



SAMUEL C. BARNES ELEMENTARY SCHOOL

PUBLIC SCHOOL 54 (P.S. 54)

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 13K054
ADDRESS: 195 SANFORD STREET
BROOKLYN, NY 11205

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 54 **SCHOOL NAME:** Samuel C. Barnes

DISTRICT: 13 **SSO NAME/NETWORK #:** CLSO – Network 6

SCHOOL ADDRESS: 195 Sanford Street, Brooklyn, NY 11205

SCHOOL TELEPHONE: (718) 834-6752 **FAX:** (718) 852-8129

SCHOOL CONTACT PERSON: Mrs. Lorna Khan **EMAIL ADDRESS:** lkhan@school.

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Ms. P. Oliver</u>
PRINCIPAL	<u>Mrs. Lorna Khan</u>
UFT CHAPTER LEADER	<u>Ms. Doreen Christmas</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Ms. Lenora Wells</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>n/a</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Dr. James Machen</u>

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
Lorna Khan	*Principal or Designee	
Doreen Christmas	*UFT Chapter Chairperson or Designee	
Lenora Wells	*PA/PTA President or Designated Co-President	
Regina Plowden	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Catherine Cadle	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Teri Atwell	Teacher	
Guy Garrison	Teacher	
Elaine Pinckney	Teacher	
P. Oliver	Teacher/Chairperson	
Stacey DeSouza	Parent	
Maqueeda Sanderson	Parent	
Tanya Brown	Parent	
Maudlyn Maginley	Parent	
Shakeya Gore	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.

Samuel C. Barnes Elementary School, (Public School 54), is located in the Bedford-Stuyvesant section of Brooklyn, New York and services students in grades Pre-kindergarten through grade 5. P.S. 54 is a school-wide Title I school with a population of approximately 280 students. Classes in the school are configured as follows: 11 general education classes, five Collaborative Team teaching classes and three Special Education/Self-contained classes.

Consistent with our mission statement, we aim to create and nurture an environment that is rich in literacy, mathematics, social studies, science the arts and technology along with differentiated and individualized instruction to meet the needs of each student.

The student body is served by 36 teachers and six paraprofessionals, one guidance counselor, a school based support team, one full time speech therapist, a literacy coach and two math consultants, an ESL teacher, an intervention team leader, a special education liaison, a parent coordinator, a family assistant, two secretaries, six school aides, a school safety officer and additional support personnel.

Our school has implemented the Citywide uniform literacy and math curriculum. The literacy coach provides support for classroom teachers and the administration. The ESL teacher and the intervention team provide academic intervention services. Support services and guidance are an integral part of the school and work closely with teachers and parents to ensure interventions are appropriate and effective. In addition, after school reading and math sessions are scheduled before each citywide and statewide assessment.

P.S. 54 follows the New York City Scope and Sequence and the NYS Core Curriculum for science and social studies. Additionally, we will continue to use a hands-on approach to learning through investigation and exploration. We maintain partnerships with the Brooklyn Botanic Gardens, Brooklyn Center for the Urban Environment and are establishing new connections with the Audubon Center in Prospect Park.

Technology is infused into all curricular areas through the use of computers in the classrooms and a computer lab. P.S. 54 will further enhance the teaching through the differentiation of the curriculum. We have invested heavily in technology through the purchase and installation of two Promethean boards and seven SMART boards to further differentiate instruction across all subject areas.

Our physical education program has expanded to include health and fitness for all students in grades Pre – kindergarten to grade 5. We are members of Healthier Generation Alliances and New York City School Wellness Council, programs that promote healthier lifestyles for students, teachers and parents.

At Samuel C. Barnes, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a

successful schoolwide education program. We have worked to improve parental involvement through academic programs like Math Mornings and Math Games Night as well as through our annual Literacy Tea Parties, Pajama Read, and Parent/Teacher Craft Night.

SECTION III – Cont’d – See Attachment I

PS 54 will continue to follow the NYS Core Curriculum for Social Studies and will develop a component that aligns with content understanding through the reading of content area trade books and materials that were purchased in both English and Spanish. The primary focus of the social studies instructional program will be authentic student research in order to provide students with an in depth understanding of our world. Every student, including special education students and English language learners, will be involved in research projects throughout the year. These projects will be developed in coordination with all classroom teachers, the technology teacher and the school library media specialist.

We will also integrate our social studies curriculum with other content areas. Links currently exist with the Every Day Math program, specifically through the Cross Curricular Links section. For example, The American Tour component provides links through the use of non-fiction text features such as maps, charts, statistical and demographic data. In this manner, students can directly apply newly acquired mathematical skills to complete a series of social studies related projects thereby gaining a better understanding of relevance of mathematics to history. As well, students will have additional experiences gaining content knowledge through the variety of non-fiction text features mentioned earlier.

Additionally, students will be exposed to similar project based activities that will link social studies to art, physical education, science and the performance arts.

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.

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?
-

Challenges:

Literacy:

A recent needs assessment survey indicates that P. S. 54 must focus on literacy. The last three years of student assessment data show a trend from 2003 through 2008 of a dramatic decrease in the number of Level 4 students. However, for the same period, we also evidence an equally dramatic decline in the number of Level 1 students. That leaves the large majority of students in Levels 2 and 3. The goal is to reduce the number of Level 2 students and increase the number of students scoring Level 4.

The data from the 2006-2007 and 2007 – 2008 literacy assessments show a marked decline in the number of grade 3 students at or above grade level. While 51% of students in 2006 – 2007 were at or above grade level, only 33% were at or above grade level the following year.

For students in grade 4, 2006 data indicated that less than 32% of students were at or above grade level. Even more disconcerting was the fact that there were no students scoring Level 4. While the number of students on grade level increased the following year, so too did the number of students in Level 2, the group representing those approaching grade level. Level 1 students also showed a decline as well from approximately 30% the previous year to only 10% in 2007.

While grade 5 evidenced a greater percentage of students on grade level (Level 3), as with the students in grade 4, none scored Level 4. While there was a slight decline in students who were approaching grade level (Level 2), the percentage of students scoring Level 1 more than doubled, rising from 7.3% in 2006 to 18% in 2007.

