



PS 46 THE ALLEY POND SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q046

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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: PS 46 **SCHOOL NAME:** The Alley Pond School

DISTRICT: 26 **SSO NAME/NETWORK #:** ICI #20

SCHOOL ADDRESS: 64-45 218 Street Bayside NY, 11364

SCHOOL TELEPHONE: (718)423-8395 **FAX:** (718)423-8472

SCHOOL CONTACT PERSON: Marsha Goldberg **EMAIL ADDRESS:** MGoldbe2@scho
ols.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME MARSHA GOLDBERG

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Marsha Goldberg

PRINCIPAL

Marsha Goldberg

Amy Gruttadaro

UFT CHAPTER LEADER

**PARENTS' ASSOCIATION
PRESIDENT**

Donna Benkert

Eva Tahliambouris

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Anita Saunders

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
Marsha Goldberg	*Principal or Designee	
Jamie Sussman	*UFT Chapter Chairperson or Designee	
Eva Tahliambouris	*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	
Rosemary Nucatola	Teacher	
Jessica McComb	Teacher	
Ellen Schneider	Health Coordinator / Special Education Teacher	
Heather LaPorte	Teacher	
Gary Domiano	Parent	
Anat Gluzman	Parent	
Barbara Downey	Parent	
Alexandra Lopez	Parent	
Scott Kimmel	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 P.S. 46Q community is a place where all members - students, staff, and parents - are "joined together" sharing the common goal of insuring that our children's academic, social, and emotional needs are met. At the Alley Pond School, we provide a quality, standards driven environment that is conducive to hands-on inquiry based learning where students are encouraged to query, apply, and extend their understanding of the world through problem-solving, high order thinking, and enhanced decision-making skills. We seek to provide a rigorous curriculum for **all** children through the differentiation of curriculum and instructional strategies in order to maximize success for all students.

PS 46Q is a multicultural, child centered school where a warm, nurturing climate is fostered. We are a barrier free school with the highest number of special education students in the district. We recently had an influx of English Language Learners. We have one collaborative team teaching class on every grade as well as six self contained classes.

Collaboration and collegiality are the key ingredients of our professional climate. Traditional clinical models of supervision, as well as innovative practices such as peer coaching, are firmly in place. The school has successfully implemented peer mentoring. The mentor teachers, as well as our literacy coach, turnkey information at staff development meetings, during conferences, and during common preparation periods. In addition, experienced teachers coach new teachers utilizing a variety of instructional techniques including classroom intervisitations, collaborative lesson planning, and modeling.

At P.S. 46, we continue to utilize a data driven approach to teaching in order to improve student performance and instruction. This includes, but is not limited to, portfolio assessments, teacher made assessments, TCRWP (Teachers College Reading Writing Project), Acuity, Study Island, and Performance Series. Individual student data is monitored and addressed through grade planning, whole class instruction, small group instruction, and individualized instruction in order to meet the needs of each of our students and to ensure their continued growth and academic success.

PS 46Q is a school that is dedicated to excellence, while focusing on the individual needs and interests of all of our students. We are committed to challenging our students to reach the highest of standards, as evidenced by our school's motto *Joined Together in Excellence*. It is this belief in a cooperative, collaborative spirit that is the focus of our school-wide theme. Each month those students who demonstrate care and concern for others become "Star Students" and receive 'star pins.' We also recognize those students who achieve 100% attendance on a monthly basis. Ultimately, our goal is to prepare our students to become informed, thoughtful, and productive citizens.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Alley Pond School				
District:	26	DBN #:	26Q046	School BEDS Code #:	34260010046

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	x K	x 1	x 2	x 3	x 4	x 5	<input 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	0		96.7%	96.7%	96.4%		
Kindergarten	57	51	75						
Grade 1	61	60	59						
Grade 2	60	64	77	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	68	62	68		94.5	93.8	94.5		
Grade 4	69	76	68						
Grade 5	96	73	83	Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					24.7%	26.7%	27.7%		
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11					0	2	0		
Grade 12									
Ungraded Elementary	11	17	22	Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total	422	403	452		1	4	8		
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	48	49	63						
No. in Collaborative Team Teaching (CTT) Classes	56	59	51		Principal Suspensions	0	0	0	
Number all others	32	24	39	Superintendent Suspensions	0	0	0		
<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	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	34	36	36	Number of Staff:			
# ELLs with IEPs	2	9	13	(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	37	41	45
				Number of Administrators and Other Professionals	5	24	26
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	32	32	33
	24	5	55				
				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	97.3%	100%	100%
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	75.7%	82.9%	88%
Black or African American	8.3%	7%	5.98%	Percent more than five years teaching anywhere	51.4%	48.8%	69%
Hispanic or Latino	11.4%	14.4%	12.63%				
Asian or Native Hawaiian/Other Pacific Isl.	57.4%	58.3%	62.3%	Percent Masters Degree or higher	92%	93%	94%
White	23%	20.4%	19%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
Multi-racial	0	0	0				
Male	52.1%	54.8%	43%				
Female	47.9%	45.2%	56.98%				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	• x 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 x		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		x In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB 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"/> 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:	Well Developed
Overall Score	81.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Proficient

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?
-

PS 46Q is a community that encourages all of our students to do their best by providing a rigorous standards driven curriculum that is conducive to hands-on inquiry based learning. It is a place where students are encouraged to query, apply, and extend their understanding of the world through problem solving, high order thinking, and enhanced decision making skills. Each year, many of our students exceed both the New York State and City Standards. We individualize and differentiate instruction to meet each student's particular needs while supporting their strengths. The teachers and the administration of PS 46 place a high priority on personal development. We work closely with our parents to ensure that our children are given the best education in order to develop intellectually, socially and emotionally. We maintain small classroom sizes in order to give our students the most effective and individualized support possible.

P.S. 46 has the largest Special Education population in the district. This year, we have experienced a surge in our student population, which has caused a variety of challenges. These include increases in the number of students who require ESL services, increases in the number of students who are on the spectrum, and increases in the number of students who require academic intervention services. In keeping with our school's philosophy, we look to foster all of our students' abilities. In order to assist us in our goal of fostering the abilities of all of our students, we participate in interim assessments such as the TCRWP (Teachers College Reading, Writing Project) assessment, the Performance Series (Scantron) assessment for Math and Acuity for both ELA and Math. We use the data from our continuous assessments to drive our instruction and move our students. Due to our high and rigorous utilization of data, 83.5% of our students made at least one year's progress in Math and 65.6% of our students made at least one year's progress in ELA.

Notwithstanding the positive overall progress in ELA and Math, we continue to be concerned about our growing English Language Learners and Special Needs population, as well as the students in need of academic intervention services. We also look to insure the continued progress of the students who met and/or exceeded standards.

An analysis of the results of the 2008 NYS ELA assessments as compared to 2007 shows that there was an increase in the percent of students who achieved levels 3 and 4 (85.5% in 2008 versus 83.6% in 2007). Also, 65.6% of our students made at least one's year's progress. A closer review of our data reveals increases in the percent of students receiving 3s and 4s in all grades and all subgroups except for our 5th grade ELL and general education students. The 5th grade ELL students experienced a drop in their mean scale score (633.5 in 2008 versus 663.1 in 2007) and 4.46 percentage points decline in levels 3 and 4. However, it should be noted that there were only a total of 8 students tested in this subcategory. The 5th grade general education population experienced a rise in their mean scale score points (692.2 in 2008 versus 690.2 in 2007) however there was a decline in the percent of students achieving levels 3 and 4 (90.2% in 2008 versus 95.4% in 2007). This is an area of concern and we continue to examine the data. We have noticed that vocabulary knowledge plays a large role in our students' achievement.

One of our goals is to increase the percentage of students who make a year's progress by initiating a vocabulary study throughout the school and specifically with students who performed in our lowest third on the 2008 New York State ELA. We are implementing the *TCRWP (Teachers College Reading Writing Project)* across all classes in grades K-5 and we plan to strengthen our use of our interim assessments (*Acuity* and *TCRWP*) to drive our instruction in English Language Arts. In order to further aid us in attaining our goals, we are also implementing the use of an internet based program called *Study Island* for differentiation, remediation, and individualization of instruction. We continue to use *Headsprout*, *Wilson Reading* and *Foundations* to support and differentiate instruction.

