



ANDRIES HUDDE

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 22K240
ADDRESS: 2500 NOSTRAND AVENUE, BROOKLYN, NY 11210
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 240 **SCHOOL NAME:** Andries Hudde

DISTRICT: 22 **SSO NAME/NETWORK #:** ICI

SCHOOL ADDRESS: 2500 Nostrand Avenue Brooklyn, New York 11210

SCHOOL TELEPHONE: (718) 253-3700 **FAX:** (718) 253-0356

SCHOOL CONTACT PERSON: Elena S. O'Sullivan **EMAIL ADDRESS:** eosulli@schools.nyc.gov

POSITION/TITLE PRINCIPAL

i. PRINT/TYPE NAME

**(ii)SCHOOL LEADERSHIP TEAM
CHAIRPERSON**

Elena S. O'Sullivan

(iii)PRINCIPAL

Peter Rodrigo

UFT CHAPTER LEADER

Marjorie Momplaisir-Ellis

**PARENTS' ASSOCIATION
PRESIDENT**

STUDENT REPRESENTATIVE
(Required for high schools)

Marianne Ferrara

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position/Constituency Represented	Signature
Elena S. O’Sullivan	*Principal or Designee	
Peter Rodrigo	*UFT Chapter Chairperson or Designee	
Marjorie Momplaisir-Ellis	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marilyn Minchello	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Evan Silkworth	School Leadership Chairperson	
Ismene Karvounis	Teacher	
Roslyn Lagoudoue	Parent	
Jaequelan Thompson	Parent	
Maha Attieh	Parent	
Tania Graham	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.

Andries Hudde JHS 240 (Grades 6, 7, and 8) is located in the Flatbush section of Brooklyn, New York. This middle school has met the AYP and is in good standing. It serves a population of over 1259 from culturally diverse backgrounds.

Hudde's programs are designed to meet the needs of all students enrolled. The ELL program consists of three (3) ELL self-contained classes, one (1) on each grade level. ELL Special Education students who have IEPs are placed in Special Education classrooms and pulled out for ELL services based on their NYSESLAT proficiency levels. After school parent workshops and weekend programs supporting adult literacy are offered to the parents by our Parent Coordinator – Celina Acham. Students participate in a Title III Program in literacy, science, math, and social studies. Overage students participate in The Achieve Now Academy Program on Saturdays and after school. This program is designed to meet the needs of students that are overage for their present grade.

The Center for the Intellectually Gifted (CIG) Program and the Andries Hudde Magnet School for Math, Science, and Computer Science were founded on the precept that children who are intellectually gifted, as determined by testing, are capable of meeting the challenges of an enriched, varied program.

The Special Education Department is comprised of six (6) Collaborative Team Teaching classes and five (5) self-contained 12:1:1 classes, fifteen (15) SETSS students and five (5) general education students with related services. Classes are organized to reflect single grade levels to the maximum extent possible.

In addition to the ELL, Special Education and Gifted Programs, Hudde has three (3) self-contained grade 6 classes, five (5) grade 7 classes and six (6) grade 8 classes, which constitute the mainstream general education population. As part of the citywide initiative, eight periods of mathematics per week was implemented in the fall of 2005.

Academic Intervention Services are provided to meet the needs of all students identified as requiring additional assistance in ELA, mathematics, science, and social studies. Students deemed at risk receive appropriately targeted services (Math Lab, Read 180, 37 ½ Extended Day Remediation and The Achieve Now Academy).

The students who attend Andries Hudde JHS are provided many opportunities to participate in a variety of competitions.

Hudde's library media center has been recognized by the New York State Education Department as a "NOVEL-ready" Electronic Doorway Library. In addition to a state-of-the-art library media center, Hudde has two (2) computer labs, mobile use of Smart Boards, 16 laptops and software ranging from remedial to enrichment levels. The school is wired for wireless capabilities.

Materials for the Arts provides much needed art supplies for classroom and extracurricular activities. Members of the orchestra will travel to the NY Philharmonic. These experiences provide the students with opportunities to appreciate the arts.

