



P.S.45 Q

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (27/ Q/ 045)

ADDRESS: 126-28 150TH STREET SO. OZONE PARK, NY 11436

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q045 **SCHOOL NAME:** Clarence E. Witherspoon

DISTRICT: 27 **SSO NAME/NETWORK #:** Knowledge Network

SCHOOL ADDRESS: 126-28 150th St. So. Ozone Park , NY 11436

SCHOOL TELEPHONE: 718.529.1885 **FAX:** 718.322.8287

SCHOOL CONTACT PERSON: Evelyn Terrell **EMAIL ADDRESS:** eterrel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Kathleen Sadowy -Teacher

PRINCIPAL Evelyn Terrell - Principal

UFT CHAPTER LEADER Lynne Klinger – UFT

**PARENTS' ASSOCIATION
PRESIDENT** Sharonica Neblett - Parent

STUDENT REPRESENTATIVE
(Required for high schools) NA

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Michele Lloyd-Bey

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
Evelyn Terrell	Principal	
Lynne Klinger	*UFT Chapter Chairperson or Designee	
Sharonica Neblett	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Mary Murphy	Staff – AP	
Donna Kennedy	Staff – Literacy Coach	
John Sweeny	Staff	
Kathy Sadowy	Staff	
Dilicia Van Dusen	Parent	
Malcolm Robertson	Parent	
Colette Langford	Parent	
Aaliyah Mack	Parent	
Jennifer Clemenston	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.

The Clarence E. Witherspoon School, P.S. 45Queens is a School Wide Program school which is located in Southwest Queens in a suburban-type environment in Jamaica, New York. We service the communities geographically located immediately east and west of Baisley park.

We are part of the Knowledge Network Learning Support Organization. As of September 2007, the school's educational programs will address the needs of students in grades PreK through Six. We offer the Core Knowledge program to students in grades K-3.

Our focus has been on offering our students the benefits of reduced class sizes over the last six years with the average class size being 18 students in grades 3-6. The school operates on an eight period day, with cluster positions in the areas of Science, technology and Physical Education. We currently offer enrichment services to students on grades K-4 and plan to move up one grade each year until the terminal grade. Academic Support Services are provided through the READ 180 program for at risk students. Our educational support services include a Guidance Counselor, School Based Support Team, SETSS teacher, an ELL teacher, a Speech Improvement teacher, a Literacy Coach and a Parent Coordinator.

We have a collaboration with PENCIL in which our Principal for the Day, Mr. Jeffrey Gural, supports our Winter and Spring Concerts. We offer our school community the opportunity to participate in a Family Literacy Night, Science Fair, Dance Festival and weekly parent workshops on the instructional programs or arts and crafts. Our parents are also involved in a parent /child buddy reading program for our lower grade at risk students called "Everybody WINS" which is sponsored by Mr. Gural, our Principal for a Day.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 45Q. Clarence E. Withspoon				
District:	27	DBN #:	27Q045	School BEDS Code #:	342700010045

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K	0	0	10				9e.0	92.5	92.5
Kindergarten	58	57	54						
Grade 1	57	80	63	Student Mobility:					
Grade 2	57	57	72	(% of Enrollment as of June 30)			2006	2007	2008
Grade 3	64	64	51				86.8	86.2	85.7
Grade 4	73	58	55						
Grade 5	69	82	44	Eligible for Free Lunch:					
Grade 6	65	60	65	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7							83.3	73.5	66.7
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)			2006	2007	2008
Grade 11							38	23	8
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total	447	459	417				5	4	0
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	17	21	12						
No. in Collaborative Team Teaching (CTT) Classes	31	24	26	Principal Suspensions			3	4	1
Number all others	26	19	19	Superintendent Suspensions			1	7	2
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	11	8	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	17	12	12	Number of Staff:			
# ELLs with IEPs	11	8	1	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	42	36	40
				Number of Administrators and Other Professionals	10	8	9
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	TBD	2
	1	0	1				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	97.2	100.0
American Indian or Alaska Native	0.9	0.4	0.5	Percent more than two years teaching in this school	71.4	77.8	80.8
Black or African American	79.9	80.8	82.7	Percent more than five years teaching anywhere	54.8	61.1	57.5
Hispanic or Latino	14.8	12.8	10.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	3.9	4.6	Percent Masters Degree or higher	81.0	86.0	85.0
White	2.0	2.0	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.6	100.0	100.0
Multi-racial							
Male	53.7	53.8	51.8				
Female	47/3	47/2	49/2				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:	IGS		ELA:	
	Math:	IGS		Math:	
	Science:	IGS		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	√	√				
Limited English Proficient						
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	3			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	73.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.6	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	17.6	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	44.2	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	√