An analysis of the results of the 2008 NYS Math assessments as compared to 2007 shows an increase in the percent of students achieving levels 3 and 4 (96.3% in 2008 versus 91.3% in 2007), with 83.5% of our students making at least one year's progress. A closer examination of the data reveals increases in all grades and subgroups receiving levels 3 and 4. It is interesting to note that while the 4th grade special education students experienced a drop in the mean scale score from the previous year (687.5 in 2008 versus 697.7 in 2007), there was an increase in the percent of levels 3 and 4 in this same subgroup (96.4% in 2008 versus 85.7% in 2007).

The 2007 – 08 Inquiry Team found that many of our students need to strengthen their basic number sense, computation and problem solving skills. This year, in order to assist us in meeting this challenge, we have introduced the online math program – *Exemplars* which will support and strengthen students' problem solving techniques. We will also be providing professional development to the staff on the teaching of number sense, computation and problem solving skills. In addition, since we believe that parents are important members of the educational team, we will continue to have parent workshops on ways that they can support their children at home. We are also utilizing targeted instruction specific to each child's individual needs. We are also implementing the use of an internet based program called *Study Island* for differentiation, remediation, and individualization of instruction.

We attribute the growth in the ELA and Math scores to the increased differentiation of instruction based on teacher observations, the analysis of the available data, the increase in academic intervention services, and the various enrichment programs offered to our students. This year, another aid at P.S. 46, is a new support service that we call H.U.G.S (Hope

Understanding Growth Success). This service is offered to students who can benefit from guidance in the acquisition of social skills. At PS 46Q, our primary goal is to provide all of our students – General Education, Special Education, English Proficient and English Language Learners with all the support and intervention necessary for their success and continued growth.

As per the 2007 -2008 Quality Review an area that was in need of improvement was the linking of periodic assessments/data to the refinement of our instructional strategies. Through the careful analysis of our Progress Report, New York Start data, the NYC Department of Education Accountability and Assessment data, and the latest New York State School Report Card, we have targeted the areas in need of improvement in ELA and Math and are working towards improving our practice. As such, we have continued to explore avenues to further refine our ability to use both our formal and informal assessments to guide our instruction. We have begun a school-wide portfolio system which clearly shows where each student's needs and strengths are in the areas of math, writing, and English Language Arts. This portfolio follows each child through grades Kindergarten through 5th grade. Teachers effectively use our portfolio system to differentiate and individualize instruction, and to insure that each child meets or exceeds the New York State and City Standards. We also utilize other resources to obtain data and to set measurable benchmarks and effectively plan towards meeting each student's individual goals. These include, but are not limited to, running records, *Words Their Way* Spelling assessments, math assessments, *Acuity*, *Study Island*, and the *Performance Series (Scantron)*.

This year, we have noticed small variations in our attendance and free lunch eligibility statistics. An analysis of our schools' attendance indicates a 0.3% drop from 96.7% to 96.4%. Upon further investigation, we realized that this drop in attendance was due to the number of medically fragile children in our building who require outside medical intervention. We have also seen a 1% increase in the number of students eligible for free lunch.

We have successfully implemented a Schoolwide Enrichment Program in which students are encouraged to nurture and enhance their natural abilities and via projects in a cooperative and rich learning environment in areas of their specific interests. All of our students take part in at least one to two enrichment clusters each year. In addition we have begun a separate pullout program focusing on developing high level thinking skills in the curriculum areas, entitled Project Beyond. Project Beyond was developed to provide challenges in an enriching environment through explorations of various topics culminating in individual student projects. All activities will lead to a higher order, skill based experience for our students. All Project Beyond students work together on a theme which includes projects, trips and hands on enrichment activities.

We are also proud of our increase in the usage of technology throughout our building. All of our staff has gained technological proficiency and the use of technology has been infused into each classroom and in many projects. We have received an electrical upgrade which has enabled us to make better use of online resources. We are looking to continue our growth in our usage of technology through the installation of Smart Boards in some classrooms and through professional development. Though the use of technology is being infused throughout the school, one barrier we face is the lack of funding that prohibits us from installing additional technological equipment in all of our classrooms. Ideally, we would like to

install Smart Boards and updated computers in every classroom in order to facilitate the use of technology in all curricula areas.

When you walk through the doors of PS 46Q, it is evident that this is a school that is warm and nurturing. Our successful and nurturing school environment is built on on-going and explicit communication between administration, parents, teachers and students. We are a collaborative community with a clear vision, high expectations and strong leadership. As an educational community, we foster lifelong learning. Teachers receive professional development geared toward their specific needs. At PS 46Q, The Alley Pond School, we value education and are constantly endeavoring to foster the children's belief in themselves and their abilities. Students constantly strive to achieve their individual potential. We provide differentiated instruction in all subject areas with the use of curriculum compacting and small group instruction. We meet all challenges that we face head on. At PS 46Q, we believe each student should be provided the individualized support and intervention necessary towards meeting and surpassing the New York State and City Standards.

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 (SURR, 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.

Our goals for the 2008-2009 school year are as follows:

ENGLISH LANGUAGE ARTS

We want to enhance the literacy instruction for all students and raise the level of comprehension through vocabulary and word study. Research clearly shows that vocabulary and word study have a profound effect on comprehension.

Goal: By the end of June 2009, 85% of all students in grades Kindergarten through 5 will increase their level of reading comprehension as measured by at least 80% accuracy on teacher created assessments on word building and vocabulary usage.

Goal: By the end of June 2009, 85% of the students in grades 3 through 5 will improve on their comprehension skills as measured by making at least 1 year's progress, moving along the continuum of Levels L – T, on the TCRWP Independent Reading Levels.

MATHEMATICS

We want to foster mathematical thinking for all students through the development of number sense and problem solving. "Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas." Developing the ability to solve problems is the foundation of mathematics. Students construct deeper understanding of mathematical ideas and processes by engaging in problem solving that require them to do logical thinking and use reasoning skills.

Goal: By the end of June 2009, 85% of our students will show an increase in their problem solving skills by moving at least one level in the strand of problem solving on the *Exemplars* Standard Math Rubric.

ENRICHMENT

We want to ensure that the potential of each of our students is recognized, nurtured and developed. We want to enhance the learning of all our students through enrichment activities that stimulates individual growth and helps students realize their full potential.

Goal: By the end of June 2009, the learning for all students in grades Kindergarten through 5 will be enhanced with enrichment activities as evidenced by their participation in at least 2 activities involving arts partnerships, enrichment clusters, in-depth research projects, student presentations and performances, and/or rigorous end of unit creative performance assessments.

TECHNOLOGY

We want to provide students with the opportunity to increase their knowledge and familiarity with technology, thus enabling them to become productive and efficient in the use of a variety of computer programs including, but not limited to, the internet, Microsoft word, Excel, and PowerPoint.

GOAL: By the end of June 2009, students in grades 3 through 5 will improve their technology skills as evidenced by a teacher checklist of skills taught in the areas of student participation in interactive activities using the Smart Board; student use of the Internet as a resource for research; student use of word processing, clip art software, and scanners in creating stories and reports; and student presentations utilizing Excel and PowerPoint.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, 85% of all students in grades Kindergarten through 5 will increase their level of reading comprehension as measured by at least 80% accuracy on teacher created assessments on word building and vocabulary usage.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • All Grades K- 5 teachers will be provided with the resource, <i>Words Their Way</i> at the beginning of the school year. • Teachers on every grade will be provided with common preparatory time as well as release time from teaching responsibilities to plan, develop and revise their literacy curriculum calendar to include daily word work. • Monthly Grade conferences, faculty meetings and planning sessions will address the assessments in <i>Words Their Way</i> - analyzing student’s growth in spelling and matching the developmental level of students to plan instruction. • Students will be assessed formally on their word study skills at least once a month to measure interim progress. • A lead teacher from K-2 and a lead teacher from Grades 3-5 will attend monthly coach meetings to enhance their skills in supporting the work of teachers in the school. • Teachers will participate in workshops and training sessions throughout the school year around new word study programs, and effective strategies for teaching vocabulary and word work. • The teaching of comprehension skills will include strategies for figuring out new words and using context clues. • The HUGS resource and methods teacher and the behavior therapist will provide support to teachers in working with special education students, as well as provide direct services to students in order to assist in the modification of the curriculum and/or its presentation. • An inquiry team will be developed and meet once a week to plan and participate in action research for special education, ELL, and general education students who are reading below grade level and having difficulty with word work and vocabulary building. • During extended day period 4 times per week, teachers will work with small groups of students building vocabulary and word study strategies. They will keep an on going log of strategies students are working on and monitoring their

