



DYKER HEIGHTS INTERMEDIATE SCHOOL 201-K

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SUBMITTED: DECEMBER 1, 2008
REVISED: MARCH 18, 2009
RESUBMITTED: MARCH 20, 2009

SCHOOL: (20K201)
ADDRESS: 8010 12TH AVENUE, BROOKLYN, N.Y. 11228
TELEPHONE: 718 833-9363
FAX: 718 836-1786

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
Madeleine Brennan	*Principal or Designee	
Theresa Buono	*UFT Chapter Chairperson or Designee	
Dawn Bader	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Barbara Cipriano	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Joseph LaCascia	Assistant Principal	
James Watters	Teacher	
Susan D’Antonio	Parent	
Janet Mora-Pisano	Parent	
Kifa Ahmad	Parent	
Christina Juliano	Parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We see our school as a community where all members strive to create an atmosphere where high levels of learning, creativity, and participation take place. The school's mission is summarized by the statement: "Academic Excellence is the Key to Success".

Dyker Heights Intermediate School 201K has grades 6, 7 and 8 housed in a five-story building designed in 1924 as an elementary school. Our Superintendent's Gifted and Talented program draws students from outside these areas that chose the school because of an exemplary record in placing graduates in Specialized High Schools or other special math/science High School programs.

The school day is divided into eight 45-minute instructional periods with a Homeroom period of 15-minutes at the beginning of the day and five minutes at the end of the day.

The Superintendent's Program for Gifted and Talented Students is an accelerated program that culminates in Regents High School credit in Integrated Algebra, Earth Science and the Proficiency Exam in Foreign Language. Students are assigned to a "talent" class of vocal music, instrumental band, art, computer, keyboard or drama and a foreign language proficiency class based on preference sheets from the parents and/or articulation information from the Elementary Schools.

Non-Superintendent's Program students are selected for SPE (Special Progress Enriched) classes based on their standardized test scores on the City-wide Reading and Math Tests and class room academic performance as reflected on their report card grades.

All General and Special Education classes are assigned to music and/or art classes in Seventh Grade. At Eighth Grade level, mandated Hygiene instruction is provided in Health Education classes.

The General Education Students are grouped heterogeneously using standardized test scores as the initial criteria for grouping. Later, academic performance as reflected on report cards is given consideration as a more accurate predictor of the individual student's potential for academic success. Initially, students are assigned according to their reading test scores to Regular Classes or Special Progress (SPE) Classes. SPE Classes take exploratory Foreign Language Instruction. Language Arts is block scheduled to provide two periods (approximately 90 minutes) of continuous English Language Arts instruction each day. At Sixth Grade level an additional three periods in Reading and /or in Writing is scheduled weekly. Generally, the lowest performing students on the ELA Test are grouped in one class (Ramp-UP) on each grade level.

Mathematics classes provide eight periods of direct instruction each week. Regular Classes receive a ninth period of math instruction.

There are three Collaborative Team Teaching (CTT) classes, one at each grade level. Self-contained Special Education Classes consist of 12:1 and 12:1:1 classes. Two SETSS teachers provide support to designated students using the “push-in” model.

At-risk services are recommended by the Pupil Personnel Team which meets weekly and includes the Principal, the Assistant Principal supervising Special Education, the three Guidance Counselors, the two Deans for Discipline, the School Assessment Team and a SETSS Teacher. The other Assistant-Principals attend on a regular rotating schedule and additional personnel attend on an as-needed basis. A SAPIS Worker provides drug education and counseling full-time to targeted students.

There is one class on each grade level for students with Limited English Proficiency and a multi-graded bridge class for newcomers to the U.S. All ELL students are grouped each day for 90-minute blocks of ESL instruction. These groups are based on students’ level of English proficiency and provide more direct instructional time for English language learning in a lower teacher/student ratio.