Note: Progress Report grades are not yet available for District 75 schools.

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?
-

A review our NYS report reveals that we continue to be a school in **good standing**. A review of the documents listed below reveal the following:

Quality Review –

- We are a proficient school
- The school provides an attractive environment for learning
- Students with learning difficulties are very well supported and make good progress
- Students learn from a core curriculum and interventions carefully aligned to their needs.
- The school needs to deepen the use of data to identify students needs more sharply
- The school needs to focus more on high achievers as well as at risk students

ACUITY –

- *The majority of the students are moving towards reaching grade standards in Math*
- *Special needs students continue to need support in all areas*

PROGRESS REPORT –

- Our school moved up from a "B" to an "A" in our similar schools group
- We are closing the achievement gap for our special needs students

NYStarts

- Our students had a gain of 11.% growth on the ELA
- Our special ed. students had a growth of 13.4% on the ELA
- Our ELL students had a 36.1 % growth on the ELA
- A total of 85.5 % of our student are on or above grade level in Math with a growth of 13.9% in 2008

After evaluating the data, we have concluded that our students are making significant progress in the area of math. Additionally, our ELA scores continue to move forward, however at a slower pace as compared to Math. We are supporting our ELL population as indicated by their growth on the ELA. One of the areas of concern is the achievement gap between the boys and girls. The data reveals that the boys are lagging behind the girls in academic performance.

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 NCLB/SED improvement (SURRE, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

SMART GOALS

Based on the findings of the needs assessment, the following goals will be addressed:

1. All students in P.S.45Q will meet and or excel their respective performance standards through a seamless and unified core curriculum as measured by the NYS standardized assessments in ELA, Math, SS and Science.
2. Targeted staff will be offered professional development opportunities in the use of data to inform instruction, resulting in increased student performance as measured by ACUITY, ITA's, NYS Assessments and the NYC Progress Report.
3. Students will be offered ARTS residencies to support academic performance, problem solving and creativity. Increased performance will be measured by student performance on State assessments, ACUITY, NYC Progress Report and teacher observations.
4. To offer all students additional support with an emphasis on low achieving students, high achieving students and closing the gender gap. This will be measured by the Inquiry teams students, ACUITYdata, READ 180 SRI data, Reading 3D data.
5. Increase parental involvement as measured by PTC , weekly workshop attendance, PTA attendance.

	<ul style="list-style-type: none"> • Problem of the Day • Use of the workshop model-whole group, small group, whole group • Use of interactive math word walls • Use of Math Journals • Embedded Assessment • Implementation of the Every Day Counts program • Increase use of literature in math • Use of elements for teaching daily math • Professional Development will be provided in the following areas: • Parent Involvement workshops will be provided on Standards, Everyday Math, testing, grade specific curriculum, and Cyberchase • The family/home connections will be fostered through The Student Reference Book, Games, and the Home Connection Handbook. We will address the needs of our student population in the area of Mathematics using the following <p>September, 2008 – June, 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I/PCEN, NYSTL, Tax Levy, Reimbursable Standards, Classroom Teachers, Administrators, Contract For Excellence</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"> • Student scores on Citywide tests and teacher made tests to achieve the noted NYS Performance Index of 124 for year 2008-2009 for Grade 4 students and for students in other grades • Demonstrate a minimal increase of 15 scale score points above 2008 scores • Results of State and Citywide standardized tests (CTB-M, State Math), Citywide tests, teacher-made exams, unit tests, Acuity <p>Administration, Math Coach, Knowledge Network LSO, Classroom Teachers, and LSO Personnel</p>