	<p>progress.</p> <ul style="list-style-type: none"> • Grades 2, 3, 4, and 5 students will participate in the computer program, <i>Study Island</i> to build on their vocabulary. • Phonics and word work instruction, prevention and intervention, will be provided as needed by staff trained in <i>Foundations</i> and <i>Wilson Reading</i>. • The <i>Foundations</i> program will be purchased for classes to be utilized at the beginning of the school year to help build a strong word work foundation. • A cadre of teachers will be part of a grammar committee to study the teaching of grammar. • A school-wide vocabulary program will be fostered through the Book of the Month, in which we will introduce students to new vocabulary words, and develop reading strategies to incorporate and build vocabulary skills. • An F – Status teacher will be hired to provide literacy support for identified students three times a week. • Teachers will gather and analyze data to inform differentiated instruction in the development of skills and reading levels. The literacy coach will provide support and training. • Teachers will deepen student comprehension skills by engaging students in deep discussions around text. • During extended day period, teachers will work with small groups of students on comprehension strategies. They will keep an on-going log of strategies the students are working on and monitor their progress. • The Lead Instructional Mentor will work with new teachers and teachers who have changed assignments to provide as needed support and training all year long.
<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>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Monies will be budgeted for professional books and instructional resources • Per Diem days will be set aside for teachers to participate in professional development activities, i.e. off site workshops, interclass/school visitations, planning sessions, and in house work with network literacy specialist and lead teacher • Per Diem days will be provided for a lead teacher to attend monthly coach meetings with the network literacy specialist • Common preparatory time once a week will be scheduled for teachers on the grade to participate in planning sessions, revising curriculum maps and units of study, demonstration lessons, and sharing resources and ideas. • Per Session monies are scheduled for Inquiry team members to meet after school • The literacy coach (Contract for Excellence \$ 25,538.00), the LEAD teacher, and the administration will meet with grades K-5 teachers during grade conferences as well as on an individual basis to plan lessons and assure continuity and understanding across the grade. • Monies will be budgeted for an F – Status teacher to provide literacy support for identified students. (Contract for Excellence \$12,671.00)

Indicators of Interim Progress and/or Accomplishment

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

- The projected gains are for all students to increase their word building and vocabulary, which will result in projected gains in their reading levels, of making 1 years progress.
- Monthly monitoring of reading levels with TCRWP assessments
- Monthly teacher created assessments on word building and vocabulary usage will be used for periodic review and to monitor interim progress.
- Weekly visits to classrooms to observe hands-on opportunities for students to build words and manipulate word features; participation in inquiries around sounds, letters, spelling patterns, word structures; and explore Tier 2 and multiple meanings of words.
- On-going conferencing on student's ability to articulate how word study and vocabulary building strategies helps to raise level of reading comprehension
- Monthly review of teacher lesson plans for differentiating the teaching of word study and vocabulary development
- On going observation and assessment of student's ability to apply and transfer their word study skills across a wide range of fiction and non-fiction
- On-going assessment of student writing for richer content and using better word choice and vocabulary to communicate ideas and thinking.
- Use of the school wide portfolio system to show each student's needs and strengths through all grades (approximately \$1,000).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, 85% of the students in grades 3 through 5 will improve on their comprehension skills as measured by making at least 1 year’s progress, moving along the continuum of Levels L – T, on the TCRWP Independent Reading Levels.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Create an Inquiry Team in September who will participate in action research for the targeted students in the teaching and learning of vocabulary in order to raise the level of comprehension skills. The Inquiry Team will gather data and drill down on the specific needs of the target students • During months of October to March, provide team members with <i>Bringing Words To Life</i> to study the teaching of Tier II words • Identify a change in instructional practice that will accelerate learning for the target students • In April or May, based on what was learned, Inquiry Team members will work with school staff to implement and monitor system-level change to benefit all students • The Assistant Principal will attend monthly meetings with the network Data Specialist Groups led by EOI and SAF and bring back information regarding the process to the team • Data Specialist/Assistant Principal will attend training sessions pertinent to their Inquiry Team work, i.e. data and assessment, ARIS, Excel • One class on each grade from Kindergarten to 5th will pilot the <i>Elements in Reading - Vocabulary</i> word study program. • <i>Elements in Reading – Vocabulary</i> will be piloted in all self-contained special education classes grades 2 – 5, and with targeted grades 4 and 5 ELL, ICT, and general education students at the beginning of the school year. • Monies will be budgeted to purchase the professional text, <i>Bringing Words to Life</i>, for Inquiry Team members to study the teaching of Tier II words, as well as to purchase <i>Elements in Reading – Vocabulary</i>.

<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>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Monies will be budgeted for the purchase of a professional book for Inquiry Team members • Per Sessions monies will be scheduled for Inquiry Teams to meet after school hours • Per Session and Per Diem monies will be scheduled for Inquiry Team members to meet with classroom teachers of the targeted students.
<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"> • Projected gains are for students to improve on their reading levels by making 1 year's progress. • Monthly monitoring of students' reading levels with TCRWP reading assessment • On going monitoring of student learning on new strategies • Monthly feedback from teachers on student progress • Weekly observation of students working in classrooms • Use of the school wide portfolio system to show each student's needs and strengths through all grades (approximately \$1,000

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Mathematics

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, 85% of our students will show an increase in their problem solving skills by moving at least one level in the strand of problem solving on the <i>Exemplars</i> Standard Math Rubric.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Mathematics specialist from the Univ. of Conn. will provide full day training for all staff members on developing number sense (\$2400.00) during the November staff development day. Days will also be purchased for specialist to work with classroom teachers (\$929.00) throughout the school year. • Teachers will meet during common preps to plan ways to enhance the problem solving and number sense/operations opportunities for their students. • Grades 1 and 5 will participate in lesson study with network math specialist during the spring months of March, April and May. • Professional development around the <i>Exemplars</i> program, building student’s problem solving skills, and analyzing student work will be provided by the network math specialist periodically as needed. • Teachers will keep an on-going student assessment portfolios to track student progress and inform instruction. • Teachers will devise games and activities to insure a thorough knowledge of math concepts and vocabulary essential to successful problem solving. • Students will work collaboratively to discuss alternate solutions to problems, to pose questions to clarify and expand ideas, and to provide evidence for their thinking. Teachers will keep on-going anecdotal records to measure and monitor progress of students. • <i>Study Island</i> (\$2514.80 program; \$309.94 subs) will be purchased to assist teachers in grades 2 – 5 with assessing students and providing them with differentiated instruction in mathematics. Program will be implemented at the beginning of the school year and used throughout the school year. • A mathematics program, <i>Exemplars</i>, will provide students with opportunities to work independently on their problem solving skills in grades K – 5.

