



PUBLIC SCHOOL 10
MAGNET SCHOOL OF MATH, SCIENCE AND DESIGN
TECHNOLOGY

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: PUBLIC SCHOOL 10 / BROOKLYN / DISTRICT 15
15K010
ADDRESS: 511 7TH AVENUE, BROOKLYN, NY 11215
TELEPHONE: 718 - 965-1190
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10 **SCHOOL NAME:** Public School 10

SCHOOL ADDRESS: 511 7th Avenue, Brooklyn, NY 11215

SCHOOL TELEPHONE: (718) 965-1190 **FAX:** (718) 369-1736

SCHOOL CONTACT PERSON: Laura Scott **EMAIL ADDRESS:** Lscott3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alison Koziel

PRINCIPAL: Laura Scott

UFT CHAPTER LEADER: Dana Roth

PARENTS' ASSOCIATION PRESIDENT: Sally Minker

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Joseph Cassidy / Alison Sheehan

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position/Constituency Represented	Signature
Laura Scott	*Principal or Designee	
Dana Roth	*UFT Chapter Chairperson or Designee	
Sally Minker	*PA/PTA President or Designated Co-President	
Diana Noftell	DC 37 Representative, if applicable	
Alison Koziel	UFT	
Anita Buie	UFT	
Denise Watson	UFT	
Kam Wong	Parent	
Gameelah Shamsan	Parent	
Marina Celander	Parent	
Elizabeth Ellis	Parent	
Alex Hershberger	Parent	
	CBO Representative, if applicable	
	Student Representative (optional for elementary and middle school)	

* 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.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 10, a barrier-free educational setting of diversity and tolerance has an abundance of passion, talent, and belief in the enormous potential of all children. P.S. 10 is located in Region 8/District 15. A total of 717 students from pre-K through grade 5 are currently enrolled.

P.S. 10 is unique because it serves a population that is culturally, racially, linguistically and academically diverse, including students with special needs who are physically and/or developmentally challenged. The entire staff is committed to meeting the needs of all our students, and the inclusion of the entire population in all school activities.

Our curriculum is NYS Standards based, and our curriculum maps are reviewed and amended annually by all classroom teachers, as well as the math and literacy coaches. Bi-monthly grade-level meetings facilitated by the coaches address the curriculum by looking at student work. Approaches that combine ESL methodology and special education techniques are discussed as part of an ongoing inquiry into the most effective methods of addressing the curriculum in the context of our students' needs. Our balanced literacy curriculum, the Everyday Mathematics curriculum, project-based social studies work, and increased inquiry-based learning, all lend themselves to modifications that accommodate different learning styles and variations in English fluency, developmental stages and special needs.

Because of our belief in educating the whole child, our full-time staff includes an art teacher, a music teacher, and a theater arts teacher. We also have a grants writing committee. Through their work, every class experiences a partnership with The Metropolitan Opera Guild on a variety of music/theater-based activities: upper grades are exposed to Broadway music through singing with a visiting artist; children visit Lincoln Center and Carnegie Hall. These and other arts-related experiences have become a staple in the menu of P.S. 10 life.

Every student participates in the health and physical education program. Continued use of our recently constructed playground, with accessibility for physically disabled students, is another result of creative and focused fund-raising.

Our extended day consists of small-group instruction for students in need of academic intervention, as well as enrichment groups for those for whom this is more appropriate. An after-school program staffed by P.S. 10 teachers provides further academic intervention.

An active Inquiry Team is in place for the fourth consecutive year. It studies student trends, and assesses particular effects of deepening our teaching in a variety of ways. This group uses all available data in order to study needs and possible ways to address those needs. Through our LSW (looking at student work) sessions, the beneficial effects of successful methods are disseminated throughout the school.