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in P.S. 45 will meet and/or exceed their respective Performance Standards through a seamless and unified curriculum for ELA</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in grades K-6, including ELL and special needs population - By June 2009, P.S. 45 will achieve the noted NYS Annual Measurable Objective (AMO) for year 2007-08 for Grade 4, and for students in other grades, demonstrate a minimal increase of 15 scale score points per year; and that students will score at or above Performance Level 2 on Standardized Integrated Language Arts Assessments. For those students not attaining the standard benchmark, an Academic Intervention Plan will be developed and implemented. By June, 2009 students in Grades K-3 will increase their performance of the DIBELS Reading 3D assessment.</p> <p>We will address the needs of our student population in the area of language arts by implementing the Balanced Literacy Program and Treasures in Grades K-3</p> <ul style="list-style-type: none"> • 90 minute literacy block for K-3 <ul style="list-style-type: none"> - Use of classroom libraries - Balanced Literacy Model - Foundations (AIS) - Treasures (K-3) • 90 minute literacy block for grades 4-6 <ul style="list-style-type: none"> -Use of classroom libraries - Balanced Literacy Model • Balanced Literacy Model <ul style="list-style-type: none"> - Independent Reading - Independent Writing - Shared Reading - Interactive Writing - Read Aloud - Word Study - Guided Reading - Full implementation of Core Knowledge for K-2

	<ul style="list-style-type: none"> • Library <ul style="list-style-type: none"> - Classroom leveled libraries with target interest for boys - Update school library collection - Gender specific collections. Benchmarks for guided/ independent reading • PM Test Prep School • Professional Development <ul style="list-style-type: none"> - Components of Balanced Literacy - Foundations - Trophies - English Language Arts Standards - Writing Process - Four Square Writing - Use of data driven calendar - Skills pacing based on curriculum guides - Curriculum Mapping • Parent Involvement – Workshops will be provided in: <ul style="list-style-type: none"> - the New York City curriculum, standards, testing, rubrics and areas used to support student literacy • Intensive professional development including: school based professional development team, which includes the administration, reading coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. • Ongoing professional development for all teachers, coaches, and school administration <p>September, 2008 through June, 2009 K-3 120 minute literacy block 4 –6 90 minute literacy block</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, School Wide Programs, Title I</p>

Indicators of Interim Progress and/or Accomplishment

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

- Reading 3D
- Standardized tests
- Student work samples
- Bulletin boards
- Conference Notes
- Acuity
- Teacher Observations

Administration, Reading Coach, classroom teachers

Subject/Area (where relevant): SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in P.S. 45 will meet and/or exceed their respective Performance Standards through a seamless and unified curriculum for Science</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Grades K-6, including ELL and special needs population - Students will score at or above Performance Level 2 on the NYS Standardized Science assessment by June, 2009. For those students not attaining the standard benchmark, an academic intervention plan will be developed and implemented. Students in grades K-6 will participate in hands-on activities to support the scientific method of exploration.</p> <p>We will use the following strategies and activities to implement a standards based and project based science program:</p> <ul style="list-style-type: none"> • Use of Core Knowledge in grades K-3 • Use of Macmillan McGraw Hill text in grade 6 • Use of Harcourt Brace text, grade 5 • Schoolwide Science Fair • Hands-on inquiry based approach to implement instruction • Continue to use graphic organizers to encourage writing in the content areas • Use of classroom science library and technology for report writing <p>September, 2008 through June, 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, PCEN, SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher made exams, science projects, teacher observation, NESPET Grade 4</p> <p>Administration, Classroom Teachers, Science Clusters, and LSO Personnel</p>

