



BOOKER T. WASHINGTON

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 03M054

ADDRESS: 103 WEST 107 STREET, NEW YORK, NY 10025

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 54 **SCHOOL NAME:** Booker T. Washington

DISTRICT: 03 **SSO NAME/NETWORK #:** Empowerment/Chu

SCHOOL ADDRESS: 103 West 107 Street, New York, NY 10025

SCHOOL TELEPHONE: 212-678-2861 **FAX:** 212-316-0883

SCHOOL CONTACT PERSON: Elana Elster **EMAIL ADDRESS:** eelster@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Elizabeth McNulty

PRINCIPAL Elana Elster

UFT CHAPTER LEADER Anne Marie Nowak

**PARENTS' ASSOCIATION
PRESIDENT** Bijou Miller

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Dr. Roser Salavert

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
Elana Elster	*Principal or Designee	
Anne Marie Nowak	*UFT Chapter Chairperson or Designee	
Bijou Miller	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Vernell Simmons	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Elizabeth McNulty	Teacher	
Megan Boova	Teacher	
Andrew Bergen	Teacher	
Shauna Dewar	Guidance Counselor	
Erica Williams	Teacher	
Pat Schlegel	Parent	
Ilene Marcus	Parent	
Tanya Espy	Parent	
Martina Garcia	Parent	
Denise Cuttita	Parent	
Judith Guberman	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.

Booker T. Washington Middle School 54 is a 820 student middle school located on the Upper West Side of Manhattan. The mission of the school is to nurture and develop a community of intelligent, mature and motivated learners with strong academic and critical thinking skills and a love for learning.

The school has strong academic programs for all members of its diverse student population. The DELTA Honors Program and the C.O.R.E. (Creating Opportunities for Rigorous Education) Program are the two academic programs under the umbrella of the school. The DELTA Program is an honors program with an accelerated curriculum designed to challenge students with strong academic aptitude. The C.O.R.E. Program meets the needs of diverse learners including special needs, ESL, CTT and general education students. The program provides a comprehensive curriculum and the educational experiences and support necessary to become strong readers, skilled writers, and critical thinkers.

Staff: 90 members -- including 65 teachers, 4 guidance counselors, 3 administrators, 2 student coordinators, 1 parent coordinator, 2 deans, 1 librarian, 1 mentor teacher and a full support staff including a school psychologist, social worker and intervention specialist

Facilities Include: Library, two computer laboratories, science laboratory, gymnasium, auditorium, St. Luke's Wellness Clinic and the Ryan Health Center

Extracurricular activities: Student Council, boys basketball, girls basketball, track and field team, yearbook, camera club, girl talk, knitting, mural club, arts club, portfolio class, chess, soccer club, drama club, community service club, school newspaper, singing club, Big Brothers and Big Sisters

Parent Support: Active Parent-Teacher Association, full-time Parent Coordinator and School Leadership Team

The school's strengths include:

- Students with diverse need which range from acceleration, remediation, special accommodations and language development have a place within the school. Two academic programs – the Delta Program and the CORE Program provide strong academic opportunities. Two student coordinators, one for each of the two programs, track student progress and ensure that the students get the assistance they need. A variety of academic programs exist to target the specific needs of each student and to support their learning. Graduates of Booker T. Washington have the skills and ability to be successful in the city's finest high school.
- A cadre of talented professionals, care about the students and work hard to provide engaging and challenging academic opportunities which meet their needs. The administrative staff works hard to support the teachers and to provide them with the professional development, support and materials they need to excel. We are proud of the high rate of teacher retention and the dedication of the teachers to the school and to their work inside and outside of the classroom.
- The middle school years are often a very tumultuous time in the lives of adolescents. The school community and program, both curricular and extra-curricular, provide our students with a caring, compassionate and safe place to try new things and new roles, meet a diverse group of friends and to explore new ways of thinking. The variety of experiences the students have – both inside and outside of the classroom, enable them to develop more confidence and gain new understandings, and thus cushion their middle school years. School-wide projects – whether they are related to community service, the Presidential