Over the last few years, P.S. 10 has experienced significant growth in population, parent and community involvement, and improvement in academic performance. This is due, in no small part, to our commitment to the programs and processes mentioned above. None of these come without hard work and dedication. The staff at P.S. 10 has responded to the challenges willingly, and with the positive attitude that has always been a hallmark of our school.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Magnet School of Math, Science and Design Technolo						
District:	15	DBN:	15K010	School BEDS Code:	331500010010		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	√
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	54	54	90		92.5	92.9	93.9
Kindergarten	98	96	133	Student Stability - % of Enrollment:			
Grade 1	91	106	101	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	90	84	100		94.9	97.2	96.6
Grade 3	77	72	73	Poverty Rate - % of Enrollment:			
Grade 4	80	72	73	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	64	67	70		68.6	68.6	68.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		2	2	16
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		6	0	1
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	10	17	12	(As of October 31)	2006-07	2007-08	2008-09
Total	564	575	649				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	58	43	35	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	48	45	46	Superintendent Suspensions	0	1	0
Number all others	55	62	63	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	12	12	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	70	56	48	Number of Teachers	49	54	56

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	25	8	12	Number of Administrators and Other Professionals	7	28	26
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	12	16
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.0	100.0	100.0
				% more than 2 years teaching in this school	79.6	75.9	73.2
				% more than 5 years teaching anywhere	59.2	59.3	62.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	87.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.2	88.2	88.2
American Indian or Alaska Native	0.0	0.0	0.3				
Black or African American	13.5	16.5	16.0				
Hispanic or Latino	61.5	54.6	44.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.0	5.7	6.0				
White	19.0	23.1	32.5				
Male	51.2	51.6	51.3				
Female	48.8	48.4	48.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		-	-	-			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	95.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	14.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	54.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

P.S. 10 engages in an ongoing administrative review of available data regarding student performance. Additionally, the math and literacy coaches, AIS personnel, Inquiry Team and classroom teachers make a practice of accessing and analyzing information from a broad spectrum of assessments, using both hard and soft data.

Through this analysis both general and specific, as well as positive and negative trends have been established.

A positive trend in student scores on the NYS ELA and mathematics exams is a source of encouragement. It has been particularly rewarding that the lowest-performing third of our students is included in the number of students showing improvement.

We believe that this is due, in part, to a school-wide commitment to analyzing the data available to us, and then taking the next step by addressing our instruction to the problems we find, as well as modifying our methods of delivery of that instruction. As a staff, our teachers have begun to embrace the concept that “more of the same” is neither differentiation nor intervention.

An administrative accommodation in scheduling allows the teachers on each grade two periods a month for “Looking at Student Work” (L.S.W. meetings) These sessions are held with the math and literacy coaches, where they examine student work, including standardized assessments. The conversation is focused on methods of delivering instruction to address needs found in the work of the students, as well as ways to build on their strengths.

The work of the 06/07 Action Research Team was on raising the level of teacher questioning during read alouds in order to improve accountable talk. The 07/08 Inquiry Team analyzed the open-ended questions in the End of Unit Assessments in Everyday Mathematics, and the DYO interim assessments in order to find teaching approaches that would improve the number sense and mathematical thinking of P.S. 10 students. The work of both these teams has been disseminated to every grade level. Both of these initiatives continue to be supported in our L.S.W. sessions, informal grade-level meetings, and coaching/mentoring of teachers.

The 08 – 09 team researched the possibility of specific types of questions being those most often missed on standardized tests, and whether changing the style and/or language of teacher questions in our classrooms will move the performance of our students further. We determined that using more specific language and developing more specific vocabulary of our students helped raise the achievement on standardized tests.

As our children have made progress, we have taken a second look at our goals for them. For example, we have raised some of the interim reading level expectations on more than one grade, causing a more appropriate continuum of growth.

The 09-10 Inquiry Team will be looking at the work of “hidden ELLS” (ELL’s who have passed out of NYSESLAT, but go home every day to families who speak languages other than English) in a targeted 5th grade class group, looking at specific vocabulary as it relates to the

Arts and how it can be related and connected directly to traditional academic curriculum encompassing Balanced Literacy.

Beginning-of-the-year assessment with TC Reading Assessments allows for early intervention for students at risk. The use of these assessments supports teachers in honing their skills at assessing and conferring in readers' workshop. They have also targeted the teaching points needed for moving our children to the next level. We are also working directly with Carl Anderson (writing specialist/consultant affiliated with Teachers College) on how we can strengthen our working knowledge of assessing needs in writing. To further facilitate this, he is developing lab sites within the building to work with teachers on not only assessing the needs, but also on addressing and working with their students. Using the TC Writing Assessment has contributed to a more standardized sequence for teaching writing skills, and a more specific method of teaching writing craft.