SOCIAL STUDIES

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in P.S. 45 will meet and/or exceed their respective Performance Standards through a seamless and unified curriculum for Social Studies</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Grades K-6, including ELL and special needs students - Students will score at or above Performance Level 2 on the NYS standardized Social Studies assessment by June, 2009. For those students not attaining the standard benchmark, an academic intervention plan will be developed and implemented. Students in grades K-6 will develop Social Studies concepts through the alignment of weekly skills and Social Studies content.</p> <p>The following activities and/or strategies will be implemented to ensure that our students meet the standards in the area of social studies:</p> <ul style="list-style-type: none"> • Use of Core Knowledge in grades K-3 • Focus will be on reading for information, outlining, using the text to answer specific questions. • The use of McMillan/McGraw Hill text for grades 1-3 • The use of Harcourt Brace text for grades 4 - 6 • Grades 4 & 5 will practice document based questions using material from Curriculum Associates • Integration of technology as a resource for individual and group projects • Continued use of graphic organizers and 4 Square Writing to encourage writing in the content areas • Use of the classroom library for writing research reports
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title III, Part 154</p>

Indicators of Interim Progress and/or Accomplishment

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

Student work, research projects, increased use of writing in the content area, teacher observations, teacher-made tests, 5th Grade NYS Social Studies assessment

Administration, classroom teachers, cluster teachers, LSO personnel

TECHNOLOGY

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>P.S. 45 will continue to expand the use of technology throughout all curriculum areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers, all students in Grades K-6 including ELL and special needs - By June, 2008, P.S. 45 will have increased the capacity of technological hardware and the use of tool software to support standards based instructional activities, as measured by computerized generated reports across the content areas.</p> <p>The following activities and/or strategies will be implement to ensure that our students meet the standards in the area of technology:</p> <ul style="list-style-type: none"> • Internet use will be incorporated in all classrooms • All students will learn word processing • Students in grades 3-6 will learn to use a data base. • Spreadsheets will be introduced in 5th grade. Students will interpret spreads and learn to create them. • Increase use of the technology lab <p>September, 2008 through June, 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, SWP, Standards, SIG</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"> • Students will be proficient in all aspects of computer usage as evidenced by individual and class projects. • Internet research • Read ISO SRI • Assess appropriate web sites to reference class assignments

- | | |
|--|---|
| | <ul style="list-style-type: none">• District Technology Liaison• Administration Classroom Teachers |
|--|---|

Subject/Area (where relevant): ART

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in P.S. 45/ will meet and/or exceed their respective Performance Standards through a seamless and unified curriculum in the Arts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>K-6, including special education and ELL students - The following activities and/or strategies will be implement to ensure that our students meet the standards in the area of the arts:</p> <ul style="list-style-type: none"> • Our Art Residency will assist classroom teachers in using the arts to enhance literacy skills through interdisciplinary lessons. • The curriculum will be enhanced with programs designed to facilitate the understanding of math, social studies, etc. and produce performance, writing and art pieces by students that show and integrate art into the content areas. • Present Winter and Spring concerts. <p>September, 2008 through June, 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Standards, SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Art work by students on display</p> <p>Project Arts Consultants Administration</p>

Subject/Area (where relevant):

PARENT INVOLVEMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>P.S. 45 and its entire parent population shall be engaged in creating and supporting strategies for improved student achievement</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>Parents of all students of grades K-6, including ELL & special needs students</p> <ul style="list-style-type: none">• By April 2009, P.S. 45 will have been provided training/development in creating their CEP's.• By June 2009, P.S. 45 will demonstrate an increase in parental involvement.• By June 2009, the School Leadership Team of P.S. 45 will have developed, modified and evaluated their CEP.• By June 2009, the School Leadership Team of P.S. 45 will participate in PDB (Performance Driven Budgeting). <ul style="list-style-type: none">• The Parent Coordinator will coordinate all parent involvement activities.• The parents and the school will create a monthly calendar of all school events in both English and Spanish.• Letters of all school concerns or activities will be sent home with each student on colored paper, in a timely fashion, in both English and Spanish.• Training for parents in the Learning Leaders program will be offered.• Monthly bilingual meetings will take place.• Our professional development team will provide workshops for parents on standards, testing, and school curriculum.• EPIC and other outside agencies will provide workshops for parents/guardians during the day and evening, pending funding.• The Parents'-Teachers' Association will continue to conduct monthly meetings to provide the community with upcoming events and concerns.• Workshops to address the needs of our Spanish speaking parents will be provided.• The Parents'-Teachers' Association will invite special speakers, conduct arts and crafts sessions, and a read aloud with parents and students.• We will work with the shelters to inform their parents of all school activities and arrange periodic meetings with the representatives of the shelter so that parents can understand