Extracurricular activities received special attention this year in Hudde JHS. The students participate in a variety of intramural extracurricular activities sponsored by CHAMPS, such as basketball, step classes, tennis, soccer, and double dutch. Literacy Night, Math Night, Science Fair, Multicultural Fair, Awards Ceremonies, Related Arts Festival and Hudde Night at the Theatre are activities for the families of Hudde students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Andries Hudde				
District:	22	DBN #:	22K240	School BEDS Code #:	332200010240

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	x <input checked="" type="checkbox"/> 6	x <input checked="" type="checkbox"/> 7
	x <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	x <input checked="" type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		95%	95.3%	95.3%		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		96.1%	95.8%	96.1%		
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	632	477	435	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	535	597	445		46.6	46.6	46.6		
Grade 8	629	546	586	Universal Lunch					
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		1	2	20		
Grade 12	0	0	0						
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary	2	4	•	(Total Number as of October 31)	2006	2007	2008		
Total	1798	1624	1472		19	19	19		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	35	32	44						
No. in Collaborative Team Teaching (CTT) Classes	32	49	52	Principal Suspensions	34	57	93		
Number all others	40	35	21	Superintendent Suspensions	17	39	49		
<i>These students are included in the enrollment information above.</i>									

UPDATED – OCTOBER 2008

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	65	61	62	Number of Staff:			
# ELLs with IEPs				(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	89	91	96
				Number of Administrators and Other Professionals	18	13	20
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	3	TBD	7
			178				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	2	1	Percent more than two years teaching in this school	65.2	70.3	68.8
Black or African American	73.1	74.8	74.4	Percent more than five years teaching anywhere	38.2	45.1	49.0
Hispanic or Latino	8.6	7.8	8.1				
Asian or Native Hawaiian/Other Pacific Isl.	10.6	11.2	13.6	Percent Masters Degree or higher	83.0	82.0	80.0
White	7.4	6.0	3.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.5	88.6	81.3
Multi-racial							
Male	52.4	51.5	50.1				
Female	47.6	48.5	49.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
		<input type="checkbox"/> School Requiring Academic	

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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	52.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	4.8	Quality Statement 2: Plan and Set Goals	√
School Performance	13.3	Quality Statement 3: Align	√

(Comprises 30% of the Overall Score)			Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	28.1		Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6		Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance:

The students at I.S. 240 have continued to close the achievement gap in Math. 74% of the students in the lowest one third of the school increased at least one year of progress. The students have been maintaining and improving their proficiency rate of one year or higher. The average rate of change in student proficiency for level 1 and level 2 students increased by 1%. We have seen improvements within our two subgroups; Special Education students and ELL. Based on the 2006-2007 data taken from the middle level ELA accountability measures, the limited English Proficiency sub-group did not make the AYP. As a result of their findings, the students in the sub-group are being supported by the following measures:

- Instructional materials are used that focus specifically on LEP's
- State certified TESOL teachers deliver instructions through in-class, pull-out and push-in programs
- In addition to the daily instruction offered, students are enrolled in the 37 ½ minute extended day, Title III after school program and/or The Achieve Now Academy
- Parent Workshops are offered to create and maintain a home school connection

Accomplishments:

As a result of the demographic change initiated by the Office of Student Placement, the school has developed a more structured environment. Students adhere to a school dress code which designates each grade a different colored shirt and all students wear black pants and shoes. The school is divided into four teams. Each team has its own Assistant Principal, a student government and assigned dean. Small learning communities have increased camaraderie among staff and students due to special events such as Field Day. This mini-community within the larger populace creates pride and develops team spirit amongst the students.

The administration and teachers are continuously building a successful partnership with the Parents Association. This collaboration has lead to the development of many meaningful educational opportunities for parents and children such as Literacy and Math Nights. These events work to further the relationship between teachers, students, parents and the community.

There have been many improvements and updates made to the school building recently. We have transformed the wood-tech lab into a fully functioning, modern science lab. We have also

purchased and put into place smart-boards and laptop carts. Our multi-media center has been updated with new desktop computers.

Our students are involved in additional educational events that can further enhance their learning. We have a variety of writing, poetry and art contests run through our multi-media lab. We are involved in a geography bee and a spelling bee. For the last four years we have had a vast number of students participate in the econ-bowl.

As a school in good standing, we have seen increases in ELL and Special Education scores. There has also been an increase in Math scores, while Level ones have decreased in both Language Arts and Math. For two consecutive years, we have shown an improvement in city wide progress reports, receiving notable extra credit for the progress of our Special Education and ELL students.

Aids or Barriers for Improvement:

Aids:

The most notable aid to school improvement is the administration, staff, teachers and all adult personnel that work continuously to provide an environment that allows all children to learn. We have adapted our teaching to adhere to the guidelines of differentiated instruction so we can ensure that all students are able to learn through their desired modality. The teachers are willing to work with students and provide any extra instruction needed.