Project Arts funded residencies provide arts instruction in academic subjects to incorporate arts activities. Project Arts funds support our instrumental music, vocal music, visual arts and drama programs, Shakespeare Festival and the production of the school play. Several school-wide fairs require students to utilize their arts knowledge and skills in presenting subject content: a History Fair, a Science Fair, an Architecture Fair, a Foreign Language Fair, a Multi-Cultural Fair and a Shakespeare Festival. Music Students, instrumental and vocal, are provided venues for performance at two community parades, two holiday assemblies, special performances at the Middle School Principals Association Meeting and the Federation of Italian-American Organizations annual dinner, our Open House and an evening Musicale for parents. The Drama program puts on skits at our Open House, at the Shakespeare Festival and two school performances to which feeder-school 4th and 5th graders are invited during the school day and two evening performances for parents.

As additional support and intervention for students scoring at Levels 1 and 2, the school conducts an after-school program focused on Literacy and Math called the Promotional Excellence Program and runs from mid-October through mid-April, three days a week for one-and-a-half hours each. Short-term Saturday programs have been devoted to ELL remediation and enrichment and to Regents review. A before-school and after-school C.H.A.M.P.S. Athletic program covers a number of sports including flag-football, basketball, softball, and soccer.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	J.H.S. 201 The Dyker Heights						
District:	20	DBN:	20K201	School BEDS Code:	332000010201		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	0	0	0		94.5	95.0	95.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Mobility - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 3	0	0	0		95.8	98.6	97.6
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 6	647	608	528		52.9	55.6	52.5
Grade 7	563	652	613	Students in Temporary Housing - Total Number:			
Grade 8	541	564	652	(As of June 30)	2005-06	2006-07	2007-08
Grade 9	0	0	0		1	0	23
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 12	0	0	0		38	38	27
Ungraded	6	5	6	Special Education Enrollment:			
Total	1757	1829	1797	(As of October 31)	2005-06	2006-07	2007-08
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes	83	76	70	Principal Suspensions	96	82	38
# in Collaborative Team Teaching (CTT) Classes	37	44	45	Superintendent Suspensions	35	47	7
Number all others	54	51	59	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(As of October 31)	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
# receiving ESL services only	111	128	112	Number of Teachers	91	93	100

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?
-

Based on a comparison of the 2006-2007 and 2007-2008 NYC Progress Reports, we rose from an overall grade of 'B' to 'A', increasing from the 59.9th percentile to the 74th percentile Citywide.

In general, the school increased in all three indices of School Environment, Student Performance and Student Progress. Extra credits were awarded to "Students With Disabilities" in ELA and in Math, "Hispanics in the lowest 1/3rd Citywide" in ELA and in Math, and for "Other Students in the Lowest 1/3rd Citywide" in ELA and in Math.

A goal for several years has been to increase the ELA performance of our "Students with Disabilities" population. This population remains the reason for our designation on the NYS Report Card Accountability as a SRAP school. For the past few years, we have increased the number of "Students With Disabilities making progress in ELA." In 2006-2007, these students made AYP in ELA using "safe harbor" formula. However, they are required to make AYP for two years consecutively for the SRAP designation to be removed.

Noted in the comparison of the 2006-2007 and 2007-2008 NYC Progress Reports was a decline in "School Attendance" to 94.7%.

Although the "Lowest 1/3rd in the School" population increased its percentage of students making at least one-year's progress in ELA increased significantly, they declined in Math.

The 2007-2008 Quality Review was "Well-Developed" overall. However, we received "Proficient" designations in using data to plan and develop differentiated instruction, setting up interim goals for the school and interim goals for teachers.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **By June 2009, "Students With Disabilities" will make Adequate Yearly Progress (AYP) in English Language Arts (ELA) as reported on the 2008-2009 New York State Accountability Report Card. Additionally, the percentage of "All Students" reading at levels 3 and 4 will increase to 75% as reported on the 2008-2009 NYC Progress Report.**

2. **By June 2009, overall attendance for all students will improve to 95% or higher as reported on the 2008-2009 NYC Progress Report to increase instructional time and effect student academic outcomes.**

3. **By June 2009, the percentage of students in the school's lowest 1/3 performance segment making one year's gain in math will increase to 75% as reported on the 2008-2009 NYC Progress Report.**

