



**I.S. 14**

**2008-09**

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

**SCHOOL: I.S. 14**  
**ADDRESS: 2424 BATCHELDER STREET**  
**TELEPHONE: (718) 743-0220**  
**FAX: (718) 769-8632**

## **TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**



**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position/Constituency Represented	Signature
Anne Tully	*Principal or Designee	
Kathleen Blomquist	*UFT Chapter Chairperson or Designee	
Maureen Quinn	*PA/PTA President or Designated Co-President	
Lucy Hernandez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mary Santora	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Ms. Alawi		
Ms. Wilson		
Janice Garoklanian		

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

---

I.S. 14 is a small, barrier-free middle school in District 22. After receiving a Federal MSAP Grant, the school was restructured into 3 separate academies, all with an aquatic theme. Each academy is housed on a separate floor of the building, with its own Assistant Principal, Guidance Counselor and dean, as well as its own distinct dress code.

Legal Studies Academy – is housed on the first floor of I.S. 14. In addition to an advanced, enriched curriculum in all subject areas, students study urban and environmental law. They also get involved in conservation efforts that directly effect out community, such as helping to protect our natural resources in both Jamaica Bay and Sheepshead Bay. Mock trials are conducted in a new state-of-the-art court room, complete with judge's chambers, witness stand, and a jury box. Students conduct historical research as well as current events, and learn how to resolve conflicts peacefully.

Technology Academy - is housed on the second floor of I.S. 14. The program is designed to challenge students through a wide variety of intensive learning experiences, with an emphasis on technology in all curriculum areas. Not only do students and teachers use laptops and smartboards in all classes, but each class has technology instruction where students learn how to create powerpoint presentations, spreadsheets, and data collection. In addition to basic software, students also learn how to create music through technology, as well as digital animation, graphic arts and digital photography.

Aquatics / Oceanography Academy – is housed on the third floor of I.S. 14. An integral part of the magnet program is our state-of-the-art aquaponics laboratory, where students experiment with fish farming and hydroponics. In addition to this system, students will study and maintain various other aquatic ecosystems, giving them the opportunity to discover important scientific principles through actual and concrete scientific experiments. Laboratory-based experiments, coupled with extensive classroom-based research on related concepts, enhance students' critical thinking skills as well as science, math and writing skills.

The academy structure at I.S. 14 allows teachers, administrators and support staff to get to know students on an individual basis, creating a family atmosphere and adding to student success. Counselors work individually with students to help make choices about their future, including choosing the high school that best suits each students' interest. Over 90% of I.S. 14 students are placed in their first choice high school.

Our enriched curriculum was developed in partnership with The University of California, AREAC, MATE Organization, Beacon Institute, Brooklyn College, Museum of Natural History, Gateway and the NY Aquarium.

Qualified students in all academies have an opportunity to participate in after-school regents courses in Living Environment, Earth Science and Integrated Algebra, earning high-school credit. While the school day at I.S. 14 is 7:45 to 2:35, we are open Monday through Friday until 5:15, and Saturdays from 7:45 to 12:00. Our extracurricular activities include tutoring in Math, Language Arts, ELL, Social Studies and Science, Specialized High School Exam prep, dance, drama, chorus, art, basketball, flag football, karate, cheerleading and technology.

## SECTION III – Cont'd

## SCHOOL DATA REPORT

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Shell Bank				
<b>District:</b>	22	<b>DBN #:</b>	K014	<b>School BEDS Code #:</b>	

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		89.4	91.1	91.1		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Mobility:</b>					
Grade 2	0	0	0	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		94.6	91.8	92.5		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Eligible for Free Lunch:</b>					
Grade 6	264	250	224	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	277	245	245		90.3	88.8	81.5		
Grade 8	308	277	239						
Grade 9	0	0	0	<b>Students in Temporary Housing:</b>					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		11	10	9		
Grade 12	0	0	0						
Ungraded Elementary	0	0	0	<b>Recent Immigrants:</b>					
Ungraded Secondary	30	31	27	(Total Number as of October 31)	2006	2007	2008		
Total	879	803	735		22	24	27		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	79	81	77						
No. in Collaborative Team Teaching (CTT) Classes	51	58	68	Principal Suspensions	43	64	76		
Number all others	28	30	22	Superintendent Suspensions	20	48	33		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	73	77	61	<b>Number of Staff:</b>			
# ELLs with IEPs	9	12	0	(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	65	58	66
				Number of Administrators and Other Professionals	38	14	42
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	23	TBT	20
	2	1	3				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.1	0.2	0.3	Percent more than two years teaching in this school	69.2	74.1	80.3
Black or African American	68.5	68.4	63.7	Percent more than five years teaching anywhere	44.6	51.7	65.2
Hispanic or Latino	12.2	13.3	16.6				
Asian or Native Hawaiian/Other Pacific Isl.	7.8	12.2	10.2	Percent Masters Degree or higher	75.0	88.0	85.0
White	10.4	5.8	9.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.6	94.8	86.6
Multi-racial							
Male	49.6	49.9	52.2				
Female	50.4	50.1	47.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input 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 ____		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	Corrective Action		ELA:		
	Math:	In Good Standing		Math:		
	Science:	In Good Standing		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	√	√	√			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	X	√	X			
Limited English Proficient	X	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	8	5			
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	62.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.5	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	14.6	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	33.8	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Conducting a needs assessment was our first step in developing a comprehensive program to ensure the academic success of all students. Our school is the only barrier-free middle school in the district, therefore, it was necessary for us to focus on our large Special Education population. Through our analysis, it became clear that our greatest need was that of our ELL and Special Education students, especially those who fell into both categories.