Barriers:

There has been an influx of students from various countries that are non-English speaking and have no formal education. They have been registered and classified as ELLs.

Students have been coming from other school districts that are not pre-zoned at their grade. This is due to the NCLB transfer law. I.S. 240 is a middle school in District 22 that is in good standing that accepts NCLB transfer students.

Students need remediation and structure in order to reach the promotional criteria of each grade.

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, 8% of our special needs students will increase ELA performance on ITA's as a result of differentiated instruction.**
- 2) **By June 2009, 3 to 5% of our ELL students will show an increase in performance levels on NYASLAT, Interim assessment and or NYS ELA.**
- 3) **By June 2009, 2 to 4% of the 8th grade students in all subgroups will increase their performance on Science mid-terms and Science state exams.**
- 4) **By June 2009, 2 to 4% of the 8th grade students in all subgroups will increase their performance on Social Studies mid-terms and Social Studies state exams.**
- 5) **By June 2009, 5% of all students enrolled in the CTT classes will increase their performance level in Math as measured by the State Standardized exam.**

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): _____ **Instruction**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> - By June 2009, 8% of our special needs students will increase ELA performance on ITA’s as a result of differentiated instruction.
<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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> - Teachers will be supported through P.D. - Staff will develop projects that are content based - Staff will work with the technology - Teachers to help incorporate computers - Software and programs, Ex. (Brain Pop) - Periodic assessments - Observation of teachers - Teachers will meet with Administration to discuss student progress and educational goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Funding from the Office of Special Initiatives Grant awarded for PD supplies and equipment - Tax Levy - IEP Para - Contract for Excellence

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none">- Project summary- Observations- Results of scores from ITA's- Predictive exams <p>Teacher assessment of class work, Ex. (Portfolios)</p>
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SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Instruction - 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> - By June 2009, 3 to 5% of our ELL students will show an increase in performance levels on NYASLAT, Interim assessment and or NYS ELA.
<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>	<ul style="list-style-type: none"> - Three self-contained ELL classes with ELL certified teachers - ELL pull-out Program - Saturday Enrichment Program - Collection and interpretation of data to improve instruction and increase achievement - Parent workshops
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Title III - Title III translation - Tax Levy - Achieve Now Academy - Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Increase performance on NYASLAT - Increase performance on IA and NYSELAT - Project summary - Teacher assessment and evaluation

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): Instruction - 3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> - By June 2009, 2 to 4% of the 8th grade students in all subgroups will increase their performance on Science as measured by the mid-terms, exit projects and NYS exam.
<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>	<ul style="list-style-type: none"> - Increased use of technology for instruction - Subject based projects - Saturday Achieve Now Program - Trips to Science Museums and area institutions - Science Fair - Science certified teachers - Professional Development – (both in-house and through LSO)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Tax Levy - Achieve Now Academy - Office Special Initiatives

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **Increased performance on State exams**
- **Increased performance on Science fair and exit projects**
- **Teacher assessment and evaluation**
- **8th Grade students meet Safe Harbor target**

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): Instruction - 4

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> - By June 2009, 2 to 4% of the 8th grade students in all subgroups will increase their performance in Social Studies as measured by the mid-terms, exit projects and NYS exam.
<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>	<ul style="list-style-type: none"> - Professional Development through Improvement Ed 50 - Geography Bee - Collaboration between LA teachers and SS teachers in planning instruction - Trips to museums and area institution - Saturday Achieve Now Academy
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Tax Levy - Achieve Now Academy - Improvement Ed 50

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **Increase performance on NYS Social Studies 8th grade exam**
- **Increase performance on Social Studies Exit projects**
- **Teacher assessment of class work**

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): Instruction - 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> - By June 2009, 5% of all students enrolled in CTT classes will increase their performance level in Math as measured by the State Standardized exam.
<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>	<ul style="list-style-type: none"> - Teachers will be supported through PD in differentiated instruction, team teaching, planning for instruction and data analysis. - Teachers will analysis data from ITA’s and acuity tests to plan for differentiated instruction. - Periodic Assessments - Teacher observations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - Funding from the Office of Special Initiates for PD and equipment - Tax levy - IEP Paraprofessionals - C4E - Math Lab
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Observations - Results of ITA scores and predictive exams - Project summary - Teacher assessment of students work