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): Goal #1: ELA Improvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By June 2009, “Students With Disabilities” will make Adequate Yearly Progress (AYP) in English Language Arts (ELA) as reported on the 2008-2009 New York State Accountability Report Card. Additionally, the percentage of “All Students” reading at levels 3 and 4 will increase to 75% as reported on the 2008-2009 NYC Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development at Faculty and Departmental Conferences will stress exemplary reading skills instructional practices. The Literacy Coach will provide professional development and instructional support to ELA, ELL and Special Education teachers. Data Inquiry Team will provide professional development and instructional support to ELA, ELL and Special Education teachers A full-time Reading Teacher will provide services to identified at-risk students. The Literacy Coach will provide some AIS services to identified students. The IEP Teacher will provide some AIS services to identified students as part of her program. SETSS teachers will use a push-in model to focus on ELA skills with IEP and at-risk students. Special Education teachers will focus on ELA skills in Subject Content instructional periods as well as the Literacy instructional periods Extended Day Instruction will focus on reading skills for identified students Targeted students will be encouraged to attend the after-school Promotional Excellence program. ELL students will be encouraged to attend Saturday ELL Program as well as the after-school Promotional Excellence program. Level 1 and lowest Level 2 students achieving on the City/State ELA test will be grouped in a “Ramp-up” class on each grade level for instructional purposes. Based on ELA test scores and report card grades, students achieving below a high</p>

	<p>level 3 will be assigned to Regular Classes which will have 10 periods a week of Literacy instruction from an ELA teacher and additional periods of reading and/or writing.</p> <p>ELL classes will have three periods of Literacy instruction by ESL teachers per day.</p> <p>ELA Instruction will include Writing Portfolios, Writer’s Notebooks, Curriculum Planning, Literature Circles/Book Clubs, 25 Book Campaign, emphasis on the teaching of spelling, grammar, and handwriting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contract for Excellence allocations will be used to fund the Literacy Coach and Reading Teacher. Tax-levy funds will be used to fund the after-school Promotional Excellence Program. Tax-levy funds will be used to fund the additional ESL teachers necessary to provide the Literacy instruction. Title III allocation will be used to fund Saturday ELL Program.</p> <p>Teachers will be provided professional development in the interpretation and use of ARIS, Acuity and City/State test data.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Accomplishment of this goal will be determined by results of the Winter 2008 City /State ELA (Literacy) Test data issued at the end of the school year, the 2008-2009 NYC Progress Report when issued, and the NYS Accountability Report Card when issued. Periodic review will be based on 1. Acuity Interim Assessment data issued twice a year; 2. informal assessments by teachers; and 3. formal and informal observations throughout the year</p>

Subject/Area (where relevant): Goal #2: Attendance Improvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. By June 2009, overall attendance for all students will improve to 95% or higher as reported on the 2008-2009 NYC Progress Report to increase instructional time and effect positive student academic outcomes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Attendance Committee meets monthly and will consider and put into place incentives for exemplary and improving student attendance. The Attendance Teacher will attend weekly Pupil Personnel Committee meetings and the monthly Attendance Committee meetings. He will work with students and parents for whom 407's are generated or where special circumstances are noted. Computerized telephone system will generate calls to parents each day for students who are absent. Certificates and awards will be given to students achieving 100% attendance. Posters will be put up at the end of each quarter recognizing students with 100% attendance. Guidance Counselors will work with identified students with low attendance. Attendance will be a criterion for students to attend special school events.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax-levy allocations will be used to fund the part-time Attendance Teacher. Tax-levy allocations will fund two additional Guidance Counselors. One School Aide's duties will be entirely devoted to Attendance.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Accomplishment of this goal will be determined by 2008-2009 NYC Progress Report attendance data. Interim reviews will be based on ATS attendance reports generated monthly to identify and monitor students with low attendance.</p>

