology and research based practices that are missing in the ELLs classroom.

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.

Additional workshops will be provided schoolwide to all teachers. Research based strategies will be explored. Currently we are doing study groups to learn more effective strategies for reaching the ELLs 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.

The instructional team will examine the ELL results, relevant documents, and review the school records to determine if this finding is true. The Inquiry Team will, as a matter of importance, conduct action research on this issue to assess if this finding is relevant to our school.

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 questioned teachers to assess the use of interim assessments and information obtained in the NYSESLAT and their responses indicated a failure use the data appropriately. Over the years, our school has had to address the needs of the ELL population. Some aspects of monitoring of the data are in place. The Inquiry Team meetings have already revealed issues that must be addressed. The fact that many of our ELL's take years to test out of the ELL designation is of concern. It will be studied, monitored, and analyzed. The process will allow the instructional team to remedy this issue.

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.

Within this framework, we have assigned resources to deal specifically with the ELL population and the school administration and instructional staff have identified the need to monitor this group of students. Our school will monitor the academic progress of ELL learners. An ESL teacher and a paraprofessional have been assigned to work directly with the ELL students, and outside experts have been engaged to provide AIS. The Inquiry Team will conduct "action research" and focus attention on ELL students and all that is relevant to the effective education of this population within our school. Supervisors will become more vigilant in ensuring that data is obtained and utilized appropriately to provide targeted instruction.

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.

The Instruction Team along with the Student Support Service Team will assess if the finding is applicable. We will continue to conduct our own IEP reviews, classroom interviews, classroom observations and interviews with teachers along with ongoing and review professional development logs to see if teachers are taking advantages of professional development offerings. The Team will review other past records to see if this finding is applicable to our school.

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?

Instructional lesson plans do not incorporated IEP goals in as many instances as possible. It is evident via walkthroughs and classroom observations that some general education teachers are unfamiliar with the content of the students with disabilities. Many students receive testing accommodations only during city and state assessment. Many teachers are deficient in their understanding or capacity to implement the necessary interventions, accommodations and/or modifications for students in their classes.

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.

As per article 408, general education teachers will be given copies of IEP's for any student they teach. Additionally, professional development offered to all special education teachers will now be required for general education teachers who teach students with IEP's. Furthermore, there must be regular articulation meetings between special education teachers and general education teachers. Intervisitations and other professional development sessions will address the pedagogical shortfall that requires attention. Training to develop better lesson plans will be conducted.

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:

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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.

The instructional team will assess if the finding is applicable. The team consisting of the principal, the cabinet, and members of the SSST will review IEP record and reports to identify the greatest areas of need. The results will be used to inform teachers of the process and the areas that require immediate attention. The team will meet conduct walkthroughs and classroom observations to effectively plan strategies to address the areas that affect our school's educational program.

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

Applicable Not Applicable

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

Classroom observations and walkthroughs indicate that teachers are deficient in their understanding or capacity to implement the necessary interventions, accommodations and/or modifications for students in their classes.

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.

Although the school will not require any additional support from the department of education, our IEP specialists, coordinator and SSST will provide ongoing support for the teachers to assist them in effectively aligning goals and objectives. Support will be given to explain testing modifications and how these modifications should be used during the instructional process. The instructional team will monitor the adherence to the goals and modifications. Teachers will also be trained to use the standard based performance indicator checklist to effectively determine the students' promotion criteria. There are two ways in which the monitoring will be approached. The teachers will be made aware of the different types of modifications and those modifications will be established in ways that they address the realistic needs of the students. Teachers will receive coaching, modeling and additional professional development in implementing IEP modifications, along with other research validated approaches to delivering instruction. Professional development sessions will be conducted to help teachers develop functional behavior analysis and ultimately behavior intervention plan for students demonstrating behavioral issues and concerns.

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 14, 2008**

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

School DBN	17K002
School Name	Middle School 2
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 223,139
Principal Name	Adrienne Spencer
Principal Email	aspence1@schools.nyc.gov
Principal Phone	7184626992

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	\$ 0
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 117,878
Individualized Tutoring	\$ 0

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Middle School 2 has identified a growing population of struggling readers. To address this need, we are dedicating intervention using the Wilson Reading System. Trained staffers will work with students in individual and small groups to target the instruction. This will occur during school time.

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.

We will expand the program for the academic year 2008-2009 by hiring dedicated staff to track, treat and monitor students' progress.