Simulation, Science Fair Activities, charity events, Talent Shows and the Student Council facilitate this growth. The emotional and physical development of students in their adolescence is closely monitored by the guidance counselors, clinicians and medical staff on site.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	J.H.S. 054 Booker T. Washington						
District:	3	DBN:	03M054	School BEDS Code:	310300010054		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	0	0	0		93.2	92.7	92.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	324	311	240				
Grade 7	310	314	298				
Grade 8	365	314	329				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	4	10	10				
Total	1003	949	877				
				(As of June 30)	94.1	94.8	96.8
Student Mobility - % of Enrollment:				Poverty Rate - % of Enrollment:			
				(As of October 31)	2005-06	2006-07	2007-08
					37.9	37.9	26.2
Students in Temporary Housing - Total Number:				Recent Immigrants - Total Number:			
				(As of June 30)	2005-06	2006-07	2007-08
					13	11	9
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes	84	78	72	Principal Suspensions	120	234	256
# in Collaborative Team Teaching (CTT) Classes	0	7	18	Superintendent Suspensions	49	43	50
Number all others	48	61	49				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2005-06	2006-07	2007-08
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# in Transitional Bilingual Classes	120	51	21	Number of Teachers	55	59	65
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	22	70	76				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	21	26	7	Number of Administrators and Other Professionals	18	9	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	TBD	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	7	4	2	% fully licensed & permanently assigned to this school	100.0	98.3	100.0
				% more than 2 years teaching in this school	72.7	71.2	72.3
				% more than 5 years teaching anywhere	61.8	64.4	64.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2005-06	2006-07	2007-08	% Masters Degree or higher	84.0	81.0	78.0
American Indian or Alaska Native	0.3	0.2	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.1	86.4	76.3
Black or African American	23.3	20.3	20.3				
Hispanic or Latino	30.8	29.8	28.2				
Asian or Native Hawaiian/Other Pacific Isl.	5.8	6.7	8.9				
White	39.8	42.9	42.5				
Male	49.4	50.7	53.8				
Female	50.6	49.3	46.2				
2008-09 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:	2005-06	2006-07	2007-08	2008-09			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	SRAP4	ELA:	Pending				
Math:	SRAP4	Math:	Pending				
Science:	IGS	Graduation Rate:					
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	X	-	-	
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	X			
Hispanic or Latino		√	√	X	-	-	
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
Other Groups							
Students with Disabilities		√ ^{SH}	√	-			
Limited English Proficient		X	√	X	-	-	
Economically Disadvantaged		√	√	X	-	-	
Student groups making AYP in each subject		7	8				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	C	Overall Evaluation:		W			

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?
-

Performance Trends

While the overall number of students obtaining a level three or four on the state ELA tests increased, the median grade dropped slightly over the last two years. In addition, less students made annual yearly progress and more students fell from a four to a three. The rate of progress of the lowest third of the students remained the same.

In mathematics, the overall percentage of students obtaining a level three or four on the state assessment also rose, as did the median level of proficiency. The percentage of students making at least one year of progress rose from 55.9% to 73.5%. Yet, the average change in proficiency among the students in the lowest third dropped slightly from a (.29% to a .23%.)

These statistics show that on the ELA and math state assessments that the students are not making significant progress, especially the highest performing students.

The average daily rate of attendance has remained consistent over the last two years at 92.7%. While this is higher than the city's average, it is only in the 12th percentile of our peer group.

Greatest Accomplishments

- The creation of a writing and grammar curriculum.
- A collaborative team teaching class has been added to each grade level.
- Curriculum maps have been created in all subject areas.
- Student Coordinators are working with students to ensure that they receive the academic support they need to succeed.
- The students, teachers and programs have become increasingly unified over the last several years. Teachers are working more collaboratively in writing curriculum, planning lessons and sharing materials and methodology. Students have more opportunities to work with students outside of their class and to get involved in extra-curricular activities and projects.
- An increase in the number of academic programs available to students to support their learning.
- Addition of a teacher mentor and technology coordinator to the school staff.

Barriers to Continuous Improvement

Limited resources to reduce class size and to provide on-going professional development

Students' prior lack of schooling, limited preparation and language needs

Limited resources to support differentiated education to support the subgroups

Limited parental support by the parents of the lowest performing students in reinforcing and supporting academic goals and attendance

Learning, speech and language and other disabilities which hinder their progress

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.

By June 2009, the average change in the performance of level two and three students in mathematics will increase by 15% as measured by the state assessments and by teacher assessments of the state standards.

By June 2009, the average change in the performance level for level two and level three students in English Language Arts will increase by 10% as measured by the state assessments and by teacher assessments of the state standards and the number of level four students will remain the same.