Goal #3: Math Improvement

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the percentage of students in the school’s lowest 1/3 performance segment making one year’s gain in math will increase to 75% as reported on the 2008-2009 NYC Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development at Departmental Conferences will stress exemplary math instructional practices. The Math Coach will provide professional development and instructional support to Math, ELL and Special Education teachers. The Math Coach will provide some AIS services to identified students. SETSS teachers will use a push-in model to focus on Math skills with IEP and at-risk students in some math classes. Some Extended Day Instruction will focus on math skills for identified students Targeted students will be encouraged to attend the after-school Promotional Excellence program. ELL students will be encouraged to attend Saturday ELL Program as well as the after-school Promotional Excellence program. All classes will have 8 periods of math instruction per week, including ELL and Special Education classes. Regular Classes and CTT classes will be scheduled for an additional period of math instruction each week with a math teacher.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contract for Excellence allocations will be used to fund the Math Coach. Tax-levy funds will be used to fund the after-school Promotional Excellence Program. One ESL Teacher will specialize in math instruction for the ELL students on each grade level. Title III allocation will be used to fund Saturday ELL Program and a section of the Promotional Excellence Program devoted to ELL students Teachers will be provided professional development in the interpretation and use of ARIS, Acuity and City/State test data.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Accomplishment of this goal will be determined by results of the Spring 2009 City /State Standardized Math Test data issued at the end of the school year, the 2008-2009 NYC Progress Report when issued, and the 2008-2009 NYS Accountability Report Card when issued. Interim Assessments will be determined by 1. ITA (Acuity Instructional Test Assessments) data issued twice a year; 2. Informal assessments by teachers; 3. formal and informal observations throughout the year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	105	105	5	5	30	2	3	0
7	102	102	15	15	25	10	7	23
8	96	96	15	15	5	5	5	46
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • The Literacy Coach provides part-time one-to-one services during the school day to selected at-risk students • Reading Teacher provides full-time services during the school day to selected groups of at-risk students. • SETSS Teachers provide at-risk services to students during the school day using a push-in model • Per Session teachers provide services after the school day to selected groups of students in the Promoting Excellence program. Eighth grade students use the SkillsTutor Internet Program • Per Session teachers provide services on Saturday to selected groups of students in the ELL Saturday Academy Program •
Mathematics:	<ul style="list-style-type: none"> • The Math Coach provides part-time one-to-one services during the school day to selected students • SETSS Teachers provide at-risk services to students during the school day • Per Session teachers provide services after the school day to selected groups of students in the Promoting Excellence Program • Per Session teachers provide services on Saturday to selected groups of students in the ELL Saturday Academy Program
Science:	<ul style="list-style-type: none"> • Per Session teachers provide services before the school day to selected groups of ELL students during the Spring term
Social Studies:	<ul style="list-style-type: none"> • Per Session teachers provide services before the school day to selected groups of ELL students during the Spring term

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Guidance Counselors provide one-to-one counseling services to selected at-risk students during the school day
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • School Psychologist provides one-to-one counseling services to selected at-risk students during the school day
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • School Social Worker provides one-to-one counseling services to selected at-risk students during the school day
At-risk Health-related Services:	<ul style="list-style-type: none"> • SAPIS Worker provides one-to-one and group counseling services to selected at-risk students during the school day

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: 142
(No more than 2 pages)

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

The school is comprised of grades six, seven and eight, with a total student population of 1632 students. Of this student population, 142 are English Language Learners, which represents 8.7% of the total school population. There are 57 sixth graders in the ELL student population, 36 seventh graders and 49 eighth graders. These students may be further classified as follows:

Spanish speaking: 33
Chinese speaking: 70
Russian speaking: 11
Urdu speaking: 5
Korean speaking: 1
Polish speaking: 2
Albanian speaking: 3
Slovak speaking: 2
Filippino speaking: 1

Our school will continue to implement a Freestanding English as a Second Language Program(ESL), in which students receive all instruction in English using ESL methodologies for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. Students are grouped together according to their performance level on the NYSESLAT and their grade level. Beginners and Intermediate ELLs receive 360 minutes of ESL(per week) and Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA(per week).

For the remainder of the school day ELL students are grouped together in self-contained ELL classes by grade level, and receive content area instruction that incorporate ESL strategies.

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).