These statistics show a need to concentrate on literacy in grades K-2, with a particular focus on Grade 2. Additionally, word study must continue in all grades to improve fluency and comprehension.

Social Studies:

The most recent data for 2008 shows an increase in the number of Level 1 and 2 students on the 5th grade social studies test. According to the data, 28.6% of students scored Level 1, 19% scored Level 2, and only 3% scored Level 4. This appears to show a weakness in our students reading in the content area (non-fiction reading skills).

Aids and Barriers to Improvement:

- Significant number of students with special needs who struggle with fluency and comprehension;
- Parental involvement that doesn't support the continuation of the work being done in the classroom. For example, although the connection between the time spent reading and the level of comprehension and fluency have been documented, at home monitoring of the required daily reading and book logs does not consistently take place. Also, several of our parents work late thereby leaving older siblings responsible for the younger ones.
- Many of our special needs population spend an inordinate amount of time in transit.
- A significant number of students either arrive late on a regular basis or are frequently absent from school.

Accomplishments:

Science:

One of our greatest accomplishments over the past couple of years is the steady increase in the number of students scoring Level 3 and 4 on the New York State Science Assessment. In the same period, we have shown a marked decline in the number of students scoring Level 1 and Level 2.

We were able to identify several factors that contributed to our increasing scores in science. First, in 2006 – 2007 year, we scheduled science in two period blocks for all students in grades 3-5. In the same year, NYC introduced a standard curriculum in science and made available curriculum materials for classroom teachers in grades 3 and 4. P.S. 54 availed itself of all professional development opportunities in science and through the science cluster, worked to improve the level of science teaching in the classrooms. Additionally, teachers in grades 2 – 5 worked to plan and develop lessons that tracked with the NYC Scope and Sequence in Science and received professional development both during professional planning periods and after school. Identified deficiencies for Grade 4 students were addressed in an after school test prep, which was attended by over 80% of our students. Finally, we dedicated resources to creating links with the Brooklyn Center for the Urban Environment (BCUE), which provided additional staff development and standard based lessons to students in Grades K and 1.

Mathematics:

Our second great accomplishment was in the area of Mathematics. Not only did we evidence increases in the number of students at or above grade level in science, we also saw steady and consistent increases in students performing in mathematics at or on grade level. Trends indicate that math scores have been increasing steadily for the last three years for students at or above grade level. The percentage of students scoring Level 1 dropped from 19.2% in 2005 to 11.8% in 2006 and then to 2.2% in 2007. During the same period, we also noted significant increases in students at or above grade level. In 2005, only 51% of our students were scoring Level 3 or 4. This percentage increased to 64% in 2006 and then to 71% in 2007.

We can attribute these successes to a focus on mathematics vocabulary, increased writing in math, the use of math games to reinforce skills, professional development and the involvement by parents in regularly scheduled math morning sessions and Math Game Night. As well, extended day allows for additional math intervention for all students in grades 1-5. Finally, the P.S. 54 Annual Math and Science Fair, which has been held for the last two years, have provided students with a forum for to showcase the work they have accomplished throughout the school year.

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.

Annual School Goals for 2008-2009:

- Increase by 10% the number of students reading and writing at or above grade level as will be indicated by increased literacy scores on the Teachers' College Benchmark assessments and the 2009 New York State examination.
- Beginning in September, increase the teaching of science instruction by classroom teachers from two periods weekly to three periods weekly, with additional support by science cluster for grades 3-5.
- From September to June, increase the teaching of social studies instruction by classroom teachers from one period weekly to two periods weekly.
- From September to June, all teachers will use monthly assessments, benchmark assessments and unit assessments to align instruction in all content areas as evidenced by lesson plans, conference notes, goals and plans for remediation and enrichment.
- From September to June, all teachers will provide differentiated instruction that will be evidenced in student conference notes, lessons and student work.
- In response to the Learning Environment Survey, P.S. 54 will work to increase staff completion of surveys to 75% and completion of parent surveys to 50%.

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): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Beginning in September, increase the teaching of science instruction by classroom teachers from two periods weekly to three periods weekly, with additional support by science cluster for grades 3-5.</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>	<ul style="list-style-type: none"> • Ensure that staff has resources and materials. • Provide opportunities for both in-house and outside professional development and turnkey of training information • Periodic in-class observations of science lessons • Review of lesson plans. • Provide opportunities for remediation • Work with grade leaders to ensure that the weekly schedule reflects the teaching of science three periods weekly. • Designate science cluster as in-house science resource person.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • In grades 3-5, ensure that staff utilizes curriculum materials purchases in previous and current budget year. • Allocate funding for professional development opportunities. • Participation in STEM grant program by grade teacher and science cluster. • Allocated resources for partnerships between school and Audubon Center and Brooklyn Botanic Gardens. <p>Funding: Contract for Excellence, Title I SWP, and Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Regular observations and feedback and monthly review of student notebooks. • Utilize pre and post assessment data at beginning of each unit and at the end of each unit to document student advancement. • Projects, individualized instruction in all content areas, use of individual student plans that reflect differentiated instruction, individual conference notes.

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): Differentiated Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>From September to June, all teachers will provide differentiated instruction that will be evidenced in student conference notes, lessons and student work.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will complete assessments to identify students’ needs: Running records, state assessments to analyze data to provide individual and small group instruction. • Teachers will develop and implement individual student plans by October 2008 to provide and plan lessons for students. • Increase extended day from 37 1/2 minutes 4 days per week to 75 minutes 2 days weekly to show consistency in needed instruction. • Use of technology through the Renzulli Learning Program, V-Math, and Voyager Passport and creating on-line student access to enhance individual support based on individualized learning. • Introduction of more differentiation projects. • Each individual student will show progress based on their baseline. • Classroom teachers will set up centers to support students’ learning styles.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funds allocated to train teachers, funds for ESL teacher, reduce class size, purchase Renzulli Learning Program, Vmath, Voyager Passport for intervention services. Technology support use of Smart Boards and Promethean Boards. <p>Funding: Tax Levy SWP, Tax Levy, New York State Tax Levy</p>