	<p>their obligations towards their child's education.</p> <p>September, 2008 through June 2009</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, School Wide Projects, Title I, Title III</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"> • Attendance at Parent Workshops • Increase in the number of parent volunteers • Increased student achievement <p>Parent Coordinator, Administration, PTA President, Coach,</p>

PROFESSIONAL DEVELOPMENT

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2009, the staff of P.S. 45, including supervisors, teachers and other school staff, will be provided with training and staff development strategies to meet the needs of their schools</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All Classroom Teachers</p> <p>P.S. 45 will engage in meaningful and productive professional development practices and programs designed to enhance the instructional/educative process and to ensure professional and academic success, as measured by State, City and Regional assessments for student achievement at or above level 2.</p> <p>The Team will meet weekly to discuss the assessed needs and effectiveness of professional development being provided. The team will consist of the Principal, Assistant Principals, and Literacy Coach.</p> <ul style="list-style-type: none"> ▪ Professional development will be provided in the following areas: <ul style="list-style-type: none"> - Core Knowledge training - Everyday Math and Impact Math - The use of data to drive instruction - Balanced literacy - Scantron - Acuity - Reading 3D ▪ Professional development needs to be differentiated to address staff needs. A survey will be conducted to determine their needs. ▪ Our professional development will be supported by a Literacy Coach and a Knowledge Network LSO. This support staff will comprise our Professional Development Team. They will meet weekly with the administration to determine and assess professional development needs and the effectiveness of professional development activities. <p>September, 2008 through June, 2009</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>September, 2008 through June, 2009</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"> ▪ Increased Performance on State and City Assessments, observations and student work. ▪ Reading 3D ▪ Scantron ▪ Acuity

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>P.S. 45 will provide a comprehensive network of student support services to encourage and promote academic success and ensure that social/emotional needs of students are addressed.</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"> ▪ Special Needs Students ▪ All Staff ▪ Parents <ul style="list-style-type: none"> • By June 2009, PPT’s (Pupil Personnel Teams), SBST’s (School Based Support Teams), guidance counselors and related service agency providers in P.S. 45 will identify, address and implement strategies to promote student achievement and ensure that social/emotional needs of students are addressed. • By specified dates P.S. 45 will monitor student performance to determine the need and nature of Academic Intervention Services in relation to specified criteria, i.e., A-501, attendance, 407’s, 504’s and other compliance matters. <ul style="list-style-type: none"> ▪ Designee from the School Based Support Team will conference with teachers regarding the results of PPT meetings. ▪ Guidance Counselor and members of the School Based Support Team will provide staff development. ▪ With Knowledge Network LSO support, personnel will receive professional development on interpreting the components of IEP’s and alignment to instructional programs. ▪ Workshops for parents to discuss services and IEP’s <p>September, 2008 through June, 2009</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy</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"> ▪ Decrease in Referrals to SBST ▪ Decrease in incidents ▪ Increase in student achievement <p>Guidance Counselor, Administration, SBST Team, PPT Team</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A	3		3	
3	30		N/A	N/A				
4	15	8						
5	21							
6	18	10				1		
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS is provided through the READ 180 lab, IEP teacher, classroom teacher, SETSS teacher. During the regular school day, targeted students are provided small group instruction based on identified skills deficits. The SETSS teacher provides Wilson interventions. Additional support is offered during the Extended Day program in small groups. An after school tutorial program is offered on Tuesday, Wednesday and Thursday.
Mathematics:	Selected students are offered small group instruction in the classroom by the classroom teacher. An afterschool tutorial program is offered on Tues. Wed. and Thurs. in addition to the Extended Day program
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor provides small group counseling for selected at risk students during the regular school day.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	The Social Worker meet during the school day in one on one or small groups to support students with social needs.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) –

K-8 Language Allocation Policy

School Year 2008-2009

The composition of the P.S. 45Q. Region 5 Language Allocation Policy Team is as follows:

Mrs. Evelyn Terrell, Principal
Mrs. Mary Murphy, Assistant Principal
Mrs. Vivian Eweka, Assistant Principal
Mrs. Cathy Gomillion, Parent Coordinator
Mrs. Donna Kennedy, Literacy Coordinator
Ms. Linda Keller, ESL Teacher
Mr. Stephen Goepfert, Guidance counselor
Mrs. Arlene Daron, Speech Teacher

The team services a school which is populated with 408 students. In this student group there are 12 English Language Learners. That number constitutes 3% of the entire student population. Currently we have one certified ELL teacher.