- **Saturday ELL Academy for Literacy and Math**
- **Before school tutorials in content area subjects; Social Studies and Science**
- **After school tutorials in Literacy and Math: Promoting Excellence Program**
- **ELL student participation in schoolwide annual fairs, especially the Multi-cultural Fair and the Shakespeare Festival, but also the History Fair and the Science Fair.**
- **ELLs IDENTIFIED WITH SPECIAL NEEDS: Students mandated for LEP services who also have current IEPs will be grouped with other LEP students in ratios consistent with their IEP dictates and wherever a Paraprofessional is assigned to assist an LEP student, this para will be included in the ESL classes to help his/her student. Within the Special Education self-contained class the teachers are all NYS certified in Special Education and have been trained to utilize ESL methodology in the content areas.**
- **NEWCOMERS: Newcomers will be immersed in English speaking classes that are serviced by NYS certified ESL teachers. They will be programmed for 450 minutes of ESL instruction each week, as well as 235 minutes of ELA utilizing ESL methodology. In their self-contained classroom there will be extensive use of visual clues and labeling, as well as a buddy seating system that pairs students with same languages to assist each other in completing activities. Classroom libraries will continue to be built up with many, varied books with multicultural themes.**
- **TRANSITIONAL SUPPORT FOR STUDENTS REACHING PROFICIENCY ON NYSESLAT: Students who have attained a 'Proficiency' level on the NYSESLAT will be assigned to mainstream classes as soon as possible, within programming guidelines. Each quarter there will be a follow-up review of their academic progress and, if needed, tutorial services will be provided within the thirty seven and a half minute sessions provided four times per week.**

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

- **Extracurricular activities include Art Club, Chorus, Science Olympiad Team, Chess Club, Lego Robotics, the School Play, a multi-cultural Fair and a Shakespeare Festival and a "CHAMPS" sports program that cycles through various sports. ELL students are encouraged to participate in all these activities.**

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.

- **Review of Parent Survey and Program Selection forms during the past few years reveals that the majority of parental requests have been freestanding ESL programs. Since our students come from many different native-language backgrounds, English is the only common language.**
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- **None**
- 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.
- **Some portion of each Monthly Faculty Conference will be devoted to Professional Development Activities.**
 - **Some portion of each Monthly Departmental Conference will be devoted to target Professional Development topics.**
 - **Professional Development will be used to target increased student achievement through math and literacy standards-based activities that improve teaching performance.**
 - **Professional Development activities will include the discussion of the math and literacy standards in relation to each content subject area and examination of student work and portfolios.**
 - **Professional Development activities will stress the writing process and the effective teaching of writing for all Subject Content area teachers.**
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- **Three Guidance Counselors, a School Psychologist and a Social Worker provide at-risk services to selected students referred by parents and/or the pupil personnel committee.**
 - **SAPIS Worker provides at-risk services to selected students one-to-one and in groups**
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Not Applicable

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

School Building: I.S. 201 District 20

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	
N/A	7	N/A	0	0	0	7

* 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: **(856)** Beginning Intermediate Advanced

School District: 20

School Building: IS 201

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15 To: 9:00	ESL--LA	ESL--LA	ESL--LA	ESL-LA	ESL--LA
2	From: 9:00 To: 9:45	ESL--LA	ESL--LA	ESL--LA	ESL-LA	ESL--LA
3	From: 9:45 To: 10:30	ELA	MATH	MATH	SCIENCE	SOCIAL STUDIES
4	From: 10:30 To: 11:15	MATH	MATH	MATH	ELA	ELA
5	From: 11:15 To: 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:00 To: 12:45	SOCIAL STUDIES	ELA	ELA	MATH	SCIENCE
7	From: 12:45 To: 1:30	HYGIENE	SOCIAL STUDIES	SOCIAL STUDIES	MATH	MATH
8	From: 1:30 To: 2:15	SCIENCE	SCIENCE	SCIENCE	SOCIAL STUDIES	HEALTH EDUCATION
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning (755) Intermediate Advanced