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	60	49	35	26	22			2
7	58	75	34	19	21	3	1	
8	52	128	23	39	22		6	2
9								
10								
11								
12								

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

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

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

b. 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: Read 180, Great Leaps, Soar to Success Saturday Achieve Now Academy	Read 180 is a reading comprehension program that is designed to accommodate students who need targeted small group instruction. The program utilizes software, audio books, and leveled high interest non-fiction reading material. Students are selected based on formative assessment and are monitored throughout the year by taking a series of reading inventory tests. This service is provided during the school day as well as in the extended day program. Students are grouped in 5's and not exceed 15 students in a class. In special situations, it is also adapted for the Saturday Academy. Great Leaps is used for students that require decoding and fluency assistance. It is an additional resource that is used on a daily basis to boost phonemic awareness. Administration of this program occurs during the extended day period, as well as during the course of the school day during the language arts literacy block. It is administered on a one-to-one basis. Soar to Success is used to help students learn to apply and use the comprehension and decoding strategies and skills of an effective reader as they read across the curriculum. Used in the classroom, 45-60 minute time frame. Small groups are formed based on teacher discretion.
Mathematics: Saturday Achieve Now Academy Mathematics Lab 37 ½ minutes Small class size on 8th grade	The Math Lab, managed by the Math Coach, consists of a Smart Board, 16 lap tops and math software. Students receive remediation services during the week, 37 ½ minutes, and during the Saturday Program. Two computer labs also offer an array of math software for remediation. A 7 th grade class is offered an additional math class each day. Both teachers collaborate to construct remediation lessons for the class. Three 8 th grade classes consist of 20 students each for Math class. Teachers of these classes provide for remediation consistent with student data. Selected students attend an extensive academy on Saturday mornings. Math teachers have created curriculum based units appropriate for the grade level.
Science and Social Studies Saturday Achievement Academy	Selected students attend an extensive academic academy on Saturday mornings. Science and social studies teachers have created curriculum based units appropriate to the grade level curriculum. These students are grouped based on their strengths and weaknesses. A variety of resources are used and students have the chance to attain credit for the areas they eventually master.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselors provide our students with strategies to use when confronted with academic, social, personal and emotional struggles. The counseling sessions are 1:1 and/or small-group based, and resolves the many conflicts that arise. The counselors meet with both special and general education students and/or their families in order to enable a smooth transition and comfort level in the school environment.

At-risk Services Provided by the School Psychologist:	The school psychologist/s role is to provide support to students that have difficulties coping with the pressure of family, friends and academics. The psychologist evaluates students to determine if academics struggles would be remediated through a Special Education placement.
At-risk Services Provided by the Social Worker:	The social worker works with both mandated and non-mandated students to provide social and emotional support for adolescent struggles. The social worker also meets with parents regularly to discuss appropriate outcomes of counseling sessions.
At-risk Health-related Services:	The nursing staff provides our students with a place to report to in case of sudden illness. They also administer prescribed medication to individuals with a documented chronic illness. We do have students that have mandated IEP Health paraprofessionals, who monitor student health, well-being and academic progress as students deal with the normal school schedule.

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.

May 2008

Narrative description of Andries Hudde IS 240 school LAP plan for 2008-2009:

Intake for ESL students and their parents who are new to the country and to the New York City Department of Education begins with an interview by the school's ESL contact. After they have completed the HLIS form, we review the student's progress reports from their prior school and determine whether they are eligible for ESL services. During the first ten days, each student who is identified as ESL eligible will be placed in a grade appropriate ESL class until they are administered the Lab-R. By the results of their Lab-R exam, it will be determined if they should be placed in mainstream or ESL. If they are identified as ELLs, the parents will then be contacted regarding Hudde open school night, where they will be given a tour of the school by bilingual teachers, and shown the Department of Education's Orientation video for Parents of English Language Learners. At the completion of the video, parents are asked to fill out a Parent Survey and Program Selection Form. This form helps the school decide what type of ELL program will be offered for the 2008-2009 school year. In the past three years, parents have chosen the ESL freestanding program, which includes: self-contained, ESL pull-out and push-in models. Throughout the school year, as new ESL students enroll, the ESL department will continue to provide parent orientation as needed.