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

- Yes
- No

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

- Yes
- No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)	\$ 0
Professional mentoring for beginning teachers and principals	\$ 0
Instructional coaches for teachers	\$ 105,261
School leadership coaches for principals	\$ 0

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

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

Yes

No

Please describe the program.

The coach will provide support in Math to all staff to enable students to meet the state learning standards. The coach will work to develop and support a culture of reflective practice; provide model-lesson; coach teachers and provide feedback in order to improve practice. In addition the coach will conduct planning meetings with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within the Core programs. The coach will assist teachers to embed assessments into daily instructional activities; differentiate support for teachers based upon demonstrated need; organize opportunities for staff to observe and participate in discussion and plan conferences as part of the peer coaching process; work closely with the principal and assistant principals to assess teacher's needs, assess student data and to plan relevant professional development offerings. In addition the coach will facilitate workshops, courses, and study groups for teachers, supervisors and parents. The coach will maintain required records and reports to document professional development throughout the school year, attend workshops to enable and provide staff development throughout the year. Attend all summer and afterschool professional development sessions scheduled to build system-wide capacity in our school.

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

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

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

New implementation

Program Expansion



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

For 2008-2009, we plan to continue our focus on using data. We will not only use student data to inform instruction but we will use it to formulate the goals and objectives for the Math Department. An analysis of the NYS Math Exam data has already highlighted several issues that we need to address. See Math Department Action Plan attached. Professional Development will continue to build upon the foundation already laid in math content and pedagogy. The goal in the 2008-2009 academic year will be to address the issue of student motivation (or lack thereof). In the same measure we would like to motivate our teachers to move the teaching of mathematics into the 21st century. We will push for the use of technology (calculators, smartboards and internet) in the math class. To this end we will continue to offer professional development and content focused coaching in the following areas: 1. Pre-March and Post-March curriculum planning and sequencing. 2. Effective Math Programs: Evaluating the "IMPACT" of the NEW Impact Math Program 3. Collaborative Lesson Planning (Buddy Teachers): Using Assessment to drive instruction (Beginning with the End in mind). 4. Acuity Interim Assessments: Analyzing the results, monitoring student progress and using results to plan instruction. 5. One additional MS 2 Practice Math Exam administered under testing conditions with immediate scantron results provided for teachers. The first exam (administered in Sept.) will provide data to establish a baseline for students and inform planning and instruction. 6. Creating Reliable and Valid Assessments: Using the assessment resources (Acuity custom question bank, Glencoe Exam View Pro test generator 7. Performance tasks: School-wide, uniform, standards based math tasks that instruct and assess (e.g. Problem of the Week, Vacation Packets, Practice Exams). 8. Building Student Portfolios: Using performance tasks/Problem of the Week as Portfolio Work. 9. Looking at the student work/evaluating according to the rubric. Coming to consensus on performance levels. 10. Supporting Writing in the Math Classroom and providing practice for open-ended state exam questions 11. Strengthening Numeracy: Making Mental Math a "No Brainer" 12. Book-Study group: "How to Motivate Students who do not want to learn?" 13. Calculator workshops (TI-34II activities) 14. Taking instruction into the 21st century: Using the Smartboard in the math class. 15. The Kaplan 4-Step Problem Solving Method and Test Sophistication. 16. Differentiating instruction: What does it look like and how is it done? 17. Differentiating instruction with Tier I intervention strategies 18. Singapore Math: Using the Bar Model to Problem Solve. 19. School-wide extended day math test prep: 8-week program of test prep lessons delivered to all students prior to NYS Math exam during 37.5 minutes. 20. Analyzing the results of the NYS Math Exam and the implications for instruction 21. Using Rubrics to improve student motivation and performance 22. Parental/Community Outreach in Mathematics: Math Nights at MS 2 (One in the fall and one in the Spring) 23. Improving Mathematics Achievement: An in-service methods/content course for math teachers who wanted to reach the next level in their professional growth. (Worth repeating-Only 4 teachers attended the after school PD in 07-08) Topics Addressed: a. How reflection can open your eyes and improve instruction b. Knowing Mathematics to Teach Mathematics c. Planning and executing an effective Math Lesson d. The Art of Questioning e. Developing Problem Solving Strategies through open-ended tasks 21. Professional Teaching Standards: Setting the Standard for teaching and learning at MS2-Taking the standards from Theory into Practice.

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