	<ul style="list-style-type: none"> • Selected grade 4 and 5 teachers will participate in a during the school year in order to <i>First in Math On-Line Program</i> increase achievement in mathematics through the use of on-line interactive games. • Whole class, small group, and individual instruction will be provided daily to meet the needs of all children based on all available data. (Math manipulatives \$400.00). Teachers will use the Mathematics curriculum end of unit assessments to measure interim progress. • The Lead Instructional Mentor will work with new teachers and teachers who have changed assignments to provide support and training on a yearly as needed basis.
<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>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Monies will be budgeted to obtain services for a math specialist affiliated with the Univ. of Conn. to provide training to staff (\$2400.00 specialist; \$929.00 sub coverage) • Per Session days will be scheduled to provide teachers with release time from their responsibilities to attend professional development activities, i.e. planning sessions, and lesson study, conferences and workshops • Network math specialist will facilitate lesson study with two grades and provide training around the <i>Exemplars</i> problem solving program • Math resources and instruction programs such as <i>Study Island</i> (\$2514.80) will be purchased for classroom (\$400)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Projected gains are for students to make movement in at least one level on a problem solving rubric. • On going assessment and monitoring of students ability to articulate and communication their reasoning for solving rich multi-step word problems involving numeration • Weekly observation of teachers facilitating mathematical conversations that engages student in developing number sense, discussing alternate solutions to problems, posing questions to clarify and expand ideas, and providing a rationale for their thinking. • Weekly observation of strategy charts and tracking of student thinking posted around classrooms • Weekly assessment of students' problem solving abilities using <i>Exemplars</i> rubric. • Weekly observation of students working in teams and/or small groups on problems and presenting their strategies and rationale to the whole group. • Weekly assessment of students' problem solving abilities using <i>Exemplars</i> rubric. • Weekly observation of students working in teams and/or small groups on problems and presenting their strategies and rationale to the whole group. • Teachers will gather data from Acuity, teacher-made tests, <i>Exemplar</i> problems, <i>Study Island</i> and <i>Scantron</i>. • Math AIS will be provided for identified students.

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| | <ul style="list-style-type: none">• Extended day period will address problem solving and number sense weaknesses for identified students.• The staff will begin to implement some of the strategies and methodologies that were presented to them by the math consultant in their lessons.• Teachers will devise games and activities to insure a thorough knowledge of math vocabulary essential to problem solving. Use of the school wide portfolio system to show each student's needs and strengths through all grades (approximately \$1,000). |
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): **Enrichment**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, the learning for all students in grade Kindergarten through 5 will be enhanced with enrichment activities as evidenced by their participation in at least 2 activities involving arts partnerships, enrichment clusters, in-depth research projects, student presentations and performances, and/or rigorous end of unit creative performance assessments.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • During the months of October to June, weekly common preparatory time, release time for planning will be provided to teachers to refine their curriculum maps and/or units of study to incorporate rich culminating activities and to ensure rigorous high learning goals. • All students will participate in an enrichment cluster program during the spring and fall semester that allows them to explore areas of personal interest and engage in challenging, real world learning where they acquire knowledge used within the discipline, develop new learning skills and pursue an authentic problem or service. • Identified students will participate in literacy, math, social studies, and science enrichment programs during the regular and extended day. • Identified students will participate in ballroom dancing and in an American Ballet enrichment program. • Grades 3, 4, and 5 will participate in trips that extend and enrich the curriculum. • A staff member(s) will be trained in October as trainers to support teachers in the Independent Investigative Method of Research methodology for use in their classrooms (\$619.88). • All K-5 students will participate in the visiting author program during the spring term. • Staff members will attend training on aspects of differentiated instruction and enrichment learning and teaching at Confratute at the University of Connecticut (\$5,600.00) one week in the month of July. • Grades 4 and 5 students will participate in the <i>Journeys to American Indian Territory</i> program to enrich their knowledge of the Native American Indian through hands-on activities. • Second grade students will participate in a story telling residency during the spring term.

	<p>Identified students will participate in a pull out program during the year that focuses on developing high level thinking skills in the curriculum areas. It will be a challenging and exciting curriculum, based on explorations of various topics culminating in projects. All activities will lead to a higher order, skill based experience for our students. (\$600.00)</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>	<ul style="list-style-type: none"> • Schedule time for teachers to plan and refine their curriculum maps and units of study • Monies set side to purchase resources for enrichment clusters, school performances, research projects (\$4,000.00) • Monies budgeted for outside Arts programs including the visiting author (\$1,200.00) • Per Session days to release teachers to attend IIM training sessions and other professional development activities (\$619.88) • Staff members will attend training on aspects of differentiated instruction and enrichment learning and teaching at Confratute at the University of Connecticut. (\$5,600.00)
<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"> • The projected gains and accomplishments are for students to have access to enrichment activities that develop their high level learning and critical thinking skills. Teachers' on-going anecdotes and checklists will serve to monitor the students' progress. • On-going observation of quality student work and research projects on bulletin boards and in classrooms that reflect creativity and high level thinking • There will be dramatic arts performances and school wide concerts throughout the school year. • At the end of the school year Project Beyond students will present research projects and share their learning. • At the end of each S.W.E.E.T. Serendipity enrichment cluster cycle there will be a celebration of student performances, projects and community service projects. (i.e. assisting the elderly, donating student made knitted items for hospitalized children, recycling) • Students will integrate technology into their research projects. • A S.W.E.E.T. Serendipity newsletter will be disseminated after each cycle in the fall and spring.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): **Technology**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2009, students in grades 3 through 5 will improve their technology skills as evidenced by a teacher checklist of skills taught in the areas of student participation in interactive activities using the Smart Board; student use of the Internet as a resource for research; student use of word processing, clip art software, and scanners in creating stories and reports; and student presentations utilizing Excel and PowerPoint.</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"> • All K-5 teachers and cluster teachers will participate in hands-on professional development with SMART Certified Master’s Trainers from <i>Tequipment</i> on designed D.O.E. staff development days, i.e. Brooklyn/Queens day, Election Day. • Teachers will learn how to use every aspect of the SMART Board interactive whiteboard, Notebook software and all SMART Technologies products. • Teachers will learn how to incorporate the Smart Board technology into their lesson plans. • Teachers will be provided with support throughout the year from the technology teacher and coach/lead teachers in learning how to enhance their core curriculum through technology, differentiate instruction, and ways to facilitate interactive student’s engagement for whole class, small group or individual instruction. • The technology facilitator will work one on one with teachers to guide them in preparing Smart Board Lessons using Notebook Software and executing the lesson in class.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • <i>Tequipment</i>, which is an approved NYS and NYC vendor. NYC vendor ID: TEQ058, Contract #: 1B66211 will provide training that is included in our 2007-08 Reso-A grant. (\$95,000) • The Technology Facilitator will hold a series of Smart Board mini-workshops during Tech Help periods. • Teachers will use resources such as training videos and lesson plans from www.education.smarttech.com as supplementary instructional content in conjunction with their interactive whiteboard

**Indicators of Interim Progress
and/or Accomplishment**

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

- Projected gains and accomplishments for students are to develop their skills in using technology as a tool for learning. A teacher created checklist will be used to monitor the progress of students.
- Daily visits to classrooms to observe teachers use of the SMART Board interactive whiteboard to present and reinforce learning routines and schedules, to incorporate interactive learning games, to investigate themes relevant to students' interests, passions and experiences, to review curriculum content, to practice skills in literacy & numeracy and/or to elicit unique and specialized information for instructional presentations or enrichment projects
- Periodic review of teacher plans as to the teacher's use of the SMART Board interactive whiteboard to facilitate individual or small-group learning activities.
- Daily observations of classroom and hallway bulletin boards for evidence of student's use of word processor to produce stories/poetry/reports, and the use of Internet to gather information.
- Attendance in classroom presentations to observe the use of Power Point or Excel to support their projects.
- Two mobile labs will be available for all teachers to use with students in order to facilitate lessons, utilize software such as Word Perfect, PowerPoint and Excel for presentations and projects throughout all curricula areas.

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	5	5	N/A	N/A	3	0	2	0
1	30	3	N/A	N/A	2	0	3	0
2	16	3	N/A	N/A	14	2	7	0
3	6	1	N/A	N/A	2	2	5	1
4	8	2	0	0	13	1	0	5
5	7	2	2	1	3	0	8	1
6								
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Children identified receiving AIS services through discreet AIS periods, at risk SETSS, push in and pull out services, and reading interventions. We have bridged phonics and literacy with Foundations (K-2), Head Sprout (1st grade), and Wilson Reading Systems (1-5).</p>
<p>Mathematics:</p>	<p>Children identified in need of intervention with mathematics skills, computation, and/or problem solving are supported with strategy material, and manipulatives. Children receive AIS services through discreet AIS periods, at-risk SETSS, push in and pull out services to concentrate on key math strands-mathematical reasoning, operations, measurement, patterns, computations, etc. through the use of multiple choice and extended responses.</p>
<p>Science:</p>	<p>Children identified in need of intervention with scientific knowledge and reasoning were given small group and 1:1 intervention during both class and the extended day time.</p>
<p>Social Studies:</p>	<p>Children identified in need of intervention with writing DBQs were given small group and 1:1 intervention services during AIS periods.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services re given both individually and in small group settings.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Children are identified through AIS team meetings and at PPT meetings and in consultation with team members. At risk services are given individually and in small groups.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given individually and in small groups.</p>
<p>At-risk Health-related Services:</p>	<p>Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given individually and in small groups.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP.