Indicators of Interim Progress and/or Accomplishment

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

- **Projects, individualized instruction in all content areas, use of individual student plans that reflect differentiated instruction, individual conference notes.**

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase by 10% the number of students reading and writing at or above grade level as will be indicated by increased literacy scores on the Teachers’ College Benchmark assessments and the 2009 New York State examination.</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>	<ul style="list-style-type: none"> • School wide focus on word study to increase reading stamina and volume in reading. • Develop short term as well as long term individual goals. • Set up on-line individualized instruction through Renzulli and Acuity. • Increase support from Teacher’s College Project for teachers. • Increase by 10% the number of students reading and writing at or above grade level as will be indicated by the assessment data. • During intervention period, classroom teachers will work with level 1& 2 students and intervention time will be increased from 37 1/2 minutes 4 days weekly to 75 minutes two days per week. • Increase literacy/writing in all content areas, including Art, Physical Education, Dance, Technology, Science and Library Media. • Develop two inquiry teams Team 1: Grade 4- focus on fluency and Team 2: Grade 5 - improving writing.) • In school intervention from intervention teachers. • Use of technology in classrooms (Smart Boards and Promethean Boards where necessary.) • Student involvement in oratory contests to enhance skills development. • Students will be involved in enrichment clusters to improve literacy. • Small class sizes support reduced students ratio to provide one-on-one/small group instruction.

	<ul style="list-style-type: none"> • Plan and develop Pajama Read, Tea Party and Read-A-thon as school wide literary events. • Continue scheduling Parents as Reading Partners throughout the school year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Contract for excellence funds used to support ELLS. • Budget used to hire teachers for each class on all grades. • Funds used to hire literacy staff developer, TC staff developer and purchase of calendar days at Teachers' College. • Funds allocated and used to purchase services of the CLSO reduce class size. <p>Funding: Contract for Excellence, Tax Levy one time allocation, Tax Levy Children First Initiative, Tax Levy – Learning Support Organization</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Benchmark assessments, Fall, Winter and Spring. • Predictive assessment in June and October.

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): Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>From September to June, all teachers will use monthly assessments, benchmark assessments and unit assessments to align instruction in all content areas as evidenced by lesson plans, conference notes, goals and plans for remediation and enrichment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Look at assessments overtime to identify patterns and trends, and use findings to develop individual, small groups and whole group plans and goals. • Compare performance of other similar schools to assist in improving students performance (peer group comparison.) • Targeted assessment to focus on low performing students by developing short and long term goals. • Set up informational sessions for parents to support them in understanding different types of assessment and how to support their children at home. • Facilitate the sharing of information though school wide forums: One-on-one conversations, PTA meetings, School Leadership Team Meetings and Open School Week. • Workshops on assessment to support parents to understanding of the ELA/ Social Studies and Science test.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources used for training staff in ARIS, Acuity and NYS assessments</p> <ul style="list-style-type: none"> • Paying substitute teachers hired when staff is in training. • Purchasing of Community LSO. • Pay teachers per session for test scoring that takes place after the school day • Paying Teachers’ College staff developers and math Aussies. • Pay per session for staff to provide training for parents in acuity. <p>Funding: Title I SWP, Tax Levy Children First Initiative, Tax Levy – one time allocation</p>

Indicators of Interim Progress and/or Accomplishment

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

- **Teachers' College benchmark assessments.**
- **Predictive assessments.**
- **Instructionally targeted assessments.**
- **New York State assessments**

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): **Social Studies**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>From September to June, increase the teaching of social studies instruction by classroom teachers from one period weekly to two periods weekly.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>School will incorporate social studies skills acquisition by:</p> <ul style="list-style-type: none"> • Increasing the amount of current events studied in the classroom. • Hosting our own school elections for classroom and school president. • Integrating social studies themes into daily curriculum across all subjects, including physical education, dance, art and science. • Using our computer lab to reinforce social studies skills acquisition through research projects development, presentations and literature study. • Using our library program will foster the acquisition of social studies skills through development of the love of reading, through exploration of books related to historical fiction, autobiographies, biographies and non-fiction writing related to history, geography and culture. • Helping students develop individual goals. • Facilitating students produced projects by grades that are differentiated based on unit /theme. • Scheduling school trips to help students make connections to units of study. • Inviting community leaders into classrooms. • Celebrating Hispanic Heritage Month with breakfast and performances for parents and school community. • Utilizing the resources of the Virtual Y program. • Using checklist of rubric artifact/end products to showcase students’ activities/learning.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Budget used to hire teachers to teach all content area subject, materials including texts, pay substitutes for teachers to attend professional development, reduce class sizes. <p>Funding: Tax Levy Fair Student Funding, Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Baseline data pre and post assessment, results on the 5th grade NYS social studies test, social studies notebooks, end of unit projects

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

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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	N/A	N/A	4	4	2	N/A
1	45	45	N/A	N/A	15	4	2	N/A
2	42	42	N/A	N/A	5	4	2	N/A
3	55	35	N/A	N/A	20	4	2	N/A
4	49	49	49	49	8	5	3	N/A
5	61	61	N/A	61	20	5	3	N/A
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All level 1 and 2 students receive small group instruction two days per week during the 37 ½ minute intervention period. (Passport) Small group instruction is provided to 36 students for forty-five minutes, three days per week utilizing Foundations and Wilson. Focus Inquiry students are serviced during the 37 ½ minute block.
Mathematics:	All level 1 and 2 students receive small group instruction two days per week during the 37 ½ minute intervention block.
Science:	Cluster teacher meets with Level 1 and 2 students during the course of each unit to provide additional support toward the understanding of content in each unit. Test prep is mandated for all Level 1 and 2 students in grade 4.
Social Studies:	Individualized and small group is provided during the school day for 30 minutes twice weekly
At-risk Services Provided by the Guidance Counselor:	Individualized and small group is provided during the school day for 30 minutes twice weekly
At-risk Services Provided by the School Psychologist:	Individualized and small group is provided during the school day for 30 minutes twice weekly
At-risk Services Provided by the Social Worker:	Individualized and small group is provided during the school day for 30 minutes once weekly
At-risk Health-related Services:	N/A

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.