Our *Inquiry team* began by looking at the findings of our 2006-07 School Quality Review. We analyzed the criteria summary for each quality statement to assess our strengths and weaknesses. We then looked at the strengths and weaknesses of the peer schools from our Progress Report. While this information was useful in terms of our school as a whole, we realized that what we needed to look more closely at individual student performance. This became the focus of each meeting thereafter. We began by analyzing disaggregated data for our student population, with the goal to target our high risk populations. In addition, this data was used to help evaluate resources, as well as gaps in the resources needed to service these students. A 3-year action plan was developed based on the information gained from these meetings

Our 2006-07 *School Quality Review* was conducted in October 2006. As a result of the findings, we began to implement strategies based on recommendations of the reviewer. We hired an AUSSIE consultant to conduct a "Mock Quality Review" to evaluate those changes and make further recommendations. We used this data to identify the strengths and weaknesses of our curriculum and instruction, and to plan for improvements in instruction. As a result of our plan for success, we improved from "Undeveloped" to "Proficient" on the School Quality Review conducted in May, 2008.

Our School *Learning Environment Survey* indicated that our scores for Safety and Respect were the only category in which we were below the citywide average. As a result, we developed a school climate survey for our teachers and students to identify the areas most in need of improvement. Based on these findings, a safety committee was developed to write a code of discipline for the school community.

The data from the *School Accountability Report* and *Progress Report* indicates that our ELL and Special Education population are most at-risk, particularly in ELA. Through analyzing the *Periodic Assessment* outcomes, as well as school based periodic assessments, we were able to track performance of our target populations to implement timely intervention strategies. As a result, our ELL students showed an 18.1% increase in exemplary proficiency gains, and our Special Ed. Students showed a 20.4% increase.

## **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.

---

**English Language Learners** – By June 2009, 3% of ELL students will demonstrate an improvement in ELA performance as measured by Interim Assessments and the NYS ELA exam.

Language Arts Inquiry Team members, as well as administrators and data specialist, will review data to ensure that practices put in place are increasing performance of ELL students in English Language Arts. These practices include Professional Development, Listening Centers, class libraries and Striving for Excellence Program.

**Special Education** – By June 2009, Students with disabilities will demonstrate more than 1 year's progress in ELA performance as measured by Interim Assessments and the NYS ELA exam.

Special Education Inquiry Team members, as well as administrators and data specialist, will review data to ensure that practices put in place are increasing performance of Special Education students in English Language Arts. These practices include Professional Development, Collaborative Planning, Leveled Libraries and After-School programs.

**Mathematics** – By June 2009, all students will demonstrate a 2-4% increase in proficiency in math as demonstrated by Interim Assessments and the NYS Mathematics Exam.

Math Inquiry Team members, as well as administrators and data specialist, will review data to ensure that practices put in place are increasing math performance. These practices include Professional Development, Differentiated Lessons, Inter-Visitation, and After-School Programs.

**Science** - By June 2009, there will be a 2-4% increase in the percent of 8<sup>th</sup> grade students attaining a level 4 on the NYS Science Exam.

Inquiry Team members, as well as administrators and data specialist, will review data to ensure that practices put in place are increasing science performance. These practices include Professional Development, Science-Based Libraries, Differentiated Lessons and After-School programs.

**Attendance** - There will be a 2-4% increase in attendance rate of all students by June 2009.

Inquiry Team members, as well as administrators and data specialist, will review data to ensure that practices put in place are increasing attendance rates. These practices include Parent Workshops, Home-Visits, Guidance Intervention and Sports and Arts After-School Program.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts / ELL