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

I. Language Allocation Policy Team Composition

PS 46Q, The Alley Pond School is a district 26 school located in Bayside Queens, New York. The LAP Team includes Marsha Goldberg, Principal; Stamo Karalazarides, Assistant Principal; Donna Kodjapashis, Parent Coordinator; Leonard Galit and Phyllis Gruber, ESL teachers; Jamie Sussman, General Education teacher and Amy Gruttadaro, Special Education teacher; Nicole Meyers, guidance counselor; and Marilyn Seidenfeld, AIS teacher.

II. Teacher Qualifications

At PS 46Q, we have one full time ESL licensed teacher, one F-status ESL licensed teacher, and one Special Education CTT teacher who has a New York State and New York City ESL certification. We do not have a bilingual ESL program, however there are a number of teachers and paraprofessionals who are bilingual and assist with translations.

III. ELL Demographics

As of October 31, 2008, there were 452 students on register, with 55 English Language Learners. About 12% of PS 46's population consists of ELLs. The free standing ESL program, includes of 11 kindergarteners, 12 first graders, 8 second graders, 9 third graders, 5 fourth graders, and 10 fifth graders.

Twenty two (22) of the 55 ELLs are special education students; 16 are special education students with less than 3 years of identification; 3 are Special Education students with 4-6 years of identification; and 3 of the Special Education students are long term ELLs with more than 6 years of identification.

At PS 46, we have English Language Learners speak Spanish, Chinese, Urdu, Korean, and Punjabi. We have four (4) students who speak Spanish – two (2) in kindergarten, one (1) in second grade, and one(1) in the third grade. We have thirty (30) students who speak Chinese – seven (7) in kindergarten, seven (7) in first grade, four (4) in second grade, four (4) in third grade, four (4) in fourth grade, and four (4) in the fifth grade. We have four (4) students who speak Urdu – one (1) in kindergarten, two (2) in the first grade, and one (1) in the third grade. We have fifteen (15) students who speak Korean – three (3) in the first grade, three (3) in the second grade, three (3) in the third grade, one (1) in the fourth grade, and one (1) in the fifth grade. We have two (2) students who speak Punjabi – one(1) in the kindergarten and one(1) in the fifth grade.

IV Parent Program Choice: Review the Parent Surveys and Program

ELL parent orientations were held at the beginning of the year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by both ESL teachers, with the assistance of the parent coordinator, and bilingual paraprofessionals to translate. The parents sign in and are welcomed by the Principal, Mrs. Goldberg. They receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language if available), view the parent orientation video in their native language, and have an opportunity to ask questions.

After reviewing the Parent Survey/Program Selection forms for the past few years, we see that all parents have requested that their children receive instruction in the English as a Second Language (ESL) program.

ESL, the program offered at PS 46, has been the request of 100% of the parents of English Language Learners.

V Assessment Analysis

As per the 2008 NYSESLAT and LAB-R results, we have 27 beginner students- eight kindergarteners, five first graders, two second graders, four third graders, two fourth graders and six fifth graders. We have 12 Intermediate students- one kindergartener, five first graders, two second graders, three third graders, and one fifth grader. We have 16 advanced ESL students- two kindergarteners, two first graders, two fourth graders, two third graders, three fourth graders and three fifth graders. Our total number of English Language Learners is 55 students.

On the 2008 NYS ELA, we had four students receive a level 1- two fourth graders and two fifth graders. Four of our ESL students received a level 2- one third grader, one fourth grader and two fifth graders. Eleven students received a level 4 on the ELA- four third graders, four fourth graders and three fifth graders.

On the 2008 NYS Math Test, we had one student in the fourth grade receive a level 1. None of our students received a level 2. Twelve students received a level 3- four third graders, two fourth graders and six fifth graders. Ten students received a level 4- two third graders, six fourth graders and two fifth graders.

On the 2008 NYS Science Test, two fourth graders received a level 3 and six fourth graders received a level 4.

On the 2007 NYS Social Studies test, six fifth graders received a level 3 and one fifth grader received a level 4.

The 2007/2008 NYS testing results show a greater proficiency in Math, Science and Social Studies than in English Language Arts. The Math, Science and Social Studies exams are given in the students' native language which is a great support for ELLs. The ELA must be taken in English only. Our Interim Assessment results also show a greater proficiency in subject areas other than ELA. We believe that ELLs have more difficulty mastering the English language than they do applying their knowledge of other subject areas to tests given in their native languages. In order to support our ELLs in all subject

areas, we give them bilingual dictionaries and glossaries to use when they are working both independently and in small groups.

VI Planning for ELLs

Students are grouped by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction is also implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL instruction weekly.

Each child's schedule is checked to make sure that there are no conflicts with other providers. The schedule is also discussed with the classroom teachers to insure that no essential or mandated subjects are being taught at that time. Attendance is kept daily by the ESL teacher. The Principal observes the classes on an ongoing basis.

The following strategies and practices are used – journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater, cooking and puppetry. Using the workshop model, reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, Information Exchange, Information Gap, teacher modeling and trips are all part of instruction.

Two teachers, both licensed and state certified in ESL, provide our youngsters with all instruction in English.

For students who are in transition having reached proficiency on the NYSESLAT, we have a bridge program, where we continue to support their needs in English Language Arts. We also invite those students to participate in our Title III after-school program. Their classroom teachers continue to monitor and discuss their progress with the ESL teachers.

VII Resources and Support

The following materials are used to support the learning of ELLs – computer software including Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.

Both of our State certified and City licensed ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. Further staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development

through our Learning Support Organization. They attend training in ESL methodologies as well as continuously being updated regarding NYSESLAT and LABR training and policies.

Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing, and translation. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves.

As our ELLs transition from elementary to middle school, they are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise.

VII Program Descriptions

At PS 46Q, we support or ELLs needs, through a freestanding pullout ESL program. Students are grouped according to their English level of proficiency as well as grade level. Individual students' LABR and NYSESLAT scores are taken into consideration when grouping them. We believe in flexible grouping. Therefore, if a student shows little progression or progresses quickly, we do change their group in order to match their needs accordingly. Our ESL teachers meet with our classroom teachers on a regular basis during grade and faculty conferences as well as individually in order to discuss children's progress, and cooperatively monitor and align instruction. Our teachers also meet with parents on an as needed basis in addition to Parent Teacher Conferences ensuring that there is open communication and collaborative support for our ELLs.

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served
in 2007-08: 36

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
There is one free standing, pull-out ESL program at PS 46. There are nine groups of ELLs arranged by grade and proficiency level. All incoming students' home language surveys are reviewed to determine whether they are eligible for LAB-R testing. Students tested are then identified according to their LAB-R results. Students' LAB-R/NYSESLAT results are taken into consideration when arranging the ELL groups. Beginning and intermediate level ELLs are given eight periods of ESL instruction per week. Advanced level students are given four periods of instruction per week. The language of instruction is English only. All ESL instruction is provided by NYS/NYC certified ESL teachers. A Balanced Literacy approach is used to meet the standards. The PS 46 ESL curriculum supports the academic work of the classroom. Monthly congruence meetings and common preps are arranged between ESL, cluster and classroom teachers to ensure collaboration and continuity in raising ELL students' abilities to participate and meet both NYS and NYC standards. Students' progression and needs are monitored through ongoing assessments and observation. Assessments used include: city and state assessments including periodic assessments for English Language

Learners, informal assessments such as conferring notes, running records, reading responses and portfolios. The following strategies and practices are used in the ESL classroom: journal writing, role playing, Total Physical Response, Natural approach, singing, poetry, book making, reader's theater, cooperative learning groups, graphic organizers, teacher modeling, language experience activities and scaffolding. Materials include but are not limited to independent reading books, *Words Their Way for English Language Learners*, *Amazing English*, picture dictionaries, *Action English Pictures*, touch stone texts for read alouds, big books for shared reading and books on tape/video. In October, and throughout the school year as needed, we hold parent orientation meetings for all ELL students' parents where we introduce the ESL teachers, show a video that explains their options for ELL students, discuss parental choice of programs and inform parents about the ESL program at PS 46. We provide all parents with materials in their native language as well as have translators available to answer questions and assure understanding. Translators assist parents in filling out selection forms in their native language.