At the present time we have 12 ELLs. Our free standing ESL consists of the following number of students on each grade level. :

Grade K - 0	Grade 3 - 3
Grade 1 - 3	Grade 4 - 4
Grade 2 - 1	Grade 5 - 1
	Grade 6- 0

Students who are in the free-standing ELL program receive the federally mandated service times.

They are as follows:

Beginners:-360 minutes per week

Intermediate- 360 minutes per week

Advanced: 180 minutes per week

At P.S. 45, we have a freestanding ESL program for our ELL students. This program is designed to teach English to students whose native language is not English. Skills of listening, speaking, reading, and writing are developed through the use of second language methodology. There are seven classes per day in ESL methodology. Language used for instruction is English, the number of students served in ESL is fifteen.

The ESL Program covers grades K-6 in three groups. The level range is from beginning to advanced. Instructional strategies are geared to prepare English Language Learners to acquire the English language and to obtain English proficiency in all content area subjects. ELL students are required to meet the same challenging state academic content and student achievement standards as all children are expected to meet. Through the use of NYSESLAT, results of the proficiency level of each ELL learner is established.

Prior to September parents are notified by mail in their native language informing them of the information they will need for the school year. It is a welcome that indicates student supplies, overview of school programs and community services available for ELL learners, mostly presented in the native language. An open house orientation in October will be separate from the school's and translation services are explained and offered.

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

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: 15
(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:

ESL Program Description

I. Instructional Strategies

Students are placed in general education classes. Their instruction is in English only. Classroom teachers are trained in how to differentiate the instruction for these students.

Through the Literacy Block, the comprehensive balanced literacy components are developed and the information is explained in each piece using the leveled libraries. The school's weekly focus on reading skills is recycled three times each per school year. The school's writing
DRAFT – MAY 12, 2008

genre changes each month so that students become familiar with and become competent users of the strategies in English. In addition, students in grades K-3 use the Treasures reading program in their literacy block.

The weekly reading skills, which are spiraled three times a year, are taught in the context of purposeful communication through questioning strategies and explaining relationships.

Genre study is taught monthly to help students understand the literacy concepts that apply to the comprehending of various texts. Through grouping during balanced literacy students are exposed to written/oral text and connections are made using students' prior knowledge. All areas of curriculum are explicitly taught and modeled while appropriate uses and functions of language are applied. During the writing workshop, strategies are taught and modeled to help students understand how to communicate in written English (organizers, demonstrations).

Through math a combination of skills are reinforced to teach basic concepts through Everyday Mathematics. By consistently using hands-on, demonstrations, language support and logs students get a better understanding of the concepts needed to perform each task.

All curriculum areas are taught using multi-level strategies and the focus is on building academic language development. The connection of instruction is linked to the needs of students and the resources are relevant to students' proficiency levels. All content and language is being integrated throughout the school day. Students have many opportunities to interact with teachers, classmates (both ELL and English), through conversation, cooperative grouping, writing conferences, and peer support.

ELL Instructional Program

At P.S. 45, we have a freestanding ESL program for our ELL students. This program is designed to teach English to students whose native language is not English. Skills of listening, speaking, reading, and writing are developed through the use of second language methodology. There are seven classes per day in ESL methodology. Language used for instruction is English, the number of students served in ESL is fifteen.

The ESL Program covers grades K-6 in three groups. The level range is from beginning to advanced. Instructional strategies are geared to prepare English Language Learners to acquire the English language and to obtain English proficiency in all content area subjects. ELL students are required to meet the same challenging state academic content and student achievement standards as all children are expected to meet. Through the use of NYSESLAT, results of the proficiency level of each ELL learner is established.