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Lorna Khan	<i>ESL Teacher:</i>	Elizabeth Vento
<i>Assistant Principals:</i>	Roxanne James		
<i>Guidance Counselor:</i>	Carol Sam Pierre	<i>Literacy Coach:</i>	Sandra Long
<i>Content Area Teacher:</i>	P. Oliver	<i>Math Coach:</i>	n/a
<i>Content Area Teacher:</i>	n/a	<i>Parent Coordinator:</i>	Ms. Umphery

II. Teacher Qualifications

P.S. 54 has an eager staff servicing the ELL population consisting of fifteen licensed classroom teachers (Grades K-5), six licensed cluster teachers (Science, Dance, Technology, Art, Physical Education and Library), two licensed Bilingual service providers (Speech and IEP/SETTS Teachers) and one licensed and certified ESL teacher. All certifications are on file at the school.

III. ELL Demographics and School Description:

P.S. 54, *Samuel C. Barnes Elementary School*, is located in the Bedford Stuyvesant section of Brooklyn, New York. It is a diverse community that has had a recent immigrant population mainly from the Dominican Republic, Mexico and Bangladesh. The percent of recent immigrants is 5.71%. Among P.S. 54's two hundred and eighty students, 2.15% are White, 61.29% are Black, 32.62% are Hispanic, 2.51% are Asian/Pacific Islander and .36% are Native American. The prominent language spoken other than English is Spanish (56 students); however there are two other languages spoken as well, Bengali (5 students) and Bemba (1 student).

Our English Language Learner population is about 9.28% of the total population. Of the 26 ELLs, 22 speak Spanish, three speak Bengali, and one speaks Bemba. 90% of our students are eligible for free lunch indicating that the majority of our students are of low socio-economic backgrounds. 21 ELLs, 4 of which are in special education, have been in ESL for 3 years or less. 5 ELLs, 3 of which are in special education, have been in ESL for 4-6 years.

All ELLs in General Education and Special Education are serviced in the "Push In" free standing ESL program with one to two units of ESL based on levels of proficiency in grades K - 5. The number of ELLs per grade is as follows: There are 6 ELLs in Kindergarten, 5 in grade one, 4 in grade two, 5 in grade three, 3 in grade four, and 3 in grade five. Among the ELLs, 6 students are in Special Education, and they are served as per their IEPs. The 3 fifth graders and one third grader have IEPs that state monolingual without ESL services. These students do not directly receive services from the ESL teacher, but she provides support to their classroom and cluster teachers.

IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELLs and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections. When a parent has not returned the form, the ESL teacher either calls the home or meets the parent at dismissal to follow-up. If the parent does not remit the selection form, the default choice is Transitional Bilingual Education.

The ESL teacher reviews the returned parent choice forms to service students whose parents have selected ESL and to offer transfers for students whose parents selected Dual Language or Transitional Bilingual Education. The parent then has the right to reject the transfer, but keep DL or TBE as their first choice so that if there are enough students to form a bilingual class among consecutive grades, the school can form one.

In the past few years, parent survey letters indicate that the majority of the parents choose the ESL program (2008: 6 chose ESL, 2 chose TBE, 2007: 7 chose ESL, none chose TBE). Our parent selections and our services provided are currently aligned. Parent survey letters indicate that the majority of parents do not want their children transferred to other schools that have Bilingual Programs. Although we inform the parents that they have the right to choose bilingual education for their children, the parents are aware that the school only offers ESL. We feel that parents select ESL because they do not want to transfer their child to another school and that if we had a bilingual program, parents might be more likely to choose it. We received a grant to development a Dual Language program for academic year 2009-2010, so that we can provide parents with an option for bilingual education at our school.

V. Assessment Analysis

NYSESLAT

The LAB-R (newly enrolled ELLs) and the NYSESLAT test scores are taken into consideration when planning and grouping the students. There are 22 ELLs. Of the 22 ELLs, 8 took the LAB-R (Sept. 2008) and 14 took the NYSESLAT (May 2008). Using the LAB-R results, 1 kindergarten student is at the beginning level and 1 kindergarten student is at the intermediate level and 4 kindergarten

and 2 first grade students are Advanced. In accordance to the NYSESLAT for May 2008, 1 third grade ELL is at the beginning level; 2 first grade, 1 second grade and 1 third grade students are at the intermediate level; and 1 first grader, 3 second graders, 2 third graders, and 3 fourth graders are at the advanced level. Whereas the LAB-R test results indicate that newly enrolled ELLs need help in all four modalities, the NYSESLAT results indicate that the ESL teacher needs to focus on reading and writing at all grade levels.

ELLs who passed the NYSESLAT (May 2007 and 2008) are considered "at risk" and therefore continue to receive academic intervention services for continued transitional support. They attend the Extended Day Program after school as well as intervention during the school day with AIS. The classroom teacher continues to differentiate instruction to meet the newly proficient student's needs. They are also given the opportunity to attend all after school programs. They are entitled to ELL testing accommodations for two years after they achieve proficiency on the NYSESLAT.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2008-09, our kindergarten and new admit first grade population is the largest one.

After review of the NYSESLAT data, the patterns revealed were:

- In general, students are acquiring aural/oral English skills faster, although one student is stronger in written skills.
- Speaking is in line with general abilities for the majority of the intermediate and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- Students who enter first grade or above lacking both grade appropriate literacy in the native language and some English fluency have a much more difficult time acquiring English proficiency on the NYSESLAT. Students who enter kindergarten or any other grade with grade appropriate literacy in their native language tend to attain proficiency sooner.

Mathematics Assessments Grades 3-5

Of the 13 3rd, 4th and 5th grade students who took the NY State Math Assessments in 2008, 1 Intermediate and 1 Advanced student scored 1 (15.38%), 2 Intermediate and 1 Advanced student scored 2 (23.08%), and 8 scored 3 (69%). 100% of general education ELLs (8/8), regardless of proficiency level, including one Beginner who used the translated edition, scored a 3. This reflects the strong emphasis put on Math education in all grades.

This data suggests that more attention needs to be paid to developing Math vocabulary and skills with students in the special needs category. In addition, more attention can be paid to Math instruction for Academic Intervention during the day and extended day. Other students can benefit from enrichment as we try to move some students to the level 4.