TESOL certified teachers teach the ESL Language Arts and TESOL certified and Non-certified teachers teach the content area classes. We have five TESOL certified teachers and two bilingual education teachers. These teachers teach the majority of ESL classes both in language arts and content areas. Cooperative planning among ESL teachers, the ESL contact, assistant principal and the principal occurs during the day, informally, when teachers are available and formally after school. Three of the five ESL teachers have completed the Quality Teaching for Secondary English Learners Professional Development training. In addition, all ESL teachers will use the Natural Approach, CALLA, and TPR to ensure that ELL students meet the standards and pass the required 6th, 7th and 8th grade state assessments. Non-certified ESL teachers will be provided with professional development by a licensed TESOL teacher, for a total of ten hours for Special Education teachers and eight hours for General Education

UPDATED – OCTOBER 2008

teachers. ESL teachers and Assistant Principals will collaborate on what programs and materials would best suit each ESL grade and content area. The materials used for instruction will be aligned with ESL and State content area standards and ELA standards. The students will use city-mandated materials, and additional ESL materials made specifically for ELLs, for content area support. In addition, they will be supplied with dictionaries, picture dictionaries, content-specific glossaries, and translated tests. The ESL methodologies used will incorporate listening, speaking, reading and writing, which will create a holistic English language immersion. As a policy at Hudde, ESL teachers will encourage students to use their native language to aid in their content learning.

For the 2008-2009 school years, we estimate the ELL population will make up less than 3 % of the entire school's population. The demographic breakdown will be based on the spring 2008 NYSESLAT, which will be available in September 2008.

The students will be grouped according to their level of English language proficiency as determined by their spring 2007 NYSESLAT scores. In September 2008, we will receive the NYSESLAT results, which will show the patterns in English language proficiencies in the four modalities. The information from the 2008 NYSESLAT and past NYSESLATs results are as follows: 6th graders modalities from strongest to weakest are speaking, listening, writing, and reading. In the 7th grade, their modalities from strongest to weakest are speaking, listening, writing and reading. Finally, the 8th graders modalities from strongest to weakest are speaking, writing, reading, and listening. The content performances are based on the prior years, City and State Math and ELA exam results. ESL instruction will be provided for all ELLs as required under CR Part 154. Beginner and Intermediate students will receive 360 minutes per week and for advanced students 180 minutes per week. The 180 minutes of ESL will be provided by an ESL licensed teacher who either pull-out or pushes-in depending on the needs of the students, and scheduling. The majority of 6th, 7th and 8th grade students will be placed in self-contained classes and get ten periods of ESL/ELA service a week, utilizing a modified version of the elements of the Balanced Literacy Model. Advanced long-term ELL students will get five periods of ESL service and five periods of ELA in mainstream. This leveling will enable the students of each group to advance at their own rate as well as challenge them in various content areas.

The school's policy for SIFE students is to inform their parents and all ESL and non-ESL teachers, and create a plan based on the input of all teachers. SIFE students will be offered every possible opportunity for assistance, including but not limited to Title III programs, AIS programs, content specific tutoring and whenever possible programs like the Wilson Method or Making a Difference. For students who are not identified as Special Education students and are having difficulties in their classes, they will be offered tutoring through Title III, AIS, and morning and afternoon after school. In addition, parents will have the opportunity to meet with their child's teachers to discuss other alternatives to assist the child in their

subject areas. They will also be referred to a school counselor to see if there are other issues. Special Ed students who are identified as ELLs on their IEPs will be placed in the appropriate Special Ed classroom and be pulled-out by an ESL certified teacher for their mandated time of ESL instruction. Their score on the spring 2008 NYSESLAT will determine their ESL time allotment. The patterns regarding the four modalities found based on the NYSESLAT for the past three years reveal that students across proficiency levels need extra assistance in listening, reading and writing. For that reason, all content area subjects: Math, Social Studies, and Science, will incorporate more listening, reading and writing exercises into their curriculum, especially in the ESL Saturday program. This will also help with 6th, 7th, and 8th grade ELA state exam preparation for those who are eligible.

Advanced English language speakers, will be placed in mainstream classes and pulled-out as a group and are provided with ESL services at a level appropriate for their proficiency. When there is a greater number of Advanced level ELLs, over other ESL proficiencies in the school, we will keep them in the ESL Freestanding self-contained classes. ESL certified teachers will teach the content at an appropriate level for the advanced students and pull-out the Beginners and Intermediates for extra small group ESL instruction. For students who have tested out of ESL, we will place them in either a mainstream class for their grade or depending on recommendations by teachers, their academic history, and Math and ELA scores (when applicable), students will be offered the chance to test for the Hudde Gifted program in the fall.