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, 3% of ELL students will demonstrate an improvement in ELA performance as measured by Interim Assessments and the NYS ELA exam.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Staff members responsible for reviewing implementation of Action Plans are: Principal, Assistant Principals, Literacy Coach, Reading AIS Teacher, Literacy Inquiry Team Members, Data Specialist, ELL Coordinator.</p> <ul style="list-style-type: none"> <li>- Members will review data monthly to target best practices in ELL instruction as well as areas of need.</li> <li>- Ongoing Professional Development will be implemented to provide strategies for all teachers of English Language Learners.</li> <li>- Material will be distributed to parents in native language to support curriculum and student learning.</li> <li>- Class libraries containing books in several languages at different levels will be distributed in September to all classes with ELL students.</li> <li>- Listening Centers using <i>Audio Listening Program</i> will be available in all ELL classes.</li> <li>- <i>Striving for Excellence Program</i> will be used to increase fluency of beginning ELL students.</li> <li>- Build vocabulary skills of ELL classes through Dynamic Literacy Program using CD's and workbooks.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> <li>- Inquiry Team Allocation will pay per-session for Team members</li> <li>- Title I and Title III funds will be used to support PD.</li> <li>- Translation funds will be used to send parent information home.</li> <li>- Title I and Title III funds to purchase class libraries.</li> <li>- Audio Listening Program purchased using Tax Levy software funds.</li> </ul>

	<ul style="list-style-type: none"> <li>- Striving for Excellence purchased using Magnet Grant Funds.</li> <li>- Dynamic Literacy Program purchased with Tax Levy Funds.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>- Periodic Assessments will be given during each quarter of the 2008-09 school year in ELA.</li> <li>- Classroom Observations will be used to measure student progress.</li> <li>- Case Conferences will be used to discuss individual student strengths and needs.</li> <li>- There will be an improvement of at least 1% for ELL students on each of the 4 periodic assessments.</li> </ul>

**Subject/Area (where relevant):** English Language Arts / Special Education

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2009, Students with disabilities will demonstrate more than 1 year's progress in ELA performance as measured by Interim Assessments and the NYS ELA exam.</p>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Staff members responsible for review and implementation of Action Plans are: Principal, Assistant Principals, Literacy Coach, Reading AIS Teacher, Special Ed. Inquiry Team Members, Literacy Inquiry Team Members, Data Specialist, ELL Coordinator.</p> <ul style="list-style-type: none"> <li>- Members will review data monthly to target special education students most at risk in ELA.</li> <li>- Collaborative Planning will take place weekly during common prep periods of all Special Ed. Teachers.</li> <li>- Ongoing Professional Development sessions will be conducted to inform teachers of best practices in ELA instruction for Students with disabilities.</li> <li>- There will be ongoing Inter-class visitations to observe best practices.</li> <li>- A Differentiated Lesson Plan Rubric will be used for classroom observations.</li> <li>- Leveled Libraries will be distributed in September for all students with disabilities.</li> <li>- After-School program will be available for students with disabilities to target students at-risk.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Funding Sources:</p> <ul style="list-style-type: none"> <li>- Inquiry Team Allocation will pay per-session for Team members.</li> <li>- Title I and Tax Levy funds are used to provide PD</li> <li>- Title I and Tax Levy Funds used to purchase libraries.</li> <li>- After-school per session and supplies to be funded by Title I and Magnet Funds.</li> <li>- ELA Coach funded by Contracts for Excellence.</li> </ul>





Subject/Area (where relevant):

**Attendance**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 2-4% increase in attendance of all students rate by June 2009.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Staff members responsible for review and implementation of Action Plans are: Principal, Assistant Principals, Inquiry Team Members, Attendance Teacher, Guidance Counselors, Data Specialist.</p> <ul style="list-style-type: none"> <li>- Guidance counselors will work to create an Attendance Plan to be used throughout the school year to target students at risk for non- attendance.</li> <li>- Parent workshops will be conducted quarterly to inform parents of attendance and promotion policies.</li> <li>- In addition to daily phone calls, Post cards will be mailed to homes to inform parents of students who have been absent for more than 3 consecutive days.</li> <li>- Attendance teacher will make home visits for those students with more than 8 consecutive absences.</li> <li>- Sports and Arts Program will meet every Wednesday – Thursday to target students with at-risk attendance.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> <li>- AIDP funding for attendance teacher.</li> <li>- Guidance Counselors funded by Title I, TL Mandated Counseling Funds and IDEA Mandated Funds.</li> <li>- Sports and Arts funded by United Way.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Daily attendance sheets will be used to measure student attendance.</li> <li>- Attendance will be monitored daily by the Attendance Teacher and Class Homeroom Teachers.</li> <li>- Attendance will be monitored weekly by the Guidance Counselors.</li> <li>- There will be an increase of at least 1% as indicated by quarterly attendance records.</li> <li>- There will be an increase of at least 1% of students participating in the Sports and Arts</li> </ul>

	Program as indicated by quarterly attendance records. - Weekly home visits made by the attendance teacher will increase attendance rates.
--	--

### **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**  
*New York State Education Department (SED) requirement for all schools*