By June 2009, 75% of the students will have participated in at least one supplemental program in order to address their academic needs.

By June 2009, the environment for learning will show improvement as evidence by
an increase (to 95%) of the weekly attendance rate
a decrease (by 25%) in the number of disciplinary cases
an increase (by 25%) in the programs to recognize student achievement

By June 2009, 80% of the teachers will have achieved the majority of their professional goals for the school year including reflecting on their teaching practice, pursuing opportunities to grow professionally and working to improve professional practice.

By June 2009, 80% of the parents will have participated in at least three school programs, including two designed to help them understand their children's strengths and areas of need and to help them access the resources they need to address them.

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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the average change in the performance of level two and three students in mathematics will increase by 15% as measured by the state assessments and by teacher assessments of the state standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students will receive targeted instruction through class lessons All students will take interim and predictive assessments in Math The teaching and reinforcement of writing skills will be infused in all subject areas. All teachers will maintain classroom data tracking systems of their choice. Student progress will be shared in grade team meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E money will be used for class size reduction for the English Language Learners An additional ELA teacher will be added to reduce class size in ELA classes Materials will be purchased to support the lessons</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>City assessments, student report cards and teacher created assessments will provide interval periodic data as to student progress. Classroom observations that reflect goal setting and differentiation Classroom data management systems.</p>

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Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the average change in the performance level for level two and level three students in English Language Arts will increase by 10% as measured by the state assessments and by teacher assessments of the state standards and the number of level four students will remain the same.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students will receive targeted instruction through class lessons All students will take interim and predictive assessments in ELA The teaching and reinforcement of writing skills will be infused in all subject areas. All teachers will maintain classroom data tracking systems of their choice. Student progress will be shared in grade team meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E money will be used for class size reduction for the English Language Learners An additional ELA teacher will be added to reduce class size in ELA classes Materials will be purchased to support the lessons</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>City assessments, student report cards and teacher created assessments will provide interval periodic data as to student progress. Classroom observations that reflect goal setting and differentiation Classroom data management systems.</p>

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Subject/Area (where relevant): Academic Support

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 75% of the students will have participated in at least one supplemental program in order to address their academic needs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Early Academy will be offered to all students who did not make progress during the 2007-2008 school year as measured by the state assessments. Early Academy groups will be modified regularly to provide targeted instruction to as many students as possible. Wherever possible, the students' ELA and math teachers will be their Early Academy teacher. Math and ELA will be offered after school for students requiring additional support. Academic Intervention Services will be provided to students who are below grade level. These groups will meet four mornings a week before school. Teachers will service these students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Academic Intervention Specialist will oversee the AIS portion of the program.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance documents as to student participation Attendance documents will be compared to student progress at the end of the year.</p>

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 80% of the teachers will have achieved more than half of their professional goals for the school year including reflecting on their teaching practice, pursuing opportunities to grow professionally and working to improve professional practice.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will: Work in groups to plan curriculum and lessons Participate in inter-visitations to improve their own practice Participate in professional development opportunities Work with the teacher mentor to implement new strategies Professional Development days will be devoted to helping teachers use data and goal setting in their classroom, to differentiate instruction and to engage in professional collaboration.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teacher Mentor (part-time) Will work with teachers to help them achieve their goals Administrators (1 Principal/ 2 Assistant Principals) will conduct teacher observations</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Written observation and walk-through reports Mentor logs Teachers will also self-report on the following: The number of inter-visitations they did The variety of professional resources they utilized Outside professional development they engaged in</p>

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Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 80% of the parents will have participated in at least three school programs, including two designed to help them understand their children’s strengths and areas of need and to help them access the resources they need to address them.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The following programs are available for parents: Community dinners, the school auction, morning programs, parent workshops, parent-teacher conferences, parent meetings, high school night, Parent-Teacher Association meetings, sixth grade parent orientation, new parent orientation, science fair, talent show, music concerts and awards assemblies.</p> <p>The following resources are available to parents: School handbook, weekly email newsletter, class syllabi and grading rubrics and curriculum summaries</p> <p>Parents are encouraged and regularly invited to school to meet with teachers, to participate in educational planning meetings for their children and to meet with the service providers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Positions of: Parent Coordinator (full time) Student Coordinator (2 positions – one full time/one part-time)</p>

Indicators of Interim Progress and/or Accomplishment

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

The following information will be gathered:
Monthly attendance reports at events for parents
Parent meeting and conference statistics