May 2008

Andries Hudde IS 240 school LAP committee members for 2008-2009:

Principal	Elena O'Sullivan
Assistant Principal	Sheldon Noel
ESL Coordinator/Teacher	Robin Horn
Parent Coordinator	Celina Acham
Literacy Coach	Kristin Brill

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Principal's signature _____

Date _____

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

Type of Program: ESL Number of LEP (ELL) students served in 2007-2008: 78

I. The ESL Freestanding program at Andries Hudde Junior High school consists of three ESL Homeroom classes for 6th, 7th and 8th grades and ESL pull-out and ESL push-in when appropriate. The English Language Arts classes will be divided into three groups: beginner for new admits at the beginning level of English language proficiency, intermediate and advanced based on the students score on their spring 2008 NYSESLAT. Those who demonstrate an advanced level of proficiency in the English language and who are considered long term ELLs will be placed in the mainstream. The three Freestanding ESL classes are taught within a regular school day. ESL students at Hudde simulate the environment of an intermediate school as their mainstream counterparts, because they change classes and ESL content area teachers between periods similar to a traditional intermediate school.

The majority of 6th, 7th and 8th grade students will be placed in Freestanding ESL classes and get ten periods of ESL/ELA service a week, utilizing a modified version of the elements of the Balanced Literacy Model and QTEL methodology. Beginner and Intermediate students will receive 360 minutes of ESL instruction per week within their ELA instruction. Advanced students, advanced long-term ELL students and identified Special Education students who are in their own self-contained classes as per their IEPs, will receive 180 minutes per week of ESL instruction. The 180 minutes of ESL will be provided by an ESL licensed teacher who pulls-out or pushes-in depending on the needs of the students and their program schedules. All classes will be conducted in English. In addition, these students will get five periods of ELA instruction. This leveling will enable the students of each group

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Type of Program: ___ Bilingual ___x_ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 78 _____
(No more than 2 pages)

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

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

School Building: K240 District 22K

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
0	4	0	0	0	0	

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: _____

School Building: _____

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

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

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

School District: _____

School Building: _____

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

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

Form TIII – A (1)(a)

Grade Level(s) 6th, 7th, 8th _____ Number of Students to be Served: 97 LEP 1151 Non-LEP

Number of Teachers 4 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The majority of 6th, 7th and 8th grade students will be placed in Freestanding ESL classes and get ten periods of ESL/ELA service a week, utilizing a modified version of the elements of the Balanced Literacy Model and QTEL methodology. Beginner and Intermediate students will receive 360 minutes of ESL instruction per week within their ELA instruction. Advanced students, advanced long-term ELL students and identified Special Education students who are in their own self-contained classes as per their IEPs, will receive 180 minutes per week of ESL instruction. The 180 minutes of ESL will be provided by an ESL licensed teacher who pulls-out or pushes-in depending on the needs of the students and their program schedules. All classes will be conducted in English.

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.

- b) Teachers, administrators and the ESL Coordinator meet on a monthly basis to conduct professional development conferences that are in guidelines with the state curriculum.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$11,935.00	Per session expenditure for teachers.
Purchased services such as curriculum and staff development contracts	\$462.00	Professional Development vendors
Supplies and materials	\$1849.00	Textbooks, notebooks, etc.
Travel	\$300.00	Trips
Other	\$454.00	Miscellaneous
TOTAL	\$15,000.00	

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.

The ESL coordinator and Parent Coordinator conduct interviews with students, parents and/or guardians at home, who would qualify as English language learners. The data is collected via the home language survey. This data helps determine if parents would need written translations of documents sent home by the school.

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

Based on the information we collected, we've allocated funds to have bilingual teachers and bilingual paraprofessionals to provide translation services to parents during the following non-mandated programs offered at Andries Hudde JHS. The information will be reported to the school community through monthly data reports.

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.

Written translations of printed information will be provided to parents with limited English proficiency in their language whenever possible. However, if written translations are not practical, then we will provide information to English Language Learner parents orally in their native language when available.

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.

An oral interpretation services are conducted by an in house school staff. A variety of teachers, paraprofessionals and administrators will assist in providing interpretation services. In addition, services will also be provided via the New York City Department of Education Translation and Interpretation Unit.

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

The Principal, Assistant Principals, ESL Coordinator and Parent Coordinator will have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency.

2) 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.

3)

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.