DYO math interim assessments have supported teachers in learning to look at the mathematical thinking of a child, resulting in instruction that is more targeted to the specific differences in children's learning. By analyzing the students' work on these assessments teachers have recognized the value of multiple approaches.

The willingness of our teachers to grow and change, using new information about how children learn, has been a driving force in student progress. The administration has made a concerted effort to hire new faculty of the highest quality, and require of them focused, rigorous and well-informed instruction. Mentoring and coaching support have been provided wherever needed whenever possible.

One of the areas in which we have found negative or static trends is vocabulary growth. A challenge we face is a high level of ELL's (or "hidden" ELL's who have passed out of NYSESLAT, but go home every day to families who speak languages other than English.) Their need for increasing their vocabularies has been recognized for a number of years. What we are becoming more aware of through our analysis of the data is a general trend across all our demographic groups toward insufficient and immature vocabulary development. In the last two years professional development has included conversations regarding contextual methods of teaching vocabulary in the classrooms. Some teachers have begun charting "Magnificent Words" encountered in their read-alouds. From 07-09 there was a school-wide "word of the week." This consisted of relatively often-used words in student speech and writing, and interactive lessons in classrooms to find more specific and colorful synonyms for these words. The results were posted in the school corridors. One example of their use was during student-editing of their writing, when they would replace every use of a word with a more exciting synonym. (eg. walked - strolled, ambled, tiptoed, tromped, etc.) Last year the school purchased a vocabulary curriculum for grades 2-5. This year we will continue to use similar strategies and incorporate the Arts.

Another challenge is continuing the work of improving our students' mathematical thinking. Many inroads were made during the Inquiry work of last year, but this remains a core of the professional development being led by the math coach. Many teachers learned mathematics themselves through rote memorization of facts and formulas. The math coach continues to help them move past that to help them overcome their own discomfort, and allow a more exploratory approach to occur in their classrooms. A number of the teachers on each grade level have "bought into" this idea. They plan lessons together and are writing assessments

that focus more on the students' understanding of the mathematical concept being taught than on the formulaic means of solving the problems. All of this is being shared with colleagues.

Because we are a barrier-free site, a significant percentage of our student population have I.E.P.'s (approximately 28%). We have seen encouraging growth in this subgroup of our population. 49% of our special needs students made progress as of our last Progress Report. Their needs, however, remain a challenge as we analyze the data available, and include them in our attempts to continue the growth of all our children.

SECTION V: ANNUAL SCHOOL GOALS

Goal # 1

To raise ELA scores for grades 3 – 5.

- The number of students scoring on levels 3 and 4 will increase by 1% as measured by their performance on the NYS ELA exam (78% to 79%)

Goal # 2

To move a proportion of our special education population from a more restrictive environment to a less restrictive environment. 80% of students who are moved to LRE will have performed 2 or more levels higher (i.e. from J to L) on the TC Reading Assessment.

- By June of 2010, special education students who are moved to LRE will make two or more level gains (i.e. levels J to L) on TC reading assessments

Goal # 3

To improve or raise attendance.

- Student attendance will improve by .5 – 2% (93.0% to 93.5%) with an ultimate goal of 95%

Goal # 4

To provide information to parents about the school's educational goals and offer appropriate feedback on students' learning outcomes and progress.

- Parent communication and knowledge will increase from 8.2% to a score of 8.25% or higher on our Learning Environment Survey report of 2009 – 2010, ("contacts about achievements and successes" pg 4.)

Goal # 5

To expand integration of the Arts vocabulary within the traditional academic curriculum.

- Students identified in the target group will be measured, by rubric, on the frequency of these words utilized in their writing

SECTION VI: ACTION PLAN

English Language Arts (ELA)