School District: 20

School Building: IS 201

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15 To: 9:00	ELA	MATH	ELA	MATH	MATH
2	From: 9:00 To: 9:45	HEALTH EDUCATION	MATH	HEALTH EDUCATION	ELA	ELA
3	From: 9:45 To: 10:30	MATH	ELA	SOCIAL STUDIES	SCIENCE	SCIENCE
4	From: 10:30 To: 11:15	SOCIAL STUDIES	SOCIAL STUDIES	MATH	SOCIAL STUDIES	SOCIAL STUDIES
5	From: 11:15 To: 12:00	SCIENCE	SCIENCE	SCIENCE	MATH	MATH
6	From: 12:00 To: 12:45	LUNCH	LUNCH	LUNCH	MATH	LUNCH
7	From: 12:45 To: 1:30	ESL--A	ESL--LA	ESL—LA	ESL—LA	ESL—LA
8	From: 1:30 To: 2:15	ESL--LA	ESL--LA	ESL—LA	ESL—LA	ESL-LA
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

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

Form TIII – A (1)(a)

Grade Level(s) 6, 7, 8 **Number of Students to be Served:** ___ 142 LEP, _____ Non-LEP

Number of Teachers : 7 **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.

Dyker Heights Intermediate School 201 has a combination of self-contained ESL, pull-out ESL and Accelerated Academic English Language model programs to accommodate the 142 LEP students the school services. Forty-Nine 8th grade, Thirty-Six 7th grade, and Fifty-seven 6th grade LEP students in self-contained ESL classes participate in a Free Standing ESL program for a total of ten periods, or 450 minutes per week. Mainstream LEP students who are at the Advanced level of proficiency are serviced with 180 minutes of pull-out ESL instruction per week, and Special Education students mandated by IEP directives are serviced with 450 minutes of ESL instruction per week.

Teachers working with ELL students possess New York State certification in ESL and are included in content area department meetings and professional development sessions throughout the school year. They are also encouraged to participate in citywide professional development opportunities.

English Language Arts instruction includes English as a Second Language (focusing on the development of listening, speaking, reading, and writing skills) as well as the Balanced Literacy ELA curriculum. All freestanding classrooms use a combination of techniques, including: the Balanced Literacy model, phonics programs for low level and non-readers, and direct instruction in sentence modeling and grammar. Author studies/authentic readings are incorporated using the Great Classics series as well as Scholastic classroom library sets. Project work follows each instructional unit.

Content area courses are taught in English, using ESL techniques (scaffolding strategies), dictionaries, simplified lesson summaries, and same language, buddy seating systems.

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.

- **Aug. 28-29, 2008 Professional Development Days – opening the school year**
- **Monthly Staff (8) and Department(8) Meetings (Oct.2008-May 2009)**
- **Nov. 4, 2008 Professional Development Day**
- **June 4, 200 Professional Development Day**

- **Topics to be addressed and explored:**
 - **Differentiated instruction**
 - **Integration of ESL techniques in content area instruction**
 - **Analysis of individual case studies for planning individual strategies**
 - **Teaching to the four modalities of language**
 - **Administering and utilizing Rigby ELL Assessment kit and results**
 - **The use of technology to enhance data-driven instruction**

Form TIII – A (1)(b)

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

UPDATED – OCTOBER 2008

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<p><i>(1) ELA Saturday Academy: 4 teachers, 2 hrs. per week, 12 weeks = 96 hours</i></p> <p><i>(2) Math Saturday Academy: 2 teachers, 2 hrs. per week, 12 weeks = 48 hours</i></p> <p><i>(3) After School Promotional Excellence: 2 teachers, 4 hrs. per week, 21 weeks = = 168 hours</i></p> <p><i>(4) Before School NYS Science Test Prep: 1 teacher, 1 hr. per session, 15 sessions = = 15 hours</i></p> <p><i>(6) Before School NYS SS Test</i></p>	

	<p><i>Prep: 1 teacher, 1 hr. per session, 20 sessions = = 20 hours</i></p> <p><i>Total Teacher Hours = 369 hrs.</i></p> <p>369 hrs. @ \$46.48 per hr. Teachers' Salaries: \$17,151.12</p> <p>7. Supervisors' salaries: 60 hrs. @ \$44.61 Supervisors' Salaries: \$2,676.60</p> <p>Total Salaries: \$19,827.72</p> <p>Remaining: \$53.28</p>	
Purchased services such as curriculum and staff development contracts		
Supplies and materials	<p><i>Supplies and materials are in stock from 2007- 2008 academic</i></p>	

	<i>year and do not Need substantial replacement at this time.</i>	
	\$ 53.28	
Travel		
Other		
TOTAL	\$19,827.72	

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.