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	86	60	15	10	21	0	3	4
7	70	83	32	14	24	0	3	2
8	98	86	45	22	32	0	3	2
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b>            1 – Read 180            2 – Morning Academic Intervention            3 – Academic Intervention Pull-out            4 -Virtual Y TASC after-school program            5 -Saturday AM Program            6- Supreme Evaluation - SES program            7- Newton- SES Program</p>	<p>1 – Small group instruction provided during the day for low-level readers.            2 – Small group instruction provided daily during morning AIS period students below proficiency in ELA.            3 – Small group instruction during the day for students at-risk in reading and writing.            4 -Provides small group instruction in reading, math, science and social studies, as well as guidance services, Monday through Friday from 2:45 to 5:15 p.m.            5 - Students work in small groups with licensed teachers in reading, math, social studies and science from 7:45 a.m. to 12:00 p.m. Regents preparation in Science is also available, in addition to recreational and club activities.            6 – Provides small group instruction in language Arts and Math on Tuesdays, Wednesdays, and Thursdays from 2:45 – 5:15            7 - Provides small group instruction in language Arts and Math on Tuesdays, Wednesdays, and Thursdays from 2:45 – 5:15</p>
<p><b>Mathematics:</b>            1 – Math -            2 – Morning Academic Intervention            3 – Academic Intervention Pull-out            4 -Virtual Y TASC after-school program            5 -Saturday AM Program            6- Supreme Evaluation - SES program            7- Newton- SES Program</p>	<p>1 – Small group instruction provided during the day for students below proficiency in math.            2 – Small group instruction provided daily during morning AIS period students below proficiency in math.            3 – Small group instruction during the day for students at-risk in math.            4 -Provides small group instruction in reading, math, science and social studies, as well as guidance services, Monday through Friday from 2:45 to 5:15 p.m.            5 - Students work in small groups with licensed teachers in reading, math, social studies and science from 7:45 a.m. to 12:00 p.m. Regents preparation in Science is also available, in addition to recreational and club activities.            6 – Provides small group instruction in language Arts and Math on Tuesdays, Wednesdays, and Thursdays from 2:45 – 5:15            7 - Provides small group instruction in language Arts and Math on Tuesdays, Wednesdays, and Thursdays from 2:45 – 5:15</p>
<p><b>Science:</b>            1 - Saturday AM Program</p>	<p>1 - Students work in small groups with licensed teachers in reading, math, social studies and science from 7:45 a.m. to 12:00 p.m. Regents preparation in Science is also available, in addition to recreational and club activities.</p>

<p><b>Social Studies:</b>  1 - Saturday AM Program  2 – Morning Academic Intervention</p>	<p>1 -Provides small group instruction in reading, math, science and social studies, as well as guidance services, Monday through Friday from 2:45 to 5:15 p.m.  2- Small group instruction provided daily during morning AIS period students at risk of failing social studies.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>1 -Provides group and individual guidance services, Tuesday, Wednesday, Thursday, from 2:45 to 5:15 p.m.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>1 – Provides educational support for children who do not readily adapt to the academic, social, and emotional demands of school life. Targeted students are scheduled during the school day</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>1- Provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and academic functioning of children.  Targeted students are scheduled during the school day</p>
<p><b>At-risk Health-related Services:</b></p>	<p>1- Provides intervention to those students at risk both academically and emotionally. Students are scheduled during the school day as needed.</p>

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

*NCLB/SED requirement for all schools*

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

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

---

Type of Program: \_\_\_ Bilingual \_\_\_X\_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_92\_\_\_\_\_

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

Intermediate school 14 is situated at the heart of Sheepshead Bay, in Brooklyn. It is a middle school for Grades 6, 7, and 8. The total number of students is 749. The percentage by sex: Males 53% and Females 47%. Ethnic report: Hispanic about 12%, Black 68%, White 10%, Other 10%.

The major languages our ELLs speak are Spanish, Russian/ Ukrainian, Urdu, Arabic, Haitian-Creole, French, Chinese and several other languages including: Hebrew, Italian, Albanian, Yiddish and African tribal languages.

There are 92 ESL students as of May 2008. There are 28 ESL students in Grade 6; 37 students in Grade 7; 27 students in Grade 8. Fourteen LEP children are the students with disabilities. Four (4) of them are MIS V students. The number of students at the Beginner level is approximately 40, Intermediate 35, and 17 Advanced.

We have two ESL programs running in our school: One self-contained class and one Pullout Service Program. With the wide variety of languages spoken all students receive their instruction in English using ESL methodologies for the specific amount of time as determined by their NYSESLAT or LAB-R scores. Beginner (34) and Intermediate (28) level children receive 360 minutes of ESL/ELA instruction a week, while an Advanced level group (26) receives 180 minutes of ESL instruction per week.

There is one self-contained 8 grade ESL class with 28 students. There is a certified ESL teacher who teaches for two periods Math, two periods of ESL/ELA, and one period of Social Studies. In addition, the class has Science, Health, and physical education subjects taught by the content area teachers who are familiar with the ESL methodology. Ten students from this group who have not shown adequate progress also receive additional instruction (AIS) in literacy.