4)

5)

6) Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

7) **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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

8) Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

- 9) **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: _____ **SURR¹ Phase/Group (If applicable):** _____

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

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

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

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

¹ School Under Registration Review (SURR)

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.

i) Type of Review or Monitoring Visit ii) (Include agency & dates of visits)	iii) Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	iv) 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. This data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Supervisor of Language Arts, the Literacy Coach, the Data Specialist and the principal met to assess whether this finding was relevant to our school. During the meeting the members of this group examined the ELA Alignment Issues and applied the findings to what they observe actually taking place in the classrooms. It was determined that the Curriculum Audit findings were relevant to our school in the areas of student outcomes to be attained and horizontal alignment of the curriculum to the state and city standards.

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

X Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? While the teachers in the language arts department teach a curriculum that is aligned with the state and city standards, classroom observations indicate that not all teachers are in agreement regarding what is taught across the grade level. Although the teachers are knowledgeable of what student outcomes are to be attained, many are weak in their ability to express what students should be able to do at each level.

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. The school will address these issues through a series of Professional Development sessions – department meetings, faculty conferences, Lunch and Learn sessions, and book clubs focusing on professional materials that will speak to these issues. These sessions will be planned and implemented by the literacy coach, the department supervisor and lead teachers, as well as the Network Instructional Specialists.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Math Coach conferred with the Department to discuss alignment of curriculum, standards and assessment. She relayed their findings and self-evaluation to the administration. By all accounts, the teachers in the Math Department align the curriculum with the state standards and state assessments.

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

Applicable x 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 curriculum for the General Special Ed and ELL students is based on the Impact Series. The curriculum is updated each year through Core Curriculum. This includes teacher materials and resources, Professional Development through the Math Coach and LSO who provide constant guidance concerning content and pacing and pre-March standards. This is ongoing and is modified in terms of need assessments. Teachers use data to improve instruction and increase academic performance. Teachers collaborate when planning lessons. They evaluate their lessons and modify when needed. The Math Department receives results from periodic assessments and adjusts instruction as the results indicate. Math teachers collaborate with teachers of 37 ½ extended day and technology when planning remediation. Teachers use state tests as a resource to set formative assessments. Parents are offered workshops on Acuity and its' benefits. Gifted classes follow the Regents, as well as the State curriculum. Enrichment and remediation are offered in collaboration with the technology teachers.

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

KEY FINDING 2: INSTRUCTION

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.

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The outcomes of a series of learning walks, as well as the findings of formal and informal observations from the past several years were examined by the principal, assistant principals, and coach to determine the type of instruction that is taking place during the language arts period.

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

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? In the majority of cases, the predominant instructional strategies in use were reflective of the balanced literacy model in the form of reading and writing workshops. Teachers use the time to teach a whole class mini lesson, provide opportunities for the students to apply the strategy/skill in small group or individual settings, conference with the students, conduct guided group lessons, and then conclude with a whole class reflection/summary. Teachers are planning for and implementing lessons that focus on differentiated instruction. They are also exploring the concept of multiple intelligences and enabling the students to find their preferred style of learning.

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

2B – Mathematics Instruction

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

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

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

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

The Math Coach, Assistant Principal and Principal met with the Math teachers to discuss the findings. The Assistant Principal and the Principal observed math classes. The administration reviews lesson plans on an on-going basis.

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

Applicable Not Applicable

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

The math classes consist of a mini-lesson followed by a differentiated activity. Students are grouped for these activities. These activities reinforce the mini-lesson. The teachers circulate around the room and assist students and do formative assessments.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. I.S. 240 has had a high turnover rate of teachers in the 2005-2006, 2006-2007, 2007-2008 school years due to many teachers reaching the age of retirement. The teachers have been replaced with new teachers whom have stated for the past 3 years. In June 2008, due to budget cuts from the city and a population shift that decreased the student enrollment by 150 students, teachers were excessed for the 2008-2009 school year.

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?

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.

The funding is applicable. The new teachers are given support through professional development and working with their department supervisors to increase their strengths through classroom management and the development of instructional practices.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

At our school teachers participate in a monthly professional development meeting. Additionally, there is cooperative planning among ESL teachers, the ESL contact, assistant principal and the principal occurs during the day, informally, when teachers are available and formally after school. Three of the four ESL teachers have completed the Quality Teaching for Secondary English Learners Professional Development training. In addition, all ESL teachers will use the Natural Approach, CALLA and TPR to ensure that ELL students meet the standards and pass the required 6th, 7th, and 8th state assessments.

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

Applicable x 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?