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise ELA scores for grades 3 – 5.</p> <ul style="list-style-type: none"> • The number of students of scoring on levels 3 and 4 will increase by 1% as measured by their performance on the NYS ELA exam (78% to 79%).
<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"> • Identify students who are functioning below grade level and who have not made one year's progress in English Language Arts • Establish a Literacy or Inquiry committee to track and document student progress • Visit other schools with exemplary best practices • Make periodic formal and informal assessments • Use information from assessments to inform instruction • Conduct Looking at Student Work (LSW) meetings to analyze and review assessments that will drive instruction • Mandate extended day for all 3 – 5 grade students ✓ ... Homogeneously group students based on assessments (standardized and informal) (maximum 10 students) ✓ ... Assess and tailor instruction to meet the needs of individual students ✓ ... Hire F-status teachers to support small group instruction • Place student teachers from universities and colleges (NYU, Bank Street, Hunter, Brooklyn, LIU, PACE, Pratt, etc.) to support instruction • Staff-develop paraprofessionals in Great Leaps and Reading Fluency to support small group instruction • Push in related services for students to minimize disruption of instruction • Predictives administrated and documented • Develop afterschool academic enrichment Wednesdays: Reading Enrichment for struggling learners • Student progress tracked in classroom binders by teachers • Conduct staff development workshops • Initiate school inter-visitations of staff between grades • Conduct grade level meetings • Implement common preps • Form study groups • Implement demo lessons by coaches and workshops by consultants • Write grants to support instructional initiatives

<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"> • TL FSF • Childrens First • Inquiry / Data Allocations • C4E (Via the Reduce Class Size Model) • Title I Funds <p>September 2009 – June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Periodic assessments and Predictives results documented • Binders documenting student progress • Staff meeting to discuss progress • Graphing results of Predictives and previous standardized test results • Make comparisons between standardized test results whenever possible • Utilize ARIS to create reports to assist in driving instruction

SECTION VI: ACTION PLAN (cont...)

Subject/Area (where relevant): Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To move a proportion of our special education population from a more restrictive environment to a less restrictive environment. 80% of students who are moved to LRE will have performed 2 or more levels higher (i.e. from J to L) on the TC Reading Assessment.</p> <ul style="list-style-type: none"> • By June of 2010, special education students who are moved to LRE will make two or more level gains (i.e. levels J to L) on TC reading assessments
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Mainstreaming committee formed and meets monthly • Mainstreaming committee will track and evaluate progress of mainstreamed students on interim assessments, progress reports, and teacher feedback • Ongoing staff and parent meetings and updates • Potential students will be identified, and mainstreaming opportunities are provided • Curriculum will be modified and instruction differentiated in mainstream environments • Study groups will be formed and will meet monthly • Teachers from 12:1 and 12:1:1 programs will observe less restrictive environments (CTT, SETSS, small group instruction), and classes will implement instructional initiatives together (read-alouds) • Successful CTT and mainstreaming programs will be visited in other schools
<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"> • TL FSF • Title I • IDEA • IEP Paraprofessional Allocation <p>September 2009 - June 2010</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Student progress tracked and documented in binders and reports • Coverage schedules maintained and meeting agendas assembled and documented • Modified IEPs to reflect mainstreaming • Ongoing conversations • Students moved to less restrictive environments when appropriate • Staff, student and parent conversations and updates
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SECTION VI: ACTION PLAN (cont...)

Subject/Area (where relevant): Attendance

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To improve or raise attendance.</p> <ul style="list-style-type: none"> • Student attendance will improve by .5 – 2% (93.0% to 93.5%) with an ultimate goal of 95%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Establish an attendance committee to track school-wide attendance • Develop an attendance plan or refine present system of monitoring and tracking students • Provide outreach to chronic absentees and latecomers (in necessary languages). • Utilize services of guidance counselor, parent coordinator, supervising aide, pupil accounting secretary and attendance teacher • Identify “no shows” and do follow-up consultations and investigations • Document outreach efforts (phone calls, interviews, home visits, etc.) • Develop incentives that acknowledge good attendance • Remind teachers to make a concerted effort to change absences to lateness whenever students arrive late • Maximize parent involvement in attendance improvement through <ul style="list-style-type: none"> ✓ ... Monthly PTA meetings ✓ ... School website and newsletter reminders ✓ ... Family handbook ✓ ... Workshops, meetings and presentations on importance of good attendance • Consult attendance teacher from ISC for strategies for improving attendance • Visit or consult attendance teams of schools with exemplary attendance for strategies and techniques for improving attendance • Provide home school attendants for students with long term medical illnesses, operations or disabilities that prevent them from attending school

<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"> • TL FSF • Title I • Children First • Translation and Interpretation Policy (outreach to parents) <p>September 2009 – June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance reports • Committee reports • Learning surveys • Monitor and note increases in the number of attendance awards and certificates • Documentation that reveals status of progress in attendance improvement • Closely monitor long-term absences and students with medical disabilities

SECTION VI: ACTION PLAN (cont...)