Science Assessment Grade 4

Four ELLs took the New York State Science exam in 2008. One fourth grade ELL was in general education, and scored a 3. The remaining three were in Special Education. One scored a 2, another a 3 and the last scored a 4. None of them used translated editions as they had all entered

school in New York in Kindergarten and had never learned to read or write in Spanish. This suggests that our efforts were successful and should be replicated this year. We will continue to stress development of vocabulary and concepts in English using contextual support, and with students who have some literacy in their native language, we will use Bilingual glossaries where possible. The school will continue to have a Science lab with a specialist teacher to enhance hands-on science experiences.

English Language Arts

Thirteen ELLs took the ELA in 2008, and 1 was exempt as she entered an English Language School System less than 1 year before the test. Overall, 2 (15.38%) scored 1, 8 (61.54%) scored 2 and 3 (23.08%) scored 3. Five of the ten children scoring 1 and 2 are in our special needs population. Of the general education ELLs, 1 (12.5%) scored 1, 4 (50%) scored 2 and 3 (37.5%) scored 3.

Although this is the area that language learners could be expected to be weakest, we have to devote attention to all aspects of improving literacy skills to boost a larger percentage to the levels of 3 and 4. Additionally, we can expect that as soon the child is at a literacy level of 3 or 4 he or she would have scored a proficient on their NYSESLAT, and would therefore exit the ELL category. Therefore, theoretically, there should be few to no ELLs scoring 3 or 4 on the ELA. We will continue to incorporate preparation for the ELA in our Extended Day and after school program for ELLs in the month prior to this year's test. Beyond that, we will use the Voyager Passport to develop the foundations of literacy for ELLs scoring 1 or 2. We will continue to use the Teacher's College Readers and Writer Workshop and Balanced Literacy Approach in all grades, but with emphasis on vocabulary development with Words Their Way and attention to development of basic reading and grammar skills, especially for Beginning and Intermediate students.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students, as well as struggling students who lack literacy in their native language, will receive instruction in their native language to strengthen their literacy skills.
- Utilization of the Acuity and Renzulli Learning programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs and to familiarize students on all levels with the format of the NYSESLAT
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target native language (Spanish) literacy to help students on all levels.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, scaffolding, modeling and differentiation
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Use of realia and manipulatives for math concepts
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage teachers to participate in professional development opportunities focusing on ELL instructional needs in math
- Ensure that Math consultant works closely with teachers to support rigorous instruction

NYSESLAT Periodic Assessments

Twice a year, in November and March, the ELLs are assessed with the NYSESLAT Periodic Assessments. The periodic assessment acquaints new students with the format of the NYSESLAT questions and provides all students with an opportunity to practice. The results of the periodic assessments are shared with the parents of ELLs. The students review their results as well in order for them to set goals. The ESL teacher uses the results to make targeted lessons for whole class, small group or individual instruction based on need. Students who share a weakness in one area

Use of Native Language

Although the classroom and ESL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. English is used for instruction when language acquisition is the target. For example, when it is important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and support with visual diagrams or dramatic contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English.

VI. Planning for ELLs

Plan for SIFE:

SIFE students are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFE students is to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.

- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- ELA Exempt ELLs take the periodic assessments so that they can become familiar with the format before they take the official assessment for the first time. These students spend time observing their English proficient peers as a scaffold for producing their own work.

Plan for Long Term ELLs:

Long term ELLs are the ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:

- An after school program, targeting reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

Plan for Special Needs Students:

We have 6 ELLs who have special needs in our ESL programs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during and after school as needed.

VII. Resources and Support

Instructional Materials:

In order to ensure that all ELLs are held to the same high expectations established in the New York State's seven Learning Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ESL and are sensitive to the language and culture of the students. Along with using the "ELA Performance Expectations/Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL", the ESL teacher integrates and scaffolds skills and strategies in the Reading and Writing Workshops. An array of materials, both print and non-print, on a variety of levels is used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

Professional Development:

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - the literacy needs of our ELL population within the prescription of the Teacher's College Reading and Writing Workshop program.
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Data Driven Instruction
 - Accessing and using English Language Learner Periodic Assessment Data
 - Differentiation in the classroom
 - ESL in the Mathematics classroom
 - Balanced Literacy for ELLs
 - Adapting the Writing Workshop to meet ELL needs
 - Adapting the Reading Workshop to meet ELL needs

- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - Teachers College Reading and Writing Workshop series, which our ELA and ESL teachers have attended together over the last five years.
 - Social Studies and Technology workshop
 - Wilson Program for Academic Intervention teachers.

In addition to the variety of ELL centered professional development that the staff attends throughout the year, to ensure the receipt of 7.5 hours (and 10 hours for special education teachers and paraprofessionals), the whole school attends a whole day professional development, on Brooklyn Queens Day, for Curriculum Planning with an emphasis on meeting the needs of ELLs in the classroom.

VIII. Program Descriptions:

Current English Language Learners Instructional Programs

P.S. 54 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 22 students, from grades K-4. They range from Beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

The ESL program provides a nurturing environment that promotes effective teaching and learning. It encourages and respects the diversity of the students, staff and community. The ESL program provides a rich learning environment to meet the linguistic, social, academic, physical and emotional needs of our ELLs. Children acquire vocabulary and structures of English, as well as a knowledge of our multi cultural society, as part of a full developed program of listening, speaking, reading, and writing. ESL content area is also emphasized so that ELLs can continue to develop and/or strengthen English language skills while learning content matter in English. We believe that the same high standards that are established for all students are the same goals for all ELLs.

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **After School:** Our After School program offers both remediation and enrichment in Science, Mathematics, ELA, ESL and Chess. Additionally, we offer a Native Language Arts and Multicultural Enrichment after school program.
- **Parent Classes:** GED, both in English and Spanish classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics

of interest, including technology classes. The parent coordinator also offers parent workshops throughout the year.

- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Pajama Read Aloud, Publishing Parties, Parents as Reading Partners, Math Games Night, Career Day, various student performances, such as Hispanic Heritage, Winter Holiday and Black History. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of limited English proficiency parents. Additional funding is available to translate important policy documents, mainly in Spanish. At all meetings for parents, we have translators. All letters sent home are sent in both English and Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: 23
(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.:

PS 54 serves 23 ELLS in a “push-in” ESL program. Beginning and intermediate ELLs receive 360 minutes of ESL, whereas the advanced ELLs receive 180 of ESL plus 180 minutes of ELA. The certified ESL teacher reviews the HLIS to identify the students who are eligible for LAB-R testing and Spanish LAB, and the testing is done within 10 days of the student’s enrollment. The parents of students who are entitled to ELL services, as per their LAB-R scores, are invited to attend the Orientation for Parents of Newly Enrolled ELLs, conducted in the parents’ native language. The Parents are informed of their rights and options for their child’s education so that they can decide which ELL program is best for their child. Parents who choose TBE or DL are given the option to transfer to a school which provides the service because we do not have enough ELLs to provide bilingual education. Our ELLs receive their ESL services in their classrooms, where the ESL teacher provides differentiated and small group instruction. ELLs are assessed daily through individual conferences, running records or small and whole group work. Our classrooms provide a rich learning environment for children to acquire vocabulary and structures in all four modalities of English: listening, speaking, reading and writing. The teachers use ESL strategies throughout the day – scaffolding, modeling, sharing, re-teaching, accountable talk, use of visuals, drama, TPR, strategy charts related to units of study. ELLs receive content area instruction in their classrooms, with additional content area support from the ESL teacher as needed. ELLs development educational goals and map out plans with their teachers. The ELLs have access to all the same resources as their English speaking peers. ELLs in first grade through fifth grade attend extended day intervention. ELLs who are at the advanced and proficient level receive AIS during the school day, as an extra support. The ESL teacher uses the NYSESLAT and Lab-r scores as baselines to drive instruction for the ELLs’ English Language proficiency and, if applicable, ELA scores as a baseline for English Language literacy development. ELLs are administered predictive and interim assessments for both the NYSESLAT and ELA, the results of which are analyzed for the students’ strengths and weaknesses to inform the instruction. The program is supervised by Yvonne Morales, ELL Compliance and Performance Specialist, and Cynthia Felix, Diverse Populations and Data Specialist.

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).

P.S. 54 uses the Teacher’s College Reading and Writing Workshop Project for literacy instruction. The ESL teacher collaborates with the classroom teachers to provide ESL methodologies within the classroom ELA instruction. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

We use Everyday Math as our math curriculum guide and for resources and materials. The students use a variety of manipulatives and realia to explore math concepts and practice independently. Spanish literate students are offered Spanish translations of the Everyday Math texts. Our teachers emphasize bridging math

and literacy in the math content area. Students have math journals and participate in accountable talk during math lessons. ELLs are provided native language support as necessary, but are encouraged to acquire math content area English through peer and teacher modeling.

Science and Social Studies are taught three periods each, each week. Science follows the state standards and curriculum developed by the Science Content teacher and the classroom teachers. The students explore science concepts with experiments and oral and written responses. ELLs receive the same high quality instructions, supplemented by peer and teacher support. ELLs are provided with native language non-fiction trade books that support the science units. Units are supported by instructional trips. The Social Studies program follows the state standards and a curriculum developed by Jane Lester and the classroom teachers. All lessons are supported with visual and dramatic contextualization, as well as neighborhood walks, as appropriate. All teachers differentiate instruction to meet the needs of ELLs in all content areas across the school day.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

P.S. 54 offers extracurricular activities that include Latino Culture and Spanish Literacy, Chess Club, after school test prep, chorus, dance club, Virtual Y and a basketball team. All ELLs are encouraged to participate. Invitations to programs are sent home in both English and Spanish. A Spanish speaking teacher calls Spanish speaking families to reach out to those parents in particular.

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. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parents of newly enrolled ELLs are invited to a parent orientation informing them of Bilingual/ESL programs. The School provides free after school GED, GED for Spanish Speakers, and ESL for Parents courses. The parent coordinator holds workshops throughout the year for parents including: ELA Standards and Assessments, Math Standards and Assessments, Content Area Standards and Assessments, Promotional Policy, and Helping Your Child with Homework. These workshops include useful strategies that they can use to help their children succeed academically. Parents of ELLs are encouraged to attend. Oral translation and translated materials are provided. P.S. 54 has a Parent Teacher Association and a School Leadership Team, in which the parents of ELLs are encouraged to participate.

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

The parents of newly enrolled ELL/LEP students are provided with literature and information about the process of determining ELL eligibility and the programs available to ELLs in their home language. We conduct an Orientation session in the spring semester before the new pre-k and kindergarten students begin in September, and then another orientation in September for the whole school. Oral translation and translated materials are provided. Our ELL parents and students are invited to attend and participate. As students are admitted before the first day of school, each parent and child is given an individual or small group orientation of the school policies and building. Translation is provided for parents who do not speak English.

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.

The ESL teacher attends the BETAC and ISC professional development and technical assistance meetings. The ESL teacher turnkeys ESL teaching methodologies and plans collaboratively with classroom teachers through recurrent informal consultation and in school professional development. The ESL teacher and classroom teachers attend monthly calendar days for the Teacher's College Reading and Writing Workshop for ELLs and turnkey upon return to school. The teachers are kept abreast of upcoming ESL training dates. We have two math coaches and one literacy coach who push in and support the classroom teachers with effective differentiated instructional practices and strategies. At least 6 teachers go to Teacher's College each month for professional development and turnkey to their colleagues upon return during grade meetings and planning periods. In addition, staff developers come to the school for in-class demonstration and instruction and out of class planning meetings. We have a lower and an upper grade Aussie math consultant. The consultants do in class demonstrations as well as grade level planning meetings. Jane Lester has partnered with our classroom teachers in each grade to plan the Social Studies Curriculum across the year. In addition to the variety of ELL centered professional development that the staff attends throughout the year, to ensure the receipt of 7.5 hours (and 10 hours for special education teachers and paraprofessionals), the whole school attends a whole day professional development, on Brooklyn Queens Day, for Curriculum Planning with an emphasis on meeting the needs of ELLs in the classroom. The Assistant Principal has formed a "lunch and learn" study group for teachers entitled "Differentiating Instruction." The study group meets monthly for a 50 minute lunch period to discuss readings on differentiation and modify lesson plans to ensure differentiation.