An analysis of the ATS Home Language Report (RHLA) revealed the following:

- **There are five main languages spoken at students' homes: English(568), Chinese(599), Spanish(200), Russian(122), and Arabic(106);**
 - **There are six languages spoken at students' homes with significant numbers: Urdu(32), Italian(22), Polish(22), Bengali(17), Greek(15), Korean(12);**
 - **There are an additional twenty seven languages spoken in students' homes with small amounts in each language (total of 72 students divided among 27 languages.**
 - **An internal survey of staff members revealed that our school has, in-house, the personnel able to translate all the eleven languages found in significant numbers.**
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.
 - **Each month during the academic year there are events, information, calendar Announcements and requests that need to be communicated to parents, Orally and/or in writing. Principal, supervisors, coaches, parent coordinator, Guidance counselors, teachers and PTA officials need written translation and oral interpretation services throughout the year.**

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.

- **During the first week of each month in-house staff members will provide one per session hour to meet translation needs foreseen in the upcoming month. Unforeseen and immediate needs will be accommodated on a volunteer basis by in-house staff members.**

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.

At School Events (e.g. Parent information nights, open school, coaches' curriculum workshops) needing oral interpretation services will be provided by in-house staff members on a per session pay basis. Immediate, day to day, unplanned oral translation needs will be accommodated on a volunteer basis by in-house staff members.

- **At Parent Meetings (e.g. open school, open house, parent curriculum workshops, and high school information sessions): a corps of in-house staff members will be available for translation/interpretation services.**

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>.

Regulations A-663 will be fulfilled as follows:

- **Written notification (in students' home language) of language services available will be sent home in September 2006;**
- **A sign will be posted in the Main Office to inform parents of Interpretation and translation services available in the school;**
- **A notation will be included in the 2006-2007 School Safety Plan describing the language services available in the school.**

NOT APPLICABLE TO I.S. 201—not a Title I school

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year_____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

- Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: SRAP **SURR¹ Phase/Group (If applicable):** Not 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.
 - **State accountability status in intermediate-level English Language Arts for the Students with Disabilities subgroup.**

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.
 - **Students with Disabilities will receive five 90-minute blocks of instruction in Literacy. The Chancellor's Uniform Curriculum in Balanced Literacy has been adopted for Special Education classes.**
 - **Students with Disabilities will receive four 90-minute blocks of instruction in Math using Math Impact 6, Math Impact 7 and Math Impact 8 for Grades Six, Seven and Eight.**
 - **Special Education Teachers will stress Literacy skills in all Subject Content areas.**
 - **The IEP Teacher and Related Service Teachers will provide additional Literacy and Math instruction.**
 - **Academic Intervention Services for Literacy and Math in the after-school Promotion Excellence Program will group Students with Disabilities with a Special Education Teacher.**
 - **Professional Development activities for Special Education teachers, the IEP Teacher and the Related Service Teachers will stress Balanced Literacy instructional techniques, and the Impact Math curriculum.**
 - **Two additional push-in teachers will alternate instruction in reading and math for Special Education and ELL students four times a week.**

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

- **An Inter-visitation of regular Math Teachers Team-Teaching with Special Education Teachers during the math periods of Special Education classes will be implemented.**
- **The “SkillsTutor” Internet Program will be implemented in school and at home to remediate specific skills in ELA and Math.**

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI) --- NOT APPLICABLE TO I.S. 201

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

NOT APPLICABLE TO I.S. 201 – NOT A SURR SCHOOL

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

- **Literacy teachers will meet during Departmental Conferences, individually, and in small-groups with the Literacy Coach, to address this issue.**

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

Applicable Not Applicable

- **X: Undetermined at this time**

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?