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide information to parents about the school's educational goals and offer appropriate feedback on students' learning outcomes and progress.</p> <ul style="list-style-type: none"> • Parent communication and knowledge will increase from 8.2% to a score of 8.25% or higher on our Learning Environment Survey report of 2009 – 2010, ("contacts about achievements and successes" pg 4.)
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Provide parents with monthly reading levels / math progress reports • Regularly-scheduled monthly opportunities for parents to join their children in the classrooms as partners in learning, for writing celebration, and for subsequent workshops that address methods and strategies for parental support • Afterschool evening and Saturday events that promote parent involvement (Curriculum Night, Parent Teacher Conferences, PTA meetings, Storytelling, etc.) • Library: available to parents before and after school • The administration will support the PTA and SLT members by having an open door policy for dialogue with school personnel
<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"> • TL FSF • Title I Parent Involvement Funds (1% of allocation) • Children's First <p>September 2009 – June 2010</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Results of Learning Environment Surveys • PTA Executive Board Membership Increases from 5 members to 14 members • Distribution of Reading and Math Individual Student Progress Reports • Attendance at PTA Meetings, PT Conferences, Schoolwide Events
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SECTION VI: ACTION PLAN (cont...)

Subject/Area (where relevant): Arts Vocabulary

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To expand integration of the Arts vocabulary within the traditional academic curriculum.</p> <ul style="list-style-type: none"> • Students identified in the target group will be measured, by rubric, on the frequency of these words utilized in their writing.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • School-wide discussions during common LSW (Looking at student work) prep periods on ongoing strategies for integrating the arts with social studies • Staff development meetings arranged between classroom teachers, teaching artists and Arts cluster teachers to discuss curriculum support and objectives • Workshops given by the teaching artists from Metropolitan Opera Guild, ArtsConnection, Plays for Living, etc. for staff in grades Pre K – 5 • Curriculum maps modified to reflect how integration will be implemented • Lesson plans and activities modified to include the arts • Rubric developed to guide the process of assessing the use of Arts vocabulary in writing • Partnership with Artists in Residence programs such as the MET Opera Guild to support initiative through teaching artists, and budgeted teaching and learning opportunities through research grants • Teachers will visit exemplary programs in schools in N.Y.C. and other locations throughout the country, (i.e. Boston, Maryland etc.) • Readers Theater will occur during and after school to support curriculum modifications and development
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>MET Opera Guild PTA Funded programs</p>

Indicators of Interim Progress and/or Accomplishment

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

- Rubrics and modified curriculum maps will reflect how the arts will be integrated
- Classroom lessons, projects, presentations, student work and displays will clearly reflect the curriculum modifications
- Research and modifications documented by the school, MET Opera Guild and the National Music Consortium in Boston, MA
- All initiatives will be documented for staff referral and use
- PTA funds will be utilized to support ongoing initiatives
- Grants will be written to support new arts integration initiatives (Arts Council, Empire State Partnership grants, etc.)
- Inquiry Team will discuss the data and student work and create and modify the rubrics accordingly

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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 9: TITLE 1, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM (pg. 1)

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	Extended Day 37 ½ minutes	Phonemic Awareness	Fundations K-2 Wilson Program
	# of Students Receiving AIS							
K	19	19	N/A	N/A	2		175	175
1	25	11	N/A	N/A	1	11		131
2	23	13	N/A	N/A	2	0		102
3	87	87	N/A	N/A	3	87		
4	71	71	71	71	2	71		
5	72	72	72	72	5	72		
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 – 2 who are at risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments.
- Students in Grade 3 who are performing on Level 1 or 2 on New York State English language arts and mathematics assessments.
- Students in Grades 4 – 12 who are performing on Level 1 or 2 on New York State English language arts and mathematics assessments, and who are deemed at risk for not meeting State standards in science and social studies.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM (pg 2)

Grade	READING 3D / DIBELS Grade K - 2	F-Status Teacher Grades K – 2 “at-risk” students	F-Status Teacher – Grades 4 – 5	At Risk SETSS	AIS Afterschool Grades 1 – 5 For students at risk	ELL Afterschool / Morning Program	Academic Enrichment Program for Advanced Students
K	n/a	n/a					30
1	n/a	31			10	3	
2	n/a	12			12	8	
3				1	11	1	
4			12	4	15	1	
5			10		10		
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 – 2 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments.
- Students in Grade 3 who are performing on Level 1 or 2 on New York State English language arts and mathematics assessments.
- Students in Grades 4 – 12 who are performing on Level 1 or 2 on New York State English language arts and mathematics assessments, and who are deemed at risk for not meeting State standards in science and social studies.