Prior to September parents are notified by mail in their native language informing them of the information they will need for the school year. It is a welcome that indicates student supplies, overview of school programs and community services available for ELL learners, mostly presented in the native language. An open house orientation in October will be separate from the school's and translation services are explained and offered.

II. Parent/Community:

Weekly parent workshops will be conducted and a Spanish speaking Family Assistant is on staff to translate information, both spoken and written.

In addition to the weekly workshop, the ELL teacher provides an orientation for parents of ELLs. At this meeting, she explains her program and the materials she incorporates in her daily instruction.

Parent Coordinator works with Family Assistant in providing translation services for parents. For major school meetings, she completes official DOE requests for translation services.

Also, the school presents all home contacts in many languages.

III. Project Jump Start:

Upon registration, the Parent Coordinator and Family Assistant meet with parent to orient them in the school expectations. Translation services are provided to insure that all written communication to parents is transcribed into home languages.

IV. Staff Development:

Our ELL teacher is encouraged to attend professional developments through the Department of Education. In addition, there are monthly district level meetings for ELL teachers. In turn, this teacher provides professional development for the staff in the form of workshops. She models best practices to assist teachers in providing ELLs with differentiated instruction to help them achieve English proficiency.

V. Support Services:

ELL students are encouraged to participate in PM Test Prep. This gives them the opportunity to practice test-taking strategies. The ELL teacher also provides additional at risk push-in services for students. In addition, ELL students who are experiencing difficulties receive AIS services from school level providers.

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). All ESL students are invited to participate in Saturday Academies for additional support in test taking. The school has a Balanced Literacy Program for grades 4-6 and Treasures for grades K-3. ELL students participate in class and with the ELL teacher on developing skills to promote language development. The Everyday Math program teaches the content and processes for all students. ELL students participate in all mathematics lessons with the regular classroom teacher and ELL teacher.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. We invite all student to participate in our annual Spring and Winter Concerts. In addition we host a Family Literacy/Math night for parents and students.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. See program overview/ description.
- 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.
See program overview / description
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
See program overview/ description
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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

School Building: P.S.45Q District 27

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	1	0	0	0	0	1

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

STUDENT SCHEDULE 2008-09 (ESL)

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

School District: _____ 27 _____

School Building: 45Q _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Subject (Specify) LITERACY	Subject (Specify) LITERACY	Subject (Specify) LITERACY	Subject (Specify) LITERACY	Subject (Specify) LITERACY
2	From: 9:15 To: 10:00	Subject (Specify) ESL	Subject (Specify) LITERACY	Subject (Specify) LITERACY	Subject (Specify) LITERACY	Subject (Specify) LITERACY
3	From: 10:00 To: 10:45	Subject (Specify) ESL	Subject (Specify) GYM	Subject (Specify) ESL	Subject (Specify) ART	Subject (Specify) ESL
4	From: 10:45 To: 11:35	Subject (Specify) LYNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 11:35 To: 12:30	Subject (Specify) WRITING	Subject (Specify) MATH	Subject (Specify) ESL	Subject (Specify) MATH	Subject (Specify) WRITING
6	From: 12:30 To: 1:20	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH
7	From: 1:20 To: 2:05	Subject (Specify) MATH	Subject (Specify) ESL	Subject (Specify) MATH	Subject (Specify) ESL	Subject (Specify) MATH
8	From: 2:05 To: 2:50	Subject (Specify) SOCIAL STUDIES	Subject (Specify) ESL	Subject (Specify) SOCIAL STUDIES	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

STUDENT SCHEDULE 2008-09 (Bilingual) NA

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

School District: _____

School Building: _____

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

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

Form TIII – A (1)(a)

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

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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.

Form TIII – A (1)(b)

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

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.

A review of the home language survey is used to determine the school's need for written and oral interpretation.

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

The data indicated that the school has a need for oral and written translation in Spanish. Correspondence is located in the main lobby to advise parents of our translation services. In addition, a letter is sent home advising parents to come in for assistance in homework or other issues requiring translation.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Based on funding, in house staff will be available to provide translation services for parents during the regular school hours and after school. School staff will be available during PTC's and special school events. A letter will be sent home in Spanish to advise parents of this service.