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	11	9			5	0	2	11
7	14	13			8	0	2	15
8	48	41			13	0	5	15
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Level One Students will receive AIS services through their attendance in Summer School. Teachers, volunteers and the coach will work with the students in a small group and on a one-to-one basis to provide them with academic support and targeted help. Great Leaps, Summer Success and Kaplan will be among the programs utilized.</p> <p>During the school year, these students will be offered intensive help before school during Early Academy. Students will work with teachers in a small group to receive targeted intervention. Level-one students will also be encouraged to participate in an after-school reading program.</p> <p>Level Two Students will receive targeted intervention in several ways. College and parent volunteers will work with the students on a one-to-one basis to increase their proficiency and to focus on specific reading skills. Great Leaps will be used as will Kaplan and a variety of other resources. In addition, these students will receive intensive test preparation during the months before their major exams. This test preparation will take place after school. Level two students can also participate in Early Academy. There they can work with teachers in small groups.</p>
Mathematics:	<p>Level One Students will receive AIS services through their attendance in Summer School. Teachers, volunteers and the coach will work with the students in a small group and on a one-to-one basis to provide them with academic support and targeted help. Kaplan, Materials from Curriculum Associates and practice exams will be among the materials utilized.</p> <p>During the school year, these students will be offered intensive before school during Early Academy. In Early Academy, they will have the opportunity to benefit from small group instruction and targeted intervention. Level-one students will also be encouraged to participate in after-school math clinics.</p> <p>Level Two Students will receive targeted intervention in several ways. College and parent volunteers will work with the students on a one-to-one basis to increase their proficiency and to focus on specific reading skills. Kaplan, Curriculum Associates, and practice exams and materials will be utilized, as will resources from Marilyn Burns. In addition, students will have the opportunity to utilize a variety of math manipulatives in order to sharpen their understanding of key math concepts. These students will receive intensive test preparation during the months before their major exams. This test preparation will take place after school. Level two students will also attend Early Academy in order to work on specific skills and to improve their conceptual understanding of key mathematical ideas.</p>
Science:	<p>All students will receive intensive test preparation during the sixth and eighth grade in order to systematically review the material and to prepare them for the city and state exams. This will take place during Early Academy beginning in the late spring and during the school day. Work will also be done by the classroom teacher and be supported by the AIS staff. Students will be offered after-school science classes.</p>

Social Studies:	All students will receive intensive test preparation during the spring of the eighth grade year in order to review the material and to prepare for the exams. This will take place in the regular classroom. Wherever possible, AIS support staff will push-in to the classroom to work with students there.
At-risk Services Provided by the Guidance Counselor:	The guidance staff will be available on a limited basis to work with at-risk students. Many of the identified students already receive guidance through IEP mandates.
At-risk Services Provided by the School Psychologist:	The school psychologist will be utilized to work with students and their families in order to identify issues which impede academic achievement. In addition, he will work to develop an intervention plan which will best meet the needs of the students.
At-risk Services Provided by the Social Worker:	The school social worker will help with outreach to the identified students' families and work with both the students and their families to implement the intervention plan. The social worker will coordinate the students' outside service providers.
At-risk Health-related Services:	At risk health related services will be provided through the Ryan Health Clinic. These services will be coordinated by the social worker at the school.

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

NCLB/SED requirement for all schools

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

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

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: 82
(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).

ESL

MS 54 will have two ESL classes. These classes will have limited enrollment in order to provide optimal opportunities for the students to advance. These classes will receive one hundred percent of their instruction in English, using ESL methodologies. The ESL teachers will provide language instruction through the content areas of social studies and science as well. Students will be grouped for ESL instruction according to their NYSELLAT Exam scores. Students will be grouped by grade level for mathematics. The teachers will use ESL methodologies for addressing mathematical concepts and vocabulary as well. Students in these classes receive supplementary services from two additional teachers who work with them in smaller groups in order to provide targeted language instruction and focus on specific areas of need. In addition, these students will receive additional academic support both before and after school including native language instruction.