English Language Learners in need of additional support services such as AIS, speech, occupational therapy, physical therapy, SETSS, guidance or Wilson will be given additional ESL support. Additional supports include, the use of bilingual paraprofessionals to assist with translation as well as guidance being provided in the students native languages. We have hired both Korean and Chinese guidance counselors. ESL teachers will provide all PS 46 support staff with information and techniques on supporting ELLs when working with them. The information will be given during monthly congruence meetings between ESL teachers and support staff which take place the first Tuesday of every month.

II. Parent/community involvement:

Parent orientation meetings are held in groups by language, explaining the instructional options, suggesting ways that parents can help their children learn, and addressing any concerns. ELL parents are also given information about adult ESL classes and worthwhile family given in the community. Throughout the year, there are correspondence informing parents of progress, upcoming assessments, assessment results, and individual meetings with parents at school wide conference times. Parents are contacted by phone and in person regarding any problems with their children. Bilingual PS 46 paraprofessionals attend meetings with ELL parents and serve as interpreters. During PTC, if our bilingual paraprofessionals are unable to attend, translators are hired to serve as interpreters. All correspondence is either translated in parents' native languages or stamped in their language to inform parents that the document must be translated. At PS 46, we have numerous times throughout the school year, where we invite parents to celebrations and activities. Some of our scheduled events give parents of English Language Learners the opportunities to share their customs with our students. We have a Lunar New Year celebration in January, where our Chinese and Korean parents teach students dances and songs in their native languages under the supervision of the principal and Chinese/Korean speaking staff members. In March, we have a Multicultural celebration where parents and students share their traditions, and ethnic foods with one another.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Newly enrolled children and their parents were invited to attend a kindergarten orientation and tour of PS 46 in the spring. Newly enrolled ELLs are invited and encouraged to attend the summer day camp program at PS 46. Our parent coordinator is available during the summer to assist families of these students. We have both school day and after school extracurricular activities. We have S.W.E.E.T. Serendipity in both the fall and the spring which is an enrichment program where students choose the cluster that they will attend and learn from. Clusters include but are not limited to: singing, sign language, arts and crafts and cooking. Our fifth graders attend Ballroom dancing where they learn dances from all over the world including the merengue and the tango. Students are also given opportunities to visit museums, farms, and other local attractions throughout the school year. ELLs are also invited to join the PS 46 basketball team and cheerleading. We also have a pull

out gifted program called Project Beyond where students showing exceptional abilities are invited to attend and enhance their talents in a project based educational setting. We have an after school self sustaining program which ELL students are invited to attend. Activities include enrichment, tutorial, arts and crafts, sports and drama. Where necessary, programs are modified to meet the needs of all students including ELLs. Modifications include visuals, prompting, peer support, the use of picture dictionaries, thesauruses and numerous opportunities to build on their conversational skills.

IV. Staff Development (2008-2009 activities):

The ESL teachers will provide staff development throughout the school year during monthly congruence meetings, grade conferences and on an as needed basis to classroom and cluster teachers in the use of ESL strategies in the classroom. Congruence meetings between ESL, classroom and cluster teachers take place on the first Monday of every month. Other scheduled meetings include a teacher workshop during the end of April. Staff development will include:

- Scaffolding techniques to help ELLs participate in handling their regular class work according to each English Language Learner's level of English proficiency.
- Providing insight and information of common difficulties ELLs have such grammatical differences in languages.
- Serving the special needs of ELLs by providing modifications such as the use of big books, graphic organizers, reader's theater, picture books and dictionaries as well as audio books, and peer support.
- Information regarding differentiated questioning techniques allowing ELLs to respond and participate appropriately according to their individual levels of proficiency.
- Preparing ELLs for standardized assessments through the use of graphic organizers, and read alouds to assist in building listening skills.
- Supporting ELLs in meeting the New York State and New York City Standards by giving teachers helpful techniques (above) to support their English Language Learners according to their individual needs and strengths.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08 **A-2**

School District: 26

Type of Program: ESL X Bilingual Both
 (Check one only)

School Building PS 46 The Alley Pond School

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL	
Arabic (ARB)																						
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)	3		3	2		2	4		4	5		5	2		2	2		2				
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)				1		1	5		5	1		1	3		3	3		3				
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)				1		1	3		3													
Vietnamese (VIE)																						
	1		1																			
SUB TOTALS →	4		4	4		4	12		12	6		6	5		5	5		5				

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in **2007-08**
 (Do not include long-term LEPs)

36

Total Number of LEP students in grades K-6 **Served** in the Building in **2007-08**
 (Do not include long-term LEPs)

0

36

Bilingual ESL

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

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 61 LEP 61 Non-LEP 0
Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The PS 46 Title III program will be open to all ELLs in order to help them meet the New York State and City Standards for English as a Second Language and English Language Arts. Identified students in grades K-5 will be eligible to participate in an after school program that will be dependent upon factors such as the number of students opting to participate and the academic needs of the students. The program will be held two afternoons per week, for one hour each day, using English as the only language of instruction. Students will be grouped according to proficiency and grade levels to maximize the effectiveness of instruction. Students will be instructed by licensed ESL teachers using scaffolding techniques to assist in student comprehension. Students will participate through the four modalities of listening, speaking, reading and writing.

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.

Teachers who are providing extended day instruction will participate in planning sessions that detail the specific objectives for each student and outline the activities for each teaching session. This will involve a thorough review and analysis of student work including writing samples, classroom assessments and an item analysis of student work including writing samples, classroom assessments and an item analysis of formal assessments (TCRWP, standardized tests, interim assessments, NYStart, etc). Teachers will also evaluate and document student achievement and identify ongoing needs that can be addressed during the after-school program.

Form TIII – A (1)(b)

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

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	1 Supervisor @ \$51.34 60 hours =\$3080.40 3 Teachers @ \$49.72 180 hours =\$8949.60 Totaling: \$12,030.00
<i>Code 16 Support Staff Salaries</i>	\$0
<i>Code 40 Purchased Services</i>	\$0
<i>Code 45 Supplies and Materials</i>	\$2,970.00 Dual language books: Korean/English, Chinese/English, Urdu/English, Spanish/English – Barnes and Noble Words Their Way: Teachers Resource Guides with English Language Learners, Words Their Way with English Language Learners Word Study Notebooks – Pearson Empire State NYSESLAT ESL ELL books for students, Teachers Editions, Audio CD's – Continental Press Notebooks, pens, pencils, crayons, markers, construction paper, picture books, dictionaries, oak tag, chart paper, folders etc...– Staples

This entire section must be completed for each budget submitted.

School District 26 For Title III
BEDS Code 342600010046

<i>Code 80</i> <i>Employee Benefits</i>	<i>Included in cost of per session</i>
<i>Code 90</i> <i>Indirect Cost</i>	<i>None</i>
<i>Code 49</i> <i>BOCES Services</i>	<i>N/A</i>
<i>Code 20</i> <i>Equipment</i>	<i>\$0</i>

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.

We review Language Information Surveys, receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. ATS reports are generated and reviewed for accuracy. Our major languages are Korean, Chinese, and Spanish.

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.

We have 260 families that speak other languages. Most of our parents speak Mandarin, Cantonese, and Korean. A few of our parents speak Urdu and Spanish. Many of our parents have indicated that they have family members who can translate information when necessary. They do prefer, having information translated in their own languages. Based on conversations with our P.T.A, members of the School Leadership Team and teachers, we have determined that our school-wide notices must be translated. We have determined that oral and written interpretation would increase parental involvement and attendance at workshops/conferences. We translate every notice we send out to these parents. If a notice requires immediate release and there is insufficient time for translation, we stamp the notice stating that it is important and must be translated. During Parent Teacher Conferences, we either hire interpreters or have our bilingual paraprofessionals translate. Our paraprofessionals translate for meetings throughout the school year. They provide both oral and written translation for us on an as needed basis.