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

P.S. 54 provides the following support services to all students:

- Extended Day literacy and math instruction in homogenous groups for targeted small group instruction for all students grades 1-5, using Voyager Passport for level 1 and 2 students.
- Academic Intervention Services during the school day for students performing at levels 1 and 2 in ELA and/or Math in grades k-5, using Wilson and Foundations.
- SETSS, Counseling, Speech, Physical and Occupational Therapy as prescribed by IEPs as well as students at risk.
- ESL for Limited English Proficiency students as mandated
- Inquiry teams for grades 4 and 5.
- Daily push-in support in each classroom from out of classroom teachers during the literacy block to enhance small group and one-on-one instruction.
- Differentiated instruction based on student needs, interest and learning styles, using Renzulli Learning
- NYU Student or America Reads classroom support

ELLs in first grade through fifth grade attend extended day intervention. ELLs who are at the advanced and proficient level, as well as ELLs who are exhibiting insufficient progress, receive AIS during the school day, as an extra support. We also provide test preparation for all standardized tests to all ELLs. Classroom teachers use ESL strategies and differentiate classroom instruction to meet the educational needs of ELLs. Native language and multi-cultural libraries and listening centers are available to newly enrolled ELLs for use at home and to supplement content lessons. Native language support is provided whenever possible. We have a guidance counselor, Parent coordinator, a bilingual school aide, a bilingual speech teacher, a bilingual Special Education push in/ pull out teacher, a bilingual psychologist, a bilingual school social worker and two AIS teachers. Beginner and Intermediate level ELLs are supported by Bilingual teachers in the extended day program. All bilingual support services provide bilingual students with visuals and verbal cues in Spanish first, and then English. When appropriate, the bilingual services providers supply the students with native language materials and literacy support in the native language.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. **Not applicable**

SAMPLE STUDENT SCHEDULE 2008-09 ESL

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

School District: 13

School Building: P.S. 54

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:05	Morning Meeting / WordStudy	Morning Meeting / WordStudy	Morning Meeting / WordStudy	Morning Meeting / WordStudy	Morning Meeting / WordStudy
2	From: 9:05	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:50	ELA	ELA	ELA	ELA	ELA
3	From: 9:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:35	ESL	ESL	ESL	ESL	ESL
4	From: 10:35	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:20	PE	MATH	SCIENCE	MATH	MATH
5	From: 11:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:05	MATH	DANCE	MATH	MATH	LIBRARY
7	From: 1:05	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:55	MATH	MATH	SCIENCE	TECHNOLOGY	MATH
8	From: 1:55	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:40	SOCIAL STUDIES	SOCIAL STUDIES	ART	SCIENCE	ART
9	From: 2:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:55		EXTENDED DAY - LITERACY	EXTENDED DAY - MATH/ LITERACY		
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

NOT APPLICABLE

SAMPLE STUDENT SCHEDULE 2007-08 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language

Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

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

NOT APPLICABLE

Part E: For schools that will receive Title III ELL Supplemental Services for 2007-08:

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

Form TIII – A (1)(a)

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- | | |
|---|--|
| ✓ school's language instruction program for limited English proficient (LEP) students | ✓ language(s) of instruction |
| ✓ type of program/activities to improve mathematics, native and/or English language learning | ✓ rationale for the selection of program/activities |
| ✓ number of students to be served | ✓ times per day/week |
| ✓ grade level(s) | ✓ program duration |
| | ✓ service provider and qualifications |

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

NOT APPLICABLE

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)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school uses the data from the Home Language Surveys to identify the dominant language and other language needs of parents.

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

Based on the surveys, the school identified Spanish as the dominant second language which was reported to the school community during orientation meeting and via Title 1 Parent Involvement Policy.

Part B: Strategies and Activities

- 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.

The school will translate all correspondence to parents in Spanish by a member of the staff who has been secured to provide such services. The teacher will be paid per session. The school will also provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation.

- 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 interpretation in Spanish during school-wide events, e.g. curriculum night, assembly programs, grade meetings and other general meetings called by the school. This service will be provided by staff and parent volunteers.

- 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 maintain a file in the office and in the Parent Coordinator's office of the Chancellor's Regulation A-663. Flyers with translation and interpretation services will be

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$307,117
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3071
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$15,356
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Appendix 4 – Part B: Attachment III –

Title I Parent Involvement Policy 2007-2008

I. General Expectations

Samuel C. Barnes agrees to implement the following statutory requirements:

- The School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level Parent Involvement Policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESEA.
- The school will incorporate this Parent Involvement Policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participating of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;
 - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - d. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. The Samuel C. Barnes will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Inform parents about the CEC and encourage them to become active members.
 - Provide information to parents of all meetings held by the CEC District 13.
 - Encourage PTA President to be an active member of the Parent Advisory Council.

2. Samuel C. Barnes will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Establish and have a functioning Leadership Team.
 - Involve parents in the review process for the CEP.
 - Involve parents in informational sessions.
 - Hold workshops on School Improvement Programs.

3. Samuel C. Barnes will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Provide opportunities for parent participation in the following activities:
 - a. Monthly parent as Reading Partners
 - b. Quarterly game night.
 - c. Fathers and children night.
 - Conduct workshop for parents in the Reading, Writing and Mathematics curriculum.
 - Conduct information sessions for test preparation
 - Workshops on how to support students at level 1 and 2.

4. Samuel C. Barnes will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - Parents as Reading Partners.
 - Parents attend workshops to learn how to volunteer in school.
 - Having monthly visitations in classes by parents.
 - Parents consulting with teachers to do read-aloud.
 - Parents working with students in math games.

5. Samuel C. Barnes will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parent Involvement Policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or its Parent Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Do a survey of parental needs assessment at a PTA general meeting and send it home.
 - Principal, PTA and Parent Coordinator will be responsible for conducting surveys.
 - Parents will complete survey and attend all training and workshops identified as priority.