The ESL pullout program has been running by a certified ESL teacher who services 63 ELLs. The students are taken for ESL instruction from the minor subjects in order not to be interrupted from the content areas. Students who are eligible for NYS testing in ELA or who scored below the mid level 2 scale score also receive academic intervention through the computer assisted Read 180 program.

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

In our ESL classrooms we use a Balanced Literacy Approach to improve our ESL students' all four language skills. We focus on comprehension, speech, word recognition, and vocabulary, as well as on the integrated content areas to transfer our students to the higher level. Reading and writing on the daily basis are integral parts of developing critical thinking skills. The Balanced Approach to literacy and math includes use of the Classroom Library Initiatives, genre class sets with workbooks, and Impact Math for grades 6, 7, and 8. Textbooks from the Newcomer series are also used to focus on academic language and organization. Standards-based materials are used with teacher scaffolding activities as needed.

For students in the beginning level we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, brainstorming, language experience stories, buddy/partner reading, and sketch-to-stretch activities. For the children in the intermediate/advanced levels we implicate the tasks related to the literacy texts that require higher-order critical thinking.

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

Our English Language Learners have the opportunity to participate in a wide variety of extracurricular activities. Students are offered the following:

- Sport and Arts (AIDP) Program which is an incentive program to improve and encourage attendance and punctuality
- Saturday Academy – Girls Scouts, Technology, reading, math
- 21<sup>st</sup> Century Afterschool – Dance, Chess, Drama, Counseling
- Virtual YMCA Afterschool – Sports, Computers, Homework help

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

The orientation session for the parents of newly enrolled ELLs is set as follows:

1. Parents receive an invitation from the school ESL contact person (in their languages when possible)
2. Parents view a native language video and literature which clarifies the program being offered.
3. Parents select a program that they feel is best suited to their individual child. Whenever possible a translator is available to answer the questions. There are translators in Russian, Urdu, Spanish, and Arabic among our school staff members.

A parent coordinator, guidance counselors, and ESL teachers work closely with the ELL parents throughout the school year. We plan the workshops to help them to become familiar with the language and culture of the United States. In addition, some parents may participate in the workshop as a speaker, and share with their cultural and educational backgrounds in order the teachers better to understand their ELL students, and, accordingly plan their future lesson plans/ trips/ activities.

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

**UPDATED – OCTOBER 2008**

At the end of the school year, in April or May, I.S.# 14 organizes the meeting with the parents of the incoming 6 Grade students, where the ELL students and their parents have the opportunity to view the school building and the classrooms, meet/talk to the subject teachers and ask questions. The prospective 6 Grade ELL students view the students' works.

Prior to the opening of school in September, newly enrolled LEP students meet the ESL contact person, the teachers, and some of the students from the current ESL programs, who may speak their native languages. The parents fill out the forms to clarify the child's prior education, so s/he can be better placed for instruction.

The parent coordinator, family worker, and the bilingual staff are also available to facilitate an easy beginning.

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

Teachers will receive professional development provided by school staff and outside support through the Learning Support Organization (ICI) At the school site teachers will continue in their learning of Balanced Literacy and Differentiated Instruction, which will include an emphasis on the second language learner. The new curriculum and teaching materials for social studies provided by the NYC Dept. of Education includes substantial resources for supporting the English Language Learner in the content area. Mainstream teachers of ELA, science and social studies will meet weekly with the Literacy Coach who can provide training and support in teaching strategies. Special sessions to be focused on:

- Scaffolding Techniques for ELLs
- Supporting Academic Language Acquisition and Vocabulary Development.
- Analyzing ELL Data to Drive Instruction

Support from outside sources will include those given by the Learning Support Organization (ICI) which will host a series of separate 3 – 5 hour PD sessions for ESL teachers, content area teachers, and administrators; topics to include:

- Who are the generation 1.5 students and how to teach them
- Planning and Teaching *BICS* and *CALP* simulataneously
- Understanding Native Language Patterns in order to differentiate grammar instruction

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

All English Language Learners receive and 37.5 minutes of academic support through the Extended Day. While most are engaged in Silent Reading from leveled libraries, ESL students identified from test data have been target for intensified instruction in literacy. Additionally English Language Learners receive support from the guidance counselors, SAPIS, Gang prevention, and attendance support programs.