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.

While we are unable to translate into every language spoken at our school, we can translate into our most frequently used languages. We will contact the DOE Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual paraprofessionals. We plan to have notices regarding parent workshops, PTA meetings and Parent-Teacher Conferences, open school invitations, special event/activity announcements, and important Central notices translated. On notices we cannot translate, we will stamp a line stating that this is an important document and it needs to be translated using a custom made stamp written in four languages (English, Spanish, Korean, and Chinese).

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.

We will contract with LIS Translations to provide Korean/Spanish/Chinese translators at Parent-Teacher Conferences and at various Parent Workshops; this will enable our parents to achieve a greater comfort level and a better understanding of the material being presented. We will also hire some of our bilingual paraprofessionals to work per session for other language needs on an as needed basis. We plan to provide oral translations during the regular school day using our bilingual guidance counselors and our bilingual paraprofessionals.

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

We will contact the Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual paraprofessionals. We plan to have school notices regarding parent workshops, PTA meetings and Parent-Teacher Conference notice translated. We also utilize the DOE translation unit to translate many of our written notices. We plan to provide oral translations during the regular school day using our bilingual guidance counselors and our bilingual paraprofessionals.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website 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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

UPDATED – SEPTEMBER 2008

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: 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.
- **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

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.

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.

- Hold weekly grade level meetings with principal, assistant principal, grade level staff, literacy coach, all support staff (ELA, ELL, Resource, Art, Music, Physical Education, Computer, Science, Readers Theater, SETSS, IEP /Wilson Reading).
- Evaluate student writing using standard based rubrics to assess the range of topics and depth of understanding expected.
- Develop yearly curriculum maps so that all staff is able to see the progression of topics and skills to be taught from grade to grade.
- Address monthly curriculum plans in reading and writing for each grade level to assess whether or not teachers understand what level of knowledge students should be able to master in each of the designated areas.
- Discuss number of writing, and oral presentations, and how they were assessed using the standards.
- Examination of surveys sent to classroom teachers where they indicated literature needed for all students, materials for ELL learners and literature appropriate for culturally diverse population.
- During monthly congruence meetings, ELL teachers will meet with classroom teachers to discuss student progress and continuity between the ESL program and the students' assigned class. The ELL teachers will also meet with individual grades monthly during grade meetings ensuring continuity throughout the school.
- During monthly congruence meetings, SETSS teachers will meet with classroom teachers to discuss student progress and continuity between the SETSS program and the students' assigned class. The SETSS teachers will also meet with individual grades monthly during grade meetings ensuring continuity throughout the school.

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

Applicable X 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?

All evidence discussed supports the relevant issues.

- Discussion at grade level meetings has enabled all support staff to coordinate with classroom teachers (e.g. new vocabulary program-Elements of Reading) ways in which support staff can continue and expand on what is taught in the classroom. Observation of student discussion has supported this practice.
- Grade level *On Demand* writing (during the first 3 days of school) compared to the standards enabled teachers to use this as a tool to understand the levels of writing the children were exhibiting and what was needed to raise these levels. Examples of low, average and proficient writing examples were used as models. This practice continues

throughout the year for each grade level with emphasis placed on the standards and student achievement.

- Evaluation of yearly curriculum maps led to changes across grades that teachers felt would deepen the understanding of literature read and pieces of writing in specific genres.
- Further evaluation of monthly plans by each grade level resulted in further changes that would also foster a greater depth of learning and alignment to the standards.
- Materials prepared for teachers to use on overheads or with SMART Boards that focused on fluency in reading have proven (through reading assessments) to increase understanding.
- Read alouds (planned in advance) with sharing, questioning, and written focus questions have challenged children to think critically with importance placed on inference in texts. (Evidence in reading notebooks supports this.)
- Feedback from classroom teachers indicated that class libraries sufficiently met the needs of all students with the idea that this practice of updating class libraries will continue if funding is sufficient.
- Constant discussion with ELL and SETSS teachers and staff so that education for all students is aligned with best practices has been observed in evaluating the progression of these students.

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.

- During grade level conferences and faculty conferences all of the mathematical standards are discussed, both content and process.
- The Macmillan Math textbook series was analyzed along with the NYS standards in order to determine how and where each standard would be addressed in the curriculum.
- The *Exemplars* Math program will provide enrichment and support mathematical thinking and reasoning.
- ELL teachers report to entire staff on all areas of ELL education and how that is aligned to the standards. Discuss these findings with entire staff and then individual grade meetings ensuring continuity throughout the school.
- Remedial/enrichment, and SETSS teachers meet monthly with individual classes to observe students math knowledge and retention time.

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

Applicable X Not Applicable

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

- During grade level conferences teachers review the NYS standard document which indicates standards to be taught and assessed both pre-March and post –March. Special attention is paid to the post –March standards of the previous grade since those content and process standards are assessed in both the NY State test and Acuity as well.
- Curricular calendar is prepared to insure that all standards are addressed throughout the year.
- Student work examined at grade conferences against standard based rubrics with results indicating progress is being achieved by students at all levels.
- Lessons are developed and/or changed based on teacher's assessments of student progress.

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.

Practices in effect for all grades

- Review of testing procedures to insure that all students are placed on their own independent reading level.
- Observation of the number of pull out classes for AIS students and Enrichment classes in reading with instruction differentiated for each group and each grade
- Writing process rubrics reviewed so they meet address all levels of ELL students.
- After school groups for AIS formed based on review of available data and with a focus on differentiation of work.
- Partnerships and book clubs formed to encourage student engagement
- Partnerships in writing based on needs of students and ability of students to work together
- Administrative assessment of lessons taught to ensure that student involvement, educational relevance, and variety of instructional techniques are being incorporated into lessons.

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

Applicable X Not Applicable

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

- Revamping the chosen literature pieces that students are tested with has better enabled teachers to place all students on their independent reading level. Conferencing with students has shown that this approach to differentiation of instruction is extremely beneficial to students and teacher ability to focus on particular strategies.
- Sample assessments for both AIS and Enrichment classes during and after school support student growth.
- Conferencing and student created rubrics have lifted the level of writing samples in all grades and better aligned them to the standards.
- Small group conversations, planning, reading notebooks and book talk practices have raised the level of questioning practices by both students and teachers. Evidence in notebooks of student thinking and questioning about read aloud books and then independent reading literature has given staff a greater insight into the levels of comprehension achieved by all students.

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.

- Ongoing assessment of student work.
- Interclass observations to insure Best Practices
- There will be continuous discussion with administration and teachers during weekly grade conferences to plan and implement the effective use of assessments both formal and

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

informal (portfolios, teacher created tests, NYS Math test, Acuity and Performance Series) to drive whole class, small group and individual instruction ensuring the specific needs of our students are met.

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?

- Weekly grade conferences to plan lessons.
- Use of SMART Board technology when applicable for math lessons.
- Use of *Exemplars* in grades K-5 to develop problem solving skills using a variety of methods.
- Sample assessments for both AIS and Enrichment classes during and after school supports student growth.
- After school groups for AIS formed based on review of available data and with a focus on differentiation of work.

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.

A review with the school secretary and principal on teacher turnover during the past 4 years

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?

Over the past 4 years 13 staff members have left the school

- 9 staff members have retired
- 3 staff members have moved out of state
- 1 staff member is currently on child care leave

Overall results show that except for retirements there is almost no staff movement.

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.

At PS 46Q, excerpts from the *Teachers Weekly* and *Principals' Weekly* are forwarded to ESL teachers and to regular classroom teachers who have ELLs in their classes. These excerpts include opportunities for professional development, including QTEL training. So our instructional staff are made aware of professional development programs available to them to help foster improved instruction for ELLs. In addition, many of our teachers have attended training programs which are pertinent to ESL instruction.