6. Samuel C. Barnes will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

A. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

1. The State's academic content standards;
2. The State's student academic achievement standards;
3. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

- Workshops by Parent Coordinator.
- Workshops from community based organizations
- 4Rs workshop for parents by New York University.
- Classroom visitation.
- Workshops by Literacy Coach, Math Consultants
- Provide materials such as charts, easels, computers for support to parents.

B. Samuel C. Barnes will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

1. Conduct computer class to help parents support students.
2. Provide information to parents about workshops sponsored by the region in technology, literacy and mathematics.
3. Send testing information for example Princeton Review interim assessment for parents to access online information on students' performance and resources to assist students.

C. Samuel C. Barnes will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

1. Provide training to staff and parents on community building through 4Rs, the CEC and Region 8.
2. Work with parent coordinator and PTA to plan monthly activities to involve parents in the school such as: math night, male night, holiday extravaganza and reading events.
3. Conduct study groups.
4. Provide a variety of resources for parents on health, nutrition, safety, jobs, disaster coping.

- D. Samuel C. Barnes will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First Even start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 1. Building and maintaining parent library for parents to access literature to support their and their children.
 2. Providing adequate space for parents to operate within the school.
- E. Samuel C. Barnes will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and Uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
 1. Translate all documents communicated to parents in the dominant language for second language parents.
 2. Provide translation at meetings.

III. Discretionary School Parent Involvement Policy Components

The School Parent Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I Part A programs, as evidenced by_____. This policy was adopted by the Samuel C. Barnes on_____mm/dd/yy_____ and will be in effect for the period of_____. The school will distribute this policy to all parents of participating Title I, Part A children on or before_____.

Principal's Signature

Date

Appendix 4 – Part B (2): Attachment IV – Parent School Compact

Samuel C. Barnes P.S. 54
195 Sanford Street, Brooklyn, NY 11205

PARENT COMPACT 2008-2009

The school and parents working cooperatively to provide for the successful education of children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times.</p> <p>To actively involve parents in planning, reviewing and improving the title 1 programs and the Parent Involvement Policy.</p> <p>To provide parents with timely information about <u>all</u> programs: Title 1 Reading, Title 1 Mathematics, ESL instruction, Professional Development for Staff and Parents by Literacy and Math Coaches.</p> <p>To provide performance profiles, individual student assessment results and other pertinent individual information.</p> <p>To provide high quality curriculum and instruction by providing students with appropriate learning environments that foster learning through the use of best teaching practices via the workshop model. Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and character education materials.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences at least annually • Monthly letters to parents to keep them updated on events in the school. • Reasonable access to staff, observation of classroom activities (Parent School Visitation policy is in place) <p>To assure that parents may participate in professional development activities, if the school determines that it is appropriate, i.e., literacy, math, science and social studies; and workshops on reading and writing strategies.</p>	<p>To become involved in developing, implementing, evaluating and revising the school’s Parent Involvement Policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; read for 20-30 minutes per day to kindergarten through 1st grade students . Allow students to read independently for at least 25-30 minutes daily. Allow grade 2 and 3 students read independently for 30-45 minutes per day. Allow students in grades 4-5 at least 40-45 minutes per day. Provide the environment for students in grades K-5 to read independently at home daily.</p> <p>To monitor his/her child’s children’s:</p> <ul style="list-style-type: none"> • attendance at school • homework • television watching <p>To share the responsibility for improved student achievement by visiting your child’s school once a month.</p> <p>To communicate with his/her child’s/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

Principal’s Signature

Parent Signature

Date

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

**APPENDIX 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)¹ 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.

¹ 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.

We will examine this finding by having teachers meet by grade and compare the findings to the curriculum we use.

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

Applicable Not Applicable

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

We use Teachers' College Reading and Writing Curriculum which is constantly being revised.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to

see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through 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.

Teachers will meet by grade and compare the results of this document with the curriculum we use.

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?

Our teachers currently use the Everyday Math curriculum, and, with professional development, align teaching with the New York State Standards.

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.

Teachers will meet by grade to review the findings and compare them to our current methods of teaching.

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?

The workshop model type of instruction is used in our school where teachers spend only 7-10 minutes teaching and more time in small group or individual work. Students read independently for 30-40 minutes across grades.

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* (SOM²) 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.

Teachers will meet by grade to review findings and compare data with methods employed in our school.

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

Applicable Not Applicable

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

The workshop model is used in teaching math. Teachers teach for 7-10 minutes and students practice for 25-30 minutes, then show results.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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

Please respond to the following questions for Key Finding 3:

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

We will look at the school's biographical data over the same time period and compare findings.

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?

We have limited teacher turn over.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Teachers will meet by grade to review data and compare findings to our current practices.

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

Teachers receive relevant professional development for ESL teacher and

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?

Teachers receive professional development for ESL instruction from the ESL teacher, Teachers' College and the CLSO.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Teachers will meet by grade to review data and compare this to school's practice in this area.

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?

NYSESLAT data is shared with classroom teachers who use it to support instruction for ELL. School administrators use data to determine the type of progress.

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.

Staff and teachers will meet by grade to review findings and compare this with school's practice in this area.

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?

Special education teachers receive professional development from Teachers' College and the CLSO to support the instruction and evaluation of students based on IEPs.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Administration, SBST and CARE Team will review findings and compare info with practice in this school.

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?

State tests are not developed to meet the needs of students with IEPs. All students are expected to perform on the same level as general education students.

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.

Our school seeks to provide students with the same content strands as general education students. Additional support to address this issue is needed.

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jun 30, 2008** Email address: **lkhan@schools.nyc.gov**

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

School DBN	13k054
School Name	Samuel C. Brnes Elementary School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 115,565
Principal Name	Lorna Khan
Principal Email	lkhan@schools.nyc.gov
Principal Phone	7188346752

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

- Yes
 No

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

- Yes
 No

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

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 115,565
Individualized Tutoring	

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

This fund will fund our Academic Intervention Program during the day.

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.

This program will include all low level 2 students in grades 4 and 5 and all students below level in grade 3

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

- Yes
- No

Please describe the program.

Teachers will push into classes with students who are below state standards in grades k-2 for individualized instruction.

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.

This program is expanded to include English Language Learners and students with disabilities.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No