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

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

School Building: \_\_\_\_\_ IS 14 \_\_\_\_\_ District \_\_\_\_\_ 22 \_\_\_\_\_

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	2					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: \_\_\_\_\_ **22** \_\_\_\_\_

School Building: \_\_\_\_\_ **IS 14** \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:28 To: 9:09	Subject (Specify) Physical Education	Subject (Specify) Physical Education	Subject (Specify) ESL	Subject (Specify) ELA	Subject (Specify) ELA
<b>2</b>	From: 9:12 To: 9:53	Subject (Specify) Mathematics	Subject (Specify) Mathematics	Subject (Specify) ELA	Subject (Specify) ELA	Subject (Specify) ELA
<b>3</b>	From: 9:57 To: 10:38	Subject (Specify) Mathematics	Subject (Specify) Mathematics	Subject (Specify) Social studies	Subject (Specify) Social studies	Subject (Specify) Science
<b>4</b>	From: 10:42 To: 11:23	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Mathematics
<b>5</b>	From: 11:27 To: 12:08	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Mathematics	Subject (Specify) Mathematics	Subject (Specify) Mathematics
<b>6</b>	From: 12: 12 To: 12:53	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Mathematics	Subject (Specify) Mathematics	Subject (Specify) Social studies
<b>7</b>	From: 12:57 To: 1:38	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>8</b>	From: 1:41 To: 2:22	Subject (Specify) Social studies	Subject (Specify) Social studies	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

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

School Building: \_\_\_\_\_

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

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

**Form TIII – A (1)(a)**

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

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) 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.

---

The program will be available to English Language Learners identified as having the greatest need, especially those who scored below level 2 on the previous NYS ELA exam or those who will be required to take their first New York State ELA exam in The coming January. Classes will be held from 2:45 – 4:45pm on Mondays and Tuesdays for 21 weeks. Classes will begin in November 5, 2008 and continue through May, 2009. The primary focus of instruction will be ESL and mathematics. Students will be in two groups of 15-20 students in each group. Students will receive one hour of math instruction and one hour of literacy instruction. One group will be comprised of sixth and seventh graders. The other group will have eighth graders. Class placement will be based on students' level in math and the NYSESLAT. Lessons will also integrate the other content areas through project based and real-world experiences. Lesson will integrate content and language development simultaneously. Students will rich language experiences including academic vocabulary, grammar, fluency and comprehension. Students will also have ample opportunities to practice social and oral language development as well as test preparation skills. Technology will also be used to provide opportunities for self-paced interactive tasks, as well as to practice writing and publishing.

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

---

All adults required to support ESL instruction and service delivery will receive training through the school year. Support staff such as Guidance Counselors, School Health Professionals, School Aides and the Parent Coordinator will benefit from training such topics as awareness of health issues, social issues, cultural differences and effective communication skills to support the ELL student and their parents.

Support staff will receive overview training from the Assistant principal responsible for the ESL Department as well as the Department Teacher/Coordinator. Teachers will be provided with professional development through workshops given by the ESL Coordinator, and Coaches of literacy and math. The Coordinator will also house a Professional Development Library of books, tapes and videos to support training to meet the needs of the ELL student.

Topics to be covered include but not limited to:

Tentative Schedule

August – First Days of School for the ELL

September - Building a Supportive Learning Environment for ELLs in Regular Ed. classes

October – Recognizing Native Language Patterns to Support Differentiation of Instruction

November - Recognizing Cultural Differences in the Classroom-

November – Increasing Academic Language Ability in ELLs

December - Choosing and Using the NYSELAT Test Preparation Materials

January -Teaching Math to the ELLs

February -Using experiences beyond the classroom to enhance learning of English (field trips)

**Form TIII – A (1)(b)**

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

<b>Allocation:</b> 14, 996		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$13, 016	2 certified ESL teachers X 2 hours per day x 2 days per week 1 supervisor X 2 hours per day X 2 days per week / 21 weeks
Purchased services such as curriculum and staff development contracts	\$450	Staff development for ESL teachers, content teachers and administrator when offered by Central Board and/or professional organizations
Supplies and materials	\$530	Materials and food for parent workshops,
Travel	\$1,000	Charter bus for full day multicultural field trip for 40 students
Other		
<b>TOTAL</b>	<b>\$ 14, 996</b>	

### **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.

We conducted the needs assessment for the school's translation and interpretation services by reviewing the Home Language Survey Form, interviews with students and parents, and by reviewing previous patterns of home/school communication.

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

The findings were that at least seven different languages are spoken in the homes of our students, with Spanish and Urdu being predominate. We also found that most English Language Learners spoke their native language at home when communicating with parents. Also noted was that although some parents had limited oral language ability in English, only a small percentage were able to read and write proficiently enough in English to comprehend and correspond with the school effectively.

#### **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.

In September the school will survey the parents of all students to identify the translation needs. Most important documents (Centrally and Regionally produced and determined crucial) will be translated by the Translation and Interpretation Unit of the Department of Education. School based documents such as the school's academic programs, special events and disciplinary notices will be translated by school based staff which are available to translate Urdu, Haitian Creole, Spanish and Russian. The school will also utilize the previously purchased equipment and software to assist with translations of documents

**UPDATED – OCTOBER 2008**

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

The school has plans to offer oral interpretation services to parents of the four languages which make up the majority of languages other than English spoken. Staff is available to interpret Spanish, Urdu, Russian, and Haitian Creole. We will seek parent volunteers to provide interpretation to parents who speak other languages and have no one to interpret for them.