Transitional Bilingual Education

MS 54 will have two TBE special education classes. Wherever possible, students in the same grade will be grouped together with students of the same level of proficiency in order to ensure that their academic needs are met. Beginning level and intermediate level students will receive 45 minutes of Native Language Arts (NLA) instruction a day, as well as 90 minutes of ESL aligned with the ELA curriculum. The ratio of instruction in Spanish to English will range from 60:40 to 50:50. Advanced level students will receive 45 minutes of NLA a day, as well as 45 minutes of ESL as aligned to the ELA curriculum. The ratio of instruction in Spanish to English will be 25:75. Instruction in all major content areas will be given by ESL or bilingual teachers. ESL support and strategies will be infused in math, social studies and science classes. Art, music, physical education and technology will be taught in English. It is the goal of the program to move students who are proficient in English into monolingual classes.

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

The English Language Learners have the opportunity to participate in the full range of after school and extracurricular activities offered to all students. These include Student Council, Math Team, homework assistance, painting, art portfolio, chess, dance, singing, drama, basketball, track, soccer and yoga.

- 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.

Strong parental participation is encouraged in the program. Parents have the opportunity to ask about these programs and services that are available and choose a program at a parent orientation session. A series of parental workshops will be held to help parents meet the needs of their students. Included in these are ones for bilingual parents to help them reinforce their children's education, to understand the educational system and to provide them with the assistance and resources necessary to support their children.

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

English Language Learners (ELLs) will be given the opportunity to attend an ESL enrichment program in the summer. Students will receive academic intervention services before school with the goal of making up lost academic ground. Students participate in all aspects of the Booker T. Washington school community. These activities include the Science Fair, Talent Show, Student Council, Yearbook, athletic teams and clubs. English Language Learners will also receive additional academic assistance from college tutors and community volunteers who will read and work with them on a regular basis.

- 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.

Professional development will concentrate on training content area teachers in ESL methodologies. The teachers of the English Language Learners will meet weekly to plan together and to share their expertise. These professional development activities will focus on looking at student data and using it to inform instruction. Whenever possible, teachers will participate in citywide professional development opportunities and turnkey the information for their colleagues.

- 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: 03M054 District 3

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	
4	2	1	2	2	0	
						11

* 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: ___x Beginning ___x_ Intermediate ___x___ Advanced

School District: 03_ School Building: 03M054

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:02 To: 8:40	ESL	ESL	ESL	ESL	ESL
2	From: 8:59 To: 9:46	ESL	ESL	ESL	ESL	ESL
3	From: 9:50 To: 10:37	Music	Math	Math	Music	Math
4	From: 10:41 To: 11:28	Gym	Math	ESL	ESL	Math
5	From: 11:33 To: 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:25 To: 1:12	ESL/Social Studies	ESL/Social studies	ESL/Social studies	Science	ESL
7	From: 1:17 To: 2:02	Science	ESL/Science	Music	Math	ESL/Social studies
8	From: 2:06 To: 2:53	MATH	ESL	Science	ESL/Social studies	Science

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 03

School Building: 03m054

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:02 To: 8:40	NLA	NLA	NLA	NLA	NLA
2	From: 8:59 To: 9:46	NLA	NLA	NLA	NLA	NLA
3	From: 9:50 To: 10:37	Music	Math	Math	Music	Math
4	From: 10:41 To: 11:28	Gym	Math	NLA	NLA	Math
5	From: 11:33 To: 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:25 To: 1:12	Social Studies	NLA/Social studies	NLA/Social studies	Science	NLA
7	From: 1:17 To: 2:02	Science	NLA/Science	Music	Math	NLA/Social studies
8	From: 2:06 To: 2:53	MATH	NLA	Science	NLA/Social studies	Science

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

Form TIII – A (1)(a)

Grade Level(s)

6-8 **Number of Students to be Served:** 69 **LEP** _____ **Non-LEP** _____

Number of Teachers 9 **Other Staff (Specify)** Bilingual Guidance Counselor

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.

ESL

MS 54 will have two ESL classes with limited enrollment. These classes will receive one hundred percent of their instruction in English, using ESL methodologies. The ESL teachers will provide language instruction through the content areas of social studies and science as well. Students will be grouped for ESL instruction by level using their NYSELLAT exam scores. Students will be grouped by grade level for mathematics. The teachers will use ESL methodologies for addressing mathematical concepts and vocabulary as well. Students in these classes will receive additional academic support both before and after school including native language instruction.