We have TESOL certified teachers who teach the ESL Language Arts and TESOL certified and Non-certified teachers that teach the content area classes. These teachers teach the majority of ESL classes both I language arts and content areas. Our teachers participate in monthly professional development meetings that focus on improving instructional techniques for our ELL.

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. Our teachers receive NYSESLAT scores of all of our ELL students. Students are grouped according to their level of English language proficiency determined by their spring 2008 NYSESLAT scores. In September 2008, our teachers will receive the NYSESLAT results, which will determine the patterns in English language proficiencies for our students in the four modalities of speaking, listening, writing and reading. The information from the 2008 NYSESLAT and past NYSESLATs” results will be used to drive instruction within our ELL classes. ESL teachers, the ESL contact, and the assistant confer on a monthly basis to discuss the progress of our ELL students. In these conferences, a variety of student data is analyzed and utilized for instructional purposes.

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

Applicable x Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. At K240, we are part of a network in which there are professional development opportunities and workshops that are designed to address the critical areas of need for our teachers in addressing the instructional needs of our IEP students. We are able to identify the focus areas by conducting a needs-assessment for our teachers in order to target practical and relevant PD for them. The focus of many workshops that our teachers attend is to allow all of our students with disabilities full access to the curriculum by teaching to the grade level and not functional ability.

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

x 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?

Upon random review of student IEPs, the special education staff realize that some of the IEPs written by our teachers did not accurately describe the student behaviors, level of academic functioning, have adequate short and long term goals, or provide for intervention strategies to support the student.

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.

All teachers have a copy of the IEP for any/all student(s) with a disability that they teach. We will conduct professional development for the general education teachers so that they can read the IEP and implement instructional strategies in order to teach appropriate lessons on and above the level of functioning. We intend to have our network leaders, IEP teacher and special education teachers provide differentiated P.D. The focus of these workshops will be to strengthen instructional practices in the content area, classroom and testing and state-level assessments, behavioral supports which will include intervention strategies, BIP, scaffolding to vary approaches in order to improve student performance. It is an ongoing process to provide the teachers with the supports needed to improve instruction for our students with disabilities.

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

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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. At K240, the IEP teacher and Special Education Assistant Principal proofread every IEP submitted at an annual review, initial and/or re-evaluation meeting. They ensure that the proper goals are written; the IEP suits the needs of the students and adequately describes students' academic progress, and emotional needs. In the classroom environment, all the teachers have copies of an IEP for any student, which they teach, with a disability. The teachers then apply the testing modifications to students that need extended time or any other specific accommodation(s). The subject supervisors meet with the special education staff regularly to see if the student goals and instruction are aligned with the subject curriculum and standards. We have implemented professional development that addresses establishing BIP for students whose behavior(s) severely disrupts instruction. We are constantly in touch with the ISC to target the areas of need for our special education staff.

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

x 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?

In the past, there seemed to be some discrepancies in the IEP accurately meeting all the needs of certain students. To remedy this, we have the support of our LSO to provide PD and workshops tailored to IEP development and implementation.

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.

Ongoing professional development, classroom observations by the administration and constant review of the IEPs will allow K240 to address these relevant issues.

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jun 25, 2008** Email address: **eosulli@schools.nyc.gov**

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

School DBN	22k240
School Name	Andries Hudde
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 218,596
Principal Name	Elena S. O'Sullivan
Principal Email	eosulli@schools.nyc.gov
Principal Phone	7182533700

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

- Yes
 No

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

Creation of additional classrooms	
Reducing teacher-student ratio through team teaching strategies	\$ 181,438

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

- Yes
 No

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

- Yes

No

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

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

For example:

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

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

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

For example:

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

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

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

For example:

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

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

	Targeted Grade	Targeted Subject	Targeted Population	Students per Teacher 2007-08	# Classrooms / Sections Targeted
C4E Target #1	7	English Language Arts	Students with Low Academic Achievement	331	5
C4E Target #2	7	Math	Students with Low Academic Achievement	331	5
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

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

Yes

No

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

Yes

No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 37,158**

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

The Literacy and Math coaches will provide Professional Development to teachers of these disciplines. They will use the co-teaching model. This will result in academic achievement for the students as well as Professional Development for the teachers.

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

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

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

- New implementation
- Program Expansion

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

We will use the model that we have used this year. Math and Literacy coaches will use the co-teaching model with the content area teachers.

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

- Yes
- No

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

- Yes

No

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

Yes

No

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

Yes

No