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

- The school will use the Home Language Survey Form to identify parents who are eligible to receive translation and interpretation services
- The school will provide each parent whose primary language is a covered language and requires assistance services with written notification of their rights regarding receiving such services.
- The school will post near the Sign-In desk or in the Main Office a notice in each of the covered languages, indicating the location in the school where a copy of such written notification can be obtained.
- The school's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from getting in touch with the school solely due to language barriers.

Administrators and the Parent Coordinator shall have access to the NYC Department of Education's Translation and Interpretation Unit should additional information and support be required

## **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 \$707, 256
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$7,073
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$35,363
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 86.6%
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.

Title 1 Funds to pay tuition for teachers needing courses to become highly qualified.

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

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

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

2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

DEPARTMENT OF EDUCATION – CITY OF NEW YORK –

## **Title I School Parental Involvement Policy**

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements of (c) through (f) as listed below and outlined in Title I law:

### **A. POLICY INVOLVEMENT**

Each school served under this part shall –

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Meetings will be offered at a variety of times such as:

- ***Saturday mornings***
- ***Weekday evenings***
- ***At a time convenient based on parent surveys***

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

- ***School Leadership Team will discuss school improvement at each monthly meeting.***
- ***Parents will be encouraged to be an active participant in monthly Parent Association meetings***

4. Provide parents of participating children –

- i. timely information about programs under this part;
- ii. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
- iii. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

***Parents will be informed of any program that their child is taking part of before commencement of the program. Included will be a description of the program and information for teacher contact. When requested, the program teacher will be covered so that they may meet with parents to discuss any concerns or suggestions with parents.***

5. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

***parent coordinator will log in his/her daily log book any parent concerns. Principal will be notified of concerns and action will be taken accordingly in a timely manner.***

## **B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

***Parental Involvement Policy will be made available to all parents. Updates or changes will be made annually based on parent meetings, or on an as-needs basis.***

## **C. BUILDING CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

—

a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

***Interim assessment information will be sent to parents to inform them of academic achievement of their children. This assessment information will be based on state and city standards. In addition, quarterly progress reports will be distributed to all parents.***

b. Shall provide materials and training to help parents to work with their children to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

***Parent workshops will take place to help parents understand the academic needs of their children and ways in which they can help their children. Workshops will include both current needs, as well as future needs, such as High School, College, and Careers.***

c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

***In partnership with Character Education programs, such as Outward Bound, teachers and parents will work together to develop workshops to strengthen the home/school relationship.***

d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
- f. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- g. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training;
- h. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- i. May train parents to enhance the involvement of other parents;
- j. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- k. May adopt and implement model approaches to improving parental involvement;
- l. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- m. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
  - n. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

#### **D. ACCESSIBILITY**

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

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

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

DEPARTMENT OF EDUCATION – CITY OF NEW YORK – REGION 6  
Shell Bank Intermediate School 14  
2424 Batchelder Street, Brooklyn, NY 11235-1402 (718) 743-0220

\* \* \* \* \*

### **SCHOOL-PARENT COMPACT**

*I.S. 14, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

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

#### **School Responsibilities**

**I.S. 14 will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*All students receive a minimum of:*

- *10 periods of Language Arts per week*
- *8 periods of Mathematics per week*
- *5 periods of Social Studies per week*
- *5 periods of Science per week*

***Students in need of assistance receive:***

- *Academic Intervention in Reading and Language Arts*
- *Academic Intervention in Math*
- *Academic Intervention for English Language Learners*

***After-School and Saturday Programs to support instruction in:***

- *Reading / Language Arts, Math, Science, Social Studies and ELL*
- *Accelerated Regents classes in Science and Math*

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

*November 18, 2008*

*February 26, 2009*

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

*Report cards are given to parents during parent teacher conferences:*

*November 18, 2008*

*February 26, 2009*

*Prior to report cards, students receive progress reports and/or Promotion in Doubt letters to inform parents of their child's school progress.*

*Results of Interim Assessments are distributed to parents.*

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

*Staff is available during prep periods or before and after school when necessary. If parents can only come during a teacher's teaching period, coverage will be provided to enable the teacher to meet with parents.*

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

*The parent coordinator is available to escort parents to a child’s class at any time during the school day to observe their child’s class. Parents are encouraged to participate in their child’s education as volunteers at any time that they feel their services are needed.*

**Parent Responsibilities**

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

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



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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - A description of a comprehensive needs analysis conducted by I.S. 14 can be found on Page 9 of this document.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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. Are consistent with and are designed to implement State and local improvement, if any.

I.S. 14 is committed to providing quality instruction to all students. In addition to programs during the school day, such as Read 180 , Language Arts / Reading AIS for students below the proficiency level in ELA and Math IAS for students below the proficiency level in math, we also offer:

- ELL Morning Program –Newcomers Program- a self-paced technology program targeting language proficiency
- Morning Academic Intervention for all at-risk students
- ELL Saturday Program – Striving for Excellence
- After-School Math ,ELA, Science and Social Studies tutoring
- After-School Homework Help
- After School Program to target 8<sup>th</sup> grade at-risk students
- Individual and group after-school counseling sessions to support persistently failing students.
- Saturday Regents prep classes for students taking the Living Environment, Earth Science and Integrated Algebra Regents.
- Saturday Specialized High School Prep classes.