In addition to the charts above – please see a description of each program below:

Part B. Description of Academic Intervention Services

Name of Academic Intervention	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
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Services (AIS)	delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Grade K – 2: A.M. enrichment groups that integrate literacy with the arts as an academic intervention Grade 3: small-group instruction provided during extended day Grades 4 and 5: small-group instruction provided during extended day & 1 st Period small-group guided reading and literacy book circles (homogeneous); groups meet 4 times per week with a maximum of 12 students per group.
Mathematics:	Grades 4 – 5: small-group instruction provided during extended day & 1 st period small group instruction in mathematics
Science:	Specialized instruction for grades 1 – 5 The entire school is scheduled for two science laboratory periods per week to support the science that is taught within the classroom.
Social Studies:	For Grades 4 and 5: Research through partnerships with Artists in Residence programs like Metropolitan Opera Guild and Arts Connection will be connected to the traditional academic curriculum through the vocabulary inquiry study
At-risk Services Provided by the Guidance Counselor:	Counseling services are provided in various ways. One-to-one, groups & push in. Guidance is provided through “at risk” situations, crisis intervention, conflict resolution, attendance issues, high-risk behaviors, child abuse, etc.
Extended Day (37.5 minutes)	Our extended day program is scheduled before school from 8:00 a.m. to 8:40 a.m. on Monday to Thursday. Small group intervention with an emphasis on guided reading. Strategies for testing are also addressed at this time for grades 3 – 5
Phonemic Awareness	Classroom teachers implement and integrate this program to develop pre-phonics skills. This is done once a week for one period during the day in grade K classes
Foundations K – 2 Wilson Phonics Program	Wilson Foundations is a word study program used in grades K – 2. It systematically teaches students phonemic awareness, phonics, vocabulary, word attack skills and fluency, using multi-sensory methods that reach a wide range of learners
Grades 1– 2 Intervention F-Status Teacher	An F–Status teacher will provide additional academic support to students in Grades K - 2 on Tuesdays and Thursdays using the small group pull-out model

Grade 4 – 5 Intervention (F – Status)	An F–Status teacher will provide additional academic support to students in Grades 4 and 5 on Mondays - Thursdays using the small group instruction in literacy and math
At Risk (SETSS)	This program services at-risk students in a small group in grades 2 – 4. It is a reading and writing program that has been modified to meet the needs of struggling / at-risk students
AIS Afterschool	Students at risk in grades 1 – 5 will be provided additional AIS (ELA and Math) in our afterschool program (Tuesday and Wednesday) from 3:00 to 5:00 p.m., October 2009 – May 2010
ELL Afterschool	Identified English Language Learners (ELLs) will be provided with an afterschool program (Tuesday-Thursday) by our ESL teacher – supported by our Title III program A morning program for ELL meets 4 days per week from 8:00 to 8:40 a.m.
Academic Enrichment Program	Identified students across K thru 2 nd grade will receive enrichment through literacy circles and integration with the Arts (Monday-Thursday)

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

Part A: Language Allocation Policy (LAP)

P.S. 10 Language Allocation Team	
Name	Position / Title
Laura Scott	Principal
Evelyn Lopez	ESL Teacher
Chris Napolitan	Literacy Coach
Cathy Havlicek	Math Coach
Denise Watson	Classroom Teacher
Chris Casal	Data Specialist
Madeline Seide	Parent Coordinator