- Evaluation of weekly meetings with staff focusing on discussion of Professional Development opportunities available for classroom teachers.
- Discussion with classroom teachers regarding the impact of the Language Allocation Policy on student progress.
- Discussion of how Professional Development activities have impacted teachers' differentiated instruction with ELL students.
- ELL teachers report to entire staff on all areas of ELL education and how that is aligned to the standards. Discuss these findings with entire staff and then individual grade meetings ensuring continuity throughout the school.

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

Applicable X Not Applicable

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

Key findings 4 is not applicable based upon the fact that our teachers have been informed of all professional opportunities for ESL and for general programs that are applicable to instruction for ELLs.

- ELL teachers will meet with classroom teachers once a month during grade conferences. Evaluation of these continuous congruence meetings have indicated that through this process, there is a better understanding by teachers on how to implement ELL strategies to benefit ELL and all learners in the class is happening.
- Congruence meetings are held several times a year with individual classroom teachers and ELL teachers. During this meeting the teachers discuss individual student needs and plan differentiated instruction in all subject areas to support the ELLs.

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. N/A

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.

- All results of assessments related to ELLs are noted during Inquiry Team meetings, during Pupil Personnel meetings and in also in consultation with ELL teachers. Programs are developed with principal and ELLs based on the results of the tests. Students are grouped according to grade, level and proficiency.
- At PS 46Q, ATS reports reflecting student progress are analyzed by supervisory and relevant pedagogical staff, including ESL teachers. Individual student's NYSESLAT scores are checked to see for which modality, listening, speaking, reading or writing, does the student need more instruction. In addition, interim assessments are used to check student progress so to drive ESL instruction according to NYS and NYC standards.

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?

- All NYSESSLAT and LAB scores are reported to teachers. The levels; advanced, intermediate and beginner are explained to the teachers. All students are in ESL at PS 46. That is the only program offered.
- All other assessments of ELLs are analyzed along with the assessments of all of the students re: NYS tests, Acuity assessment; Predictive and ITA tests.
- Students who have deficiencies in listening, speaking, reading or writing have been provided instruction to help them overcome these difficulties, and many have shown significant progress to help them become proficient in English and no longer require ESL services.

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. [N/A](#)

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

At PS 46Q, general education teachers, special education teachers and administration have received and continue to receive professional development in all subject areas and through various means of instruction including: balanced literacy, the use of manipulatives, and small group instruction such as strategy and guided groups. General education teachers and special education teachers receive copies of their students IEPs. They meet regularly with their students' service providers both formally through schoolwide scheduled congruence meetings, and informally on an as needed basis. All teachers are very aware of students' IEP goals, accommodations, and modifications. The PS 46 teachers implement whole class and individualized instruction based on the students' IEPs as well as the New York State and City Standards.

- Special Education coordinator meets with principal several times weekly at beginning of school year.
- Pupil personnel committee meets monthly to focus on a plan for all students.
- State assessments, Performance Series, TCRWP and Acuity tests are analyzed and examined next to goals and objectives of IEPs
- All possible supports available at PS 46 are discussed regarding how each child can benefit and how to organize pull –out services in order to have the least negative impact on the child.
- Special education coordinator meets with each teacher periodically to discuss needs of students.
- LRE (Less Restrictive Environment Committee) and Mainstreaming Committee will support student in academic, social and emotional growth.
- HUGS (Hope, Understanding, Growth, Success) supports teachers, students and parents with educational strategies, social skill strategies and behaviors for students who are on the spectrum.

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

Applicable X 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?

We have implemented a schoolwide portfolio system for each student in every subject area. Students' work is collected in the portfolios and moves up with the children from year to year. The Standards are written on the front cover of each of the portfolios. Each year, the classroom teacher checks off all of the standards the individual students have met. IEP goals, accommodations and modifications are taken into account if applicable. Each classroom teacher has a copy of her students' IEPs. Copies of the IEPs are placed in a secure location in the building providing access to all staff and service providers who

work with students who have IEPs. During each marking period, congruence meetings are scheduled between classroom teachers and service providers to discuss their IEP students' needs and assure continuity throughout all areas of instruction.

- SETSS teacher has congruence meetings with individual classroom teachers and/or cluster teachers to discuss special education strategies and their implementation and connection to the standards.
- SETSS teacher attends grade level conferences to assist teachers as they plan units of study to insure that the students with special needs are addressed.
- Principal holds grade conferences to explore web site Intervention Central to explore a variety of strategies to use, to develop behavioral plans and to differentiate instruction based on need.
- IEPs are distributed to, and discussed with, all pedagogues who work with the children.
- IEPs are accessible to, and discussed with, all paraprofessionals who work with the children.

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. N/A

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.

We have monthly Pupil Personnel Committee meetings where we discuss all issues related to students with IEPs including but not limited to their testing accommodations and/or modifications, classroom environment accommodations and behavioral plans. The personnel on the PPC works directly with the classroom teachers of the students with IEPs to implement all of the goals and objectives on the students' IEPs while assuring consistency and adherence throughout all subject areas and in all classroom locations (assigned class, SETSS, etc...).

- IEPs are reviewed by principal and special education coordinator to determine appropriateness of goals and objectives
- NYS assessments, TCRWP, Performance Series, and Acuity assessments are analyzed at the beginning of the year as well as throughout the year to determine if IEP goals are being met.

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

Applicable X Not Applicable

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

At PS 46, classroom teachers and service providers collaborate on following all of the goals and objectives on the IEPs. When appropriate, behavioral plans are implemented in the assigned classroom environment as well as any other classes/classrooms the child frequents. During our monthly Pupil Personnel Committee meetings, we discuss the students' progress and needs on an individual basis. Individual students' IEPs are accessible to each teacher who works with them.

- IEPs contain appropriate and reachable goals
- Testing Accommodations are appropriate
- Modified promotional requirement are given only where appropriate

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. N/A

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: **Jul 9, 2008** Email address: **mgoldbe2@schools.nyc.gov**

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

School DBN	26Q046
School Name	PS 46 Queens - The Alley Pond School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 38,210
Principal Name	Marsha E. Goldberg
Principal Email	mgoldbe2@schools.nyc.gov
Principal Phone	7184238395

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	\$ 0
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 7,299
Individualized Tutoring	\$ 7,298

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.

We will expand our efforts to increase dedicated instruction to a broader range of students who at risk in meeting the NYC and NYS ELA standards offering academic intervention services through small group and individual instruction using both a push in and pull out model. Students will have an assessment based literacy approach to teaching and learning.

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 include additional students as well as teachers. In the past, the AIS teacher provided intervention only to students. The program will be expanded to include a range of students at risk of not meeting standards and promotional criteria, as well as additional teachers, such as the SETSS and ESL teachers who will provide the academic services. The program will be expanded to include time for a teacher as training to better assess the academic needs of students and to plan instructional goals that meet their specific needs.

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.

Our plan is to expand our efforts to offer individualized tutoring and support by using our support staff such as guidance counselors, ESL, and classroom teachers to better assess the needs of the students and to provide them with both academic and emotional support to meet their needs.

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 include a wider range of students who are at risk. We will also train support staff to be better equipped with assess and develop a plan of action to meet the needs of the students.

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)	\$ 0
Professional mentoring for beginning teachers and principals	\$ 11,806
Instructional coaches for teachers	\$ 11,807
School leadership coaches for principals	\$ 0

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 and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Please describe the program.

Experienced staff will be mentoring 1st and 2nd year teachers utilizing activities based on the Professional Teaching Standards. The standards are designed to be utilized by pedagogues to reflect about student learning and teaching practice; to formulate professional goals to improve practice, and to guide, monitor, and assess the progress of a teacher's practice toward professional goals. Coaching in both content and pedagogy will be provided to all staff members in order to deepen their knowledge and understanding of good teaching practices to address the needs of the students. Support will also be provided to coach to build on their professional growth.

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 has been expanded to include second year teachers, as well as teachers who have changed teaching assignments. It will include lessons, intervisitations, and individualized targeted planning.

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 the standards)?

- Yes
- No

Please describe the program.

Experienced staff members will offer instructional coaching and demo lessons for all teachers in order to increase and support student learning.

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.

Coaching will be given to all staff members in order to deepen their knowledge and understanding of good teaching practices to address the students. Coaching will also be given in the areas of content and of the learning standards to all staff members. Support will also be provided to build on her professional growth.

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

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No