3. Instruction by highly qualified staff.

- Hire teachers in License Area.
- Teachers must teach in their license area.
- Offer meaningful, targeted professional development.
- Provide training in the use of student data to inform differentiated instruction.

**UPDATED – OCTOBER 2008**

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.

- Literacy and Math Coaches will conduct workshops for professional development
- Data Specialist
- ASCD
- AUSSIE Staff Developers
- Understanding By Design
- ICI workshops

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

- Hold job fairs
- Develop a relationship with local colleges to attract qualified student teachers
- Have job candidates do a demonstration lesson
- Consult Teaching Fellows Program
- Utilize Open Market Hiring System

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

- Workshops to inform parents of ways to improve student achievement
- Mother / Daughter Luncheon
- Father / Son Barbeque
- Family technology workshops
- Family Cyber-safety workshops

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.

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - Teachers meet daily during Common Planning Periods to review school assessment data to determine areas of need across curriculum areas and grades.
  - Case Conferences are conducted with teacher groups to discuss interim assessment data for class and individual student achievement.
  - Item Analysis is conducted in Math and ELA with the assistance of the Data Specialist to determine areas of weakness for planning purposes.
  
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.
  - Teachers-teams meet 3 times per week to review student achievement and plan intervention strategies.
  - Intervention strategies are reviewed weekly and modified as needed.
  - Individual Student Goals are discussed with students and placed in their data folder for student reflection.
  - Referrals made to Reading and/or Math Academic Intervention Pull-Out Teacher.
  - Referral to after-school and/or Saturday Programs for additional support.
  
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.
  - SAPIS
  - G.R.E.A.T. Program (Gang Resistance Education and Training)
  - Newton SES Program
  - Supreme Evaluation Program

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

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

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

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

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

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

**NCLB/SED Status:** In Corrective Action Yr. 1 / ELA **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School 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.

I.S. 14 has been identified as School in Corrective Action Year 1 for ELA. The subgroups that failed to meet AYP are the ELL and Special Education students.

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.
  - Inquiry teams have been expanded to include ELL and Special Education students.
  - After school program was developed for at-risk Special Education students.
  - Saturday Striving for Success program for ELL students to increase fluency and writing skills.
  - Morning AIS program for ELL students – Newcomers technology based program to target language proficiency.

**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 = \$707,256 10% of Title I allocation = \$7,073.

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

- AUSSIE Consultant to work with ELA teachers

---

<sup>1</sup> School Under Registration Review (SURR)

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

Our Math Coach and AUSSIE staff developers work closely with all Math teachers, while our Literacy Coach and AUSSIE staff developer works closely with our ELA teachers. In addition, experienced teachers serve as mentors to new teachers. Teacher-mentors work with teachers in special education classes to provide additional support in Math and Language Arts.

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.

The Department of Education sample letter will be customized to I.S. 14 and distributed to parents in translated versions as needed. In addition, parents will receive notification of the Annual School Report Card. Parents will be notified at PTA meetings and grade 6 orientation meetings.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** Not Applicable

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

---

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

– **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.

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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

Applicable    Not Applicable

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

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

---

**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

**UPDATED – OCTOBER 2008**

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.

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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

Applicable     Not Applicable

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

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

---

**KEY FINDING 2: INSTRUCTION**

UPDATED – OCTOBER 2008

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

## **2A – ELA Instruction**

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

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

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

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school’s instructional program.

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

Applicable    Not Applicable

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

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

---

### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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

Applicable    Not Applicable

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

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

---

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

---

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

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.

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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?

Based on current data, the number teachers who have been in the school for more than 2 years has increased over 10%.

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

---

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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?

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

---

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

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

Please respond to the following questions for Key Finding 5:

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

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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

Applicable  Not Applicable

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

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

---

#### **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.

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

---

#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are

assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

A curriculum committee has been formed to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program.

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

Applicable    Not Applicable

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

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

## CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 15, 2008**      Email address: **atully@schools.nyc.gov**

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

School DBN	22k014
School Name	I.S. 14
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 297,611
Principal Name	Anne Tully
Principal Email	atully@schools.nyc.gov
Principal Phone	7187694271

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

- Yes  
 No

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

- Yes  
 No

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

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 187,686
Individualized Tutoring	

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Utilization of an academic intervention teacher via a push in/pull out model in order to target low academic performers achieve higher standards achievement.

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

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

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

- New implementation
- Program Expansion

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

- Yes
- No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 109,918**

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Literacy coach will provide professional development and assist teachers of at-risk students.

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

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

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

- New implementation
- Program Expansion

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No