P.S. 10, a PreK-5 elementary school is a barrier free educational setting of diversity and tolerance. We foster passion, talent and belief in the enormous potential of all children. P.S. 10 is located in Region 8, District 15 and is an Empowerment School, part of the Empowerment Network. It has been an anchor of the South Slope / Windsor Terrace section of Brooklyn since its founding in 1847. We have a total of 717 students from Pre-Kindergarten through Fifth Grade. Our staff and community voted to become a school-wide project school. Many of our students are from families who have recently come to the United States from many different regions, including the Dominican Republic, Puerto Rico, Mexico, Jordan, Palestine, Yemen, Poland, Russia, Albania, and China. Some of the languages spoken at home by our ESL population are Spanish, Arabic, Chinese, Polish, Albanian, and French. With this diversity comes an ELL student population. Our staff is fully committed to employing techniques and programs to help our English Language Learners achieve at the highest level. Our ESL teacher is licensed and certified in ESL, copy of license is on file. The NYC Department of Education's school's website (http://schools.nyc.gov/documents/oaosi/cepdata/2007-08/cepdata_K010.pdf) for school year 2009 -2010 indicates that our population consists of: 32.72% White, 15.9% Black, 45.22% Hispanic and 5.56% Asian and Native American, .31%. Our 60 ELL students are provided services via a Push-In, Pull-Out ESL program. The ELL population represents 8.37% of the overall student body.

ELL Demographics

P. S. 10 ELL students per grade:

Grade	ELLs		ELL Home Language Breakdown				
	General Ed	Special Ed	Spanish	Chinese	Arabic	Albanian	Bengali
K	16	0	12		2		2
1	4	1	4			1	
2	6	5	10		1		
3	4	6	9		1		
4	8	2	9				1
5	0	8	6	1	1		

P. S. 10 ELL subgroups:

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELL (completed 6 years)			Total
	All	SIFE	Spec. Ed	All	SIFE	Spec. Ed	All	SIFE	Spec. Ed	
TBE										0
Dual Language										0
ESL	45	2	12	14	0	10	1	0	1	60
Total	45	2	12	14	0	10	1	0	1	60

ELL Identification Process

When parents first enroll their child in our school they complete a Home Language Information Survey (HLIS) and are interviewed by Evelyn Lopez, the licensed pedagogue in ESL, and Carolyn Ramirez, the pupil accounting secretary, to determine home language. When the child's home language is other than English, the Language Assessment Battery-Revised (LAB-R) is administered by Evelyn Lopez to determine English proficiency level. If a Spanish-speaking child scores at or below proficiency in English the Spanish Language Assessment Battery is administered to determine language dominance. Parents are notified of the child's score.

Once a child is identified as an English Language Learner (ELL) parents are invited to an Orientation meeting, which includes viewing and discussing the NYCDOE DVD, which describes and explains the Transitional Bilingual Education, Dual Language, and Freestanding ESL programs available to their child. All information (brochures, letters, DVD, questions and answers) is in the parent's native language. Written translations are provided by NYC Department of Education, oral translations are provided by staff or by telephone translation offered by the Department of English Language Learners. This will ensure parents make an educated decision about their child's education. After viewing and discussing options, parents fill out their surveys at the Orientation. For parents who do not come to the Orientation, the ESL teacher contacts them directly to set up a one-on-one meeting. These surveys are kept on file with the ESL teacher and are available for reference as needed. Every effort is made to accommodate parent choice, and students are placed in an appropriate program within 10 days. ELL Parent Orientation meetings are held every September and June, as well as throughout the school year. One-on-one Orientation meetings are held on needs basis. In addition P. S. 10, the LAP team, and Evelyn Lopez, the ESL pedagogue, maintain an "open door" policy to address any and all parent concerns on an ongoing basis. The majority of parents choose to have their students serviced in an ESL program. To date, bilingual classes have not been required, or offered, due to parent preference for ESL. The ESL teacher sends out ELL notification letters to parents (in the parent's native language) at the beginning of each school year to inform parents of their child's ELL program eligibility. We have 60 ELL students serviced in our ESL program. With the help given in the ESL program, ELL students are better equipped to meet and exceed New York City and New York State standards in all subject areas.

We have an open-door policy to encourage parent involvement in our school. In addition our parent coordinator facilitates meetings on the first Friday of each month, when parents visit classrooms to read with their child, followed by a parent coffee hour to discuss instructional issues, standards, promotional policies and ways to support their child's academic progress.

Programming and Scheduling Information

All ELLs, including those reaching proficiency levels on NYSESLAT, will continue to be supported in our morning and afterschool programs. Our ESL staff will collaborate with classroom teachers to support instruction for our Beginner, Intermediate, Advanced and ELL's who reached Proficiency levels.