- **X: Undetermined at this time**

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.

- **Literacy Teachers will meet with their Supervisor, with the Literacy Coach, individually and in small-groups to address this issue.**
- **Professional Development opportunities will be sought to aid teachers in addressing this issue.**
- **Common-prep time for teachers will be used for them to work collaboratively 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

UPDATED – OCTOBER 2008

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

Specific Math Alignment Issues:

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

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

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

- **Math Teachers have met during Departmental Conferences, individually, and in small-groups with the Math Coach to address this issue.**

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?

- **The Math Teachers noted some gaps in alignment between Impact Math materials, New York State content strands and item analysis of the City and State Standardized Tests**

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.

- **Math Teachers are using supplemental materials to ensure that all students meet state requirements. These materials include grade-appropriate checklists, the Coach March-to-March supplemental instructional materials and additional resources they find beneficial to the learning needs of their students.**
-

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

- 2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
- **Observations of classroom instruction by Supervisors and the Literacy Coach will attempt to assess if this finding is relevant to our school's practice.**

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

Applicable Not Applicable

UPDATED – OCTOBER 2008

- **X: Undetermined at this time**

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?

- **Undetermined at this time**

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.

- **Supervisors and/or Literacy Coach will meet with individual teachers and in small-groups to make them aware of these practices. Professional development opportunities will be sought to aid teachers in addressing this issue.**

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

- **Observations of classroom instruction by Supervisors and the Math Coach will attempt to assess if this finding is relevant to our school's practice.**

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

Applicable Not Applicable

- **X: Undetermined at this time**

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

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?

- **X: Undetermined at this time**

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.

- **Supervisors and/or Math Coach will meet with individual teachers and in small-groups to make them aware of these practices.**
 - **Professional development opportunities will be sought to aid teachers in addressing this issue.**
-

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

- **Teacher turnover is not high at this school**

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

Applicable Not Applicable

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

- **Galaxy Information – number of teachers leaving and new teachers**

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

UPDATED – OCTOBER 2008

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.

- **Supervisors meet with the ELL teachers informally and at monthly departmental conferences in which this issue is discussed**

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?

- **Responses from the ELL teachers indicate that they feel their opportunities for professional development are being met**

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.

- **Supervisors meet with the ELL teachers informally and at monthly departmental conferences in which this issue is discussed**
- **ELL Teachers meet collaboratively to ensure the sharing of testing and anecdotal information**

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

UPDATED – OCTOBER 2008

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?

- **Discussions at monthly departmental meetings of the ELL teachers indicate that this is not relevant to our 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.

- **Supervisors meet with the Special Education teachers informally and at monthly departmental conferences in which this issue is discussed**

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

Applicable Not Applicable

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

- **The Special Education teachers meet frequently and are a cohesive group that works and shares information collaboratively**

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.

- **Supervisors meet with the Special Education teachers informally and at monthly departmental conferences to discuss this issue.**
- **The Pupil Personnel Committee which comprises the Principal, Assistant-Principal for Special Education, a SETSS teacher, School Psychologist, Social Worker, Deans for Discipline, Guidance Counselors and the other Assistant-Principals on a rotating basis meet weekly to discuss and monitor the individual programs of students for whom this finding may be an issue.**

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?

- **At faculty conferences and in consultation with Special Education Teachers the General Education Teachers are made aware that modifications indicated on IEPs include classroom instruction as well as State/City testing.**
- **General Education teachers are familiar with grade specific performance indicators. At the IEP conference, the Special Education Teacher and the General Education Teacher formulate the modified promotional criteria**

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.

- **Any BIPs (Behavior Improvement Plan) that are in place have been developed with the participation of the General Education Teacher, Special Education Teacher, Guidance Counselor, School Psychologist, student and Parent at the IEP conference**

CEP Appendix 8: Contracts for Excellence

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

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

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

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

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

School DBN	20K201
School Name	The Dyker Heights
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 330,499
Principal Name	Madeleine Brennan
Principal Email	mbrenna@schools.nyc.gov
Principal Phone	7188339363

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	\$ 137,008
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