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

Oral interpretation services will be provided during the regular school day and pending funding during after school hours. These services will be provided by in house staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

The school will post a notice of translation services in the main lobby. In addition to this a letter will be sent home to all students advising parents that translation services are available. 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>.

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 \$266, 590.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2,676.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$13,329.00
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.**

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A review of the NYS ELA, Math SS and Science assessments will be conducted by the SLT to determine the academic needs of the school. In addition, a review of the NYC Progress Report , Acuity and teacher observations will be conducted.

2. Schoolwide reform strategies that: **See pages 11 - 27**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.

100% of teachers are highly qualified.

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.

Professional development will be provided by the LSO, Knowledge Network, as well as outside consultants.

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

We are currently staffed by a highly qualified staff.

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

- **Weekly curriculum workshops**
- **Family Literacy/Math Night**
- **Student / Parent Buddy Reading Program**
- **Winter Concert**
- **Spring Concert**
- **Science Fair**
- **Back – to – School Curriculum Night**

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.

- **Arrange for school visits**
- **Half day transition program**
- **Parent Orientation**

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.

The school will provide ongoing professional development on the use of data to inform instruction through the Literacy Coach and the use of the following assessments:

- **Scantron**
- **Acuity**
- **Reading 3D**

- **Treasures**

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.

Students will be grouped within their classes according to their ability levels so as to support their specific needs. The Read 180 AIS teacher will work with low performing students. Targeted students will be selected for the after school ELA and Math tutorials programs. Academic performance will be measured on the READ 180 SRI assessment, ACUITY, classroom tests and teacher conference notes.

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.

P.S. will participate in the Violence Prevention provided through District 27

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS - NA

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

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

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

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

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The school will form a curriculum as part of the SLT to review the findings.

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

Applicable Not Applicable

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

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

1B. Mathematics

Background

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

connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

The school will form a cummiculum as part of the SLT to review the findings.

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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.
The school will convene a curriculum committee to review this finding.

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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.

This school does not experience a high level of teacher turn over.

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

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?

The evidence to support that the finding is dispelled for this school is based on a low 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.

The ESL teacher has participated in monthly professional development provided by the District.

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

Applicable Not Applicable

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

ESL teacher has been offered professional development by the district / LSO on a monthly basis

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. The ESL teacher receives the results of all students in the ESL program

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

Applicable Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

All teachers with IEP's receive a copy of the IEP to review and align instruction. Professional development for CTT teachers has been provided to both the general ed and special ed. teachers. The IEP teacher is available to review IEP with all teachers.

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?

An on site IEP teacher is available to provide support to all teachers. Professional development is available through Knowledge Network .

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.

The IEP teacher reviews the IEP and support the finding that behavioral plans are not in place for students with behavioral issues.

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?

A lack of behavioral plans.

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

The school will have to provide additional time for teachers to write behavioral plans. As a result, additional funds would be required.

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jun 30, 2008**

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

School DBN	27Q045
School Name	Clarence E. Witherspoon
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 56,512
Principal Name	Evelyn Terrell
Principal Email	eterrel@schools.nyc.gov
Principal Phone	718

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	\$ 5,868
Summer School Programs	
Dedicated Instructional Time	\$ 40,515
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.

At risk students in grades 1 and 2 will receive additional targeted support.

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

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

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

- New implementation
- Program Expansion

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

The program will be expanded to support students not on the testing grades, in grades 1 and 2

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.

Funds will be used to support at risk students in grades 3-6 in an after school program.

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

- English Language Learners
- Students with Disabilities

- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

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

- New implementation
- Program Expansion

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

The program will be expanded from 2 days to 3 days.

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

- Yes
- No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 10,128**

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

The literacy coach will facilitate the implementation of the Core Knowledge program for students in grades K-3

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

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

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

- New implementation
- Program Expansion

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

The current Core Knowledge Programs was designed for students in grades K-2. It will be expanded to students in grade 3 during the 08/09

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

- Yes
- No

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

- Yes
- No

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