Transitional Bilingual Education

MS 54 will have two TBE special education classes. Wherever possible, students in the same grade will be grouped together with students of the same level of proficiency in order to ensure that their academic needs are met. Beginning level and intermediate level students will receive 45 minutes of Native Language Arts (NLA) instruction a day, as well as 90 minutes of ESL aligned with the ELA curriculum. The ratio of instruction in Spanish to English will range from 60:40 to 50:50. Advanced level students will receive 45 minutes of NLA a day, as well as 45 minutes of ESL as aligned to the ELA curriculum. The ratio of instruction in Spanish to English will be 25:75. Instruction in all major content areas will be given by ESL or bilingual teachers. ESL support and strategies will be infused in math, social studies and science classes. Art, music, physical education and technology will be taught in English. It is the goal of the program to move students who are proficient in English into monolingual classes.

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

Professional development will concentrate on training content area teachers in ESL methodologies. Teachers will lead workshops on topics in which they have expertise. Whenever possible, teachers will participate in citywide professional development opportunities and will also have opportunities to work together to gather and organize resources and materials which can be shared.

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)	\$15,874	Partially fund a ESL teacher in order to reduce class size.
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL	\$15,874	

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.

According to the LAP team, written and oral translations are needed at all PTA meetings, parent programs, teacher conferences, official letters, report cards, notices from teachers and all other written correspondence. At the initial new parent breakfast and orientation program, parents were asked about their translation and interpretation needs. Follow-up questioning enabled us to tailor the services we offer to the population of parents who need these services.

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.

Data gathered by the LAP team, the Parent Teacher Association, the parent coordinator and the school administration through their interactions with incoming parents, revealed that many of the students desperately need these services.

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.

According to the LAP team, written and oral translations are needed at all PTA meetings, parent programs, teacher conferences, official letters, report cards, notices from teachers and all other written correspondence. Translation services will be provided by a member of the school staff and parent volunteers or through the translation service department of the DOE.

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

The school will provide oral translations at all PTA meetings, parent programs and teacher conferences. Members of the staff and parent volunteers will be the ones providing oral interpretation services. When necessary, interpreters will be hired through the DOE translation department.

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

The school will inform the parents at the start of the school year that translation services -- both oral and written will be available for all written communication from the school and for all meetings . Members of the school staff and parental volunteers will provide the translating services.

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

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

NCLB/SED Status: SRAP 4 **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.

The low student performance in several identifiable subgroups is a result of the following factors:

- i. Students' prior lack of schooling, limited preparation and language needs
- ii. Limited resources to support differentiated education to support the subgroups
- iii. Limited parental support in reinforcing and supporting academic goals and attendance
- iv. Learning, speech and language and other disabilities which hinder their progress
- v. IEP students are grouped based on student teacher ratios and not primarily by grade level
- vi. Insufficient counseling staff to support student needs and to address behavioral issues

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Students are offered additional academic support during our 37.5 minute Early Academy four days a week.

Attendance is being closely monitored. Regular phone calls, letters and home visits are being conducted to address the issues. Student Coordinators work with students to ensure that progress is made. Academic support is also offered after school on Tuesday and Thursday afternoons. In addition, the school library is open after school so that students can take advantage of the resources available there. The orientation for sixth graders during the first month of school emphasizes study skills and focuses on how students can use these skills to advance academically.

One-to-one tutors are providing the English Language Learners with additional academic support.

¹ School Under Registration Review (SURR)

Materials have been purchased to meet the needs of these subgroups. In addition, technological programs, equipment and resources are also being used to support their learning.

Students are grouped homogeneously for ESL services. The size of these groups is significantly smaller than the regular class size.

The Academic Intervention Team is providing support to teachers to help address the needs of these students.

The Parent Coordinator and school community are working with parents of these students in order to increase their involvement in school.

Three full-time guidance counselors work with the students and their parents.

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

The administrative team, along with members of the ELA and Humanities Department will assess whether this finding is relevant to our school's educational program. We will address each of the key findings and report back to the SLT.

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

Applicable Not Applicable

Not Yet Determined

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

We have not yet completed the process.

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

We have not yet completed the process.

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

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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.

An administrative committee has observed classes, met with teachers and looked at this finding in relation to our school.

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

Applicable Not Applicable

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

Classroom visits, teacher observations and teacher planning meetings confirm that teachers across all grade levels are addressing both the content and process strands for mathematics. These strands are being covered in depth. Classroom observations confirm that students are engaged in problem solving and mathematical explorations. Teachers share materials regularly and meet to plan curriculum and pacing schedules.

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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.

An administrative committee assessed whether this finding was relevant to the school's educational program after conducting classroom observations and meeting with teachers and students.