Beginning in late June and early July, newly enrolled ELL students are screened in preparation for the next school year. ELL staff confers with parents regarding student's needs, and an informal survey is conducted of parent needs and choices available.

Our ESL programs provide nurturing environments that promote standards-based teaching and learning. All students have access to standards-based instruction. Instructional strategies reflect scientifically based research such as Leap Frog, Foundations and Sounds in Motion. Additionally, our literacy-rich environments encourage equitable opportunities for learning, respect, and diversity for all of our students. Our goals are to meet the linguistic, social, academic, physical and emotional needs of our ELL's. We believe that a student's native language supports progress in English literacy, and therefore all ELL's are provided with the same high quality instruction that monolingual students receive. With the support of our staff, families, students and school community, we strive for all of our learners to master the skills necessary to succeed in our highly literate and technological marketplace.

Additionally, the use of visuals and realia supports our students' understanding of the academic content. Instructional materials include a wide range of print, visual and digital resources designed to increase English language proficiency.

Our ESL program observes the following mandates for services:

- Beginners & Intermediate 360 minutes ESL, Advanced 180 ESL, 180 ELA

In order to meet the linguistic needs of our ELL's, parental choice and part 154 mandates, all language instruction is aligned to ESL, ELA and Math standards.

P.S. 10 will continue implementing a standards-driven comprehensive literacy program for our English Language Learners (ELL's). Content area instruction is aligned with the NYC and NYS standards in math, science, social studies and technology. Presently, we have 60 students in our English as a Second Language (ESL) push-in/pull-out

model. The push-in/pull-out model is done with Heterogeneous grouping across the grade. We have one fulltime ESL licensed teacher, who services our ELL's.

Our targeted intervention programs consist of:

- ELL students receive additional support in the morning and after school program
- AIS small group instruction as well as scaffolding of instruction in literacy and math
- In the ESL program and throughout the school, students are also exposed to a print-rich environment and materials to support learning
- The Balanced Literacy program is scaffolded, throughout to target and support our ELL students

For our English as a Second Language (ESL) program the language of instruction is English.

Differentiation of Instruction

- Provide a strong language acquisition program to our newcomer students and to those in the Beginners Level (as per the NYSESLAT)
- LEAP Frog – Language First Program
- Read-alouds and picture word walls support their language development
- Students with Interrupted Formal Education (SIFE) are provided with an early morning program to strengthen their academic skills in content areas
- Long-term ELL's - special groupings are formed and individualized tutoring plans are made using the reading and writing workshop model
- Students participate in an instructional program that regularly ensures continuity of rigorous instruction
- Students are surrounded by a print-rich environment, tradebooks, classroom libraries, school library and instructional materials that are aligned with the NYC Core Curriculum and reflect the language of instruction
- Students also participate in small group, task-oriented projects/situations that guides the production of language both in verbal and written form
- Students in the Intermediate level, per NYSESLAT, are supported with Guided reading strategies, Month By Month Phonics, vocabulary/word study and Leap Frog programs in reading specific language prompts to help the ELL student develop academic language in reading and writing

The instructional program enhances our ELL's (in the advanced level of language acquisition) reading comprehension and writing skills. Lessons are scaffolded in consideration of our ELL children. Charts modeling correct language usage, writing mechanics, word study, reading, writing and math strategies are used. Our teaching staff meets during their preps or in Study Groups for collaborative planning to ensure

the academic needs of our ELL's are met. On-going assessments (strategies) are used to determine movement towards acquiring content standards and to make mid-course changes. All teachers meet bi-weekly to review, assess and differentiate student learning. The master school schedule was designed to accommodate this process (Mondays: for Grades 1 and 5; Tuesday for Grades 3 and 4 and on Wednesdays for Grades 2 and Thursday for Grade K). Teachers then work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to standards.

Students reaching proficiency are partnered with an advanced student in their class for peer tutoring. Additional support is given in morning and afterschool programs.

Professional Development

Professional Development for all school personnel working with ELLs (teachers, paraprofessionals, guidance counselor, psychologists, occupational/physical/speech therapists, secretaries, & parent coordinator) is as follows:

- Language Acquisition
 - Scaffolding Instruction in Literacy, Math & all content areas
 - Balanced Literacy: Considerations for ELLS
 - Using the