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

Applicable Not Applicable

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

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Classroom observations reveal that teachers engage students in an equal amount of non-teacher directed lessons and activities. These include simulations, group projects, small-group activities, book buddies, dramatic presentations and other assignments.

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.

An administrative committee was formed to assess whether this finding was relevant to our school's educational program.

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

Applicable Not Applicable

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

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.

Classroom observations reveal that there is a high level of engagement in mathematics classes across all (6-8) grades. Students are actively participating in the instructional process. Instruction in the mathematics classroom is most often teacher directed. Although students engage in problem solving activities and mathematical explorations, this is not done more than 25% of the time.

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

This will be addressed through the following means:

- Professional development workshops to help teachers develop alternative instructional strategies
- Teachers will work collaboratively to develop activities which will engage the students in mathematical explorations
- Teachers will observe their peers implementing alternative strategies
- Teachers will meet to discuss and address the barriers to implementing alternative methods.
- A computer technician (a staff member) will help teachers find ways to integrate technology into their math lessons.

The school will not need assistance from central.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Teacher turnover rates for the last three years were examined to determine if this finding was relevant to our school.

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

Applicable Not Applicable

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

Turnover rates from the last three years indicated that the turnover rates are not high.

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.

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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.

An administrative committee examined whether these findings were relevant to the school's program.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Discussions with teachers of ELL students confirm that many do not know that professional development opportunities are available to them.

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.

The school does not need additional assistance from central to address this issue. This issue will be addressed in the following ways:

Professional development opportunities will be forwarded electronically to each teacher through email. Teachers interested in participating in a program, will communicate that desire to the administration.

Teachers of the ELL students will meet regularly to discuss instructional strategies, curriculum and how to address the needs of the students.

Teachers will work with the Data Specialist in order to understand the assessment data for their students.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

An administrative committee assessed the relevance of this finding to our school’s program.

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

Applicable Not Applicable

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

Discussions with teachers of the ELL students and classroom observations confirm that teachers receive assessment data and are using the data to inform instruction. This data was the basis for the grouping of the ELLs into different classes based on their strengths and needs.

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.

An administrative committee along with the IEP teacher and members of the ISC assessed the relevance of this finding to our school's program.

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

Applicable Not Applicable

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

The findings of our assessment indicate that teachers need more support in implementing the techniques and modifications detailed on the IEP. Our findings indicate, however, that teachers are familiar with the content of the IEP.

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.

The Special Education Supervisor and the IEP teacher have begun a series of professional development workshops for the teachers of the students with IEPs. The topics which will be addressed include implementing alternative strategies, understanding the IEP, writing Behavioral Intervention Plans and modifying lessons.

At this time, we do not need help from central to address this issue.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

An administrative committee assessed the relevance of this goal to the school community.

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

Applicable Not Applicable

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

Classroom observations and discussions with teachers and students reveal that teachers consistently adhere to the IEP in regard to modifications for the students. Although some teachers need additional support with modifying instruction, they know the contents of the IEP and ensure that the students are accommodated. The IEPs do include behavioral plans. Guidance counselors work with teachers to help them implement these plans.

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

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 11, 2008**

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

School DBN	03m054
School Name	Booker T. Washington
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 144,583
Principal Name	Elana Elster
Principal Email	eelster@schools.nyc.gov
Principal Phone	2126782861

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	\$ 0
Reducing teacher-student ratio through team teaching strategies	

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

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 \$ 98,709

Instructional coaches for teachers \$ 13,296

School leadership coaches for principals

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

Yes

No

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

Yes

No

Please describe the program.

A full-time teacher mentor will provide professional development and mentoring to new and newer 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.

The teacher mentor will be conducting professional development workshops on a regular basis for teachers.

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 le standards)?

- Yes
- No

Please describe the program.

A data specialist will work with teachers to help them target instruction to the needs of the students as identified by the Predictive exams, I assessments.

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 existin program/strategy?

- New implementation
- Program Expansion

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

The data specialist will be involved in this work full time.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (€ 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 expa 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 Engl Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 32,574

Please describe the program.

The ELL students will be subdivided during their ESL instruction into four groups. These groups will be based on their NYSELLAT score an assessments of their language skills. While fluid, the groups will be aimed at providing targeted on level instruction for the students.

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

- New implementation
- Program Expansion

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

The program began last year, yet this year, the groups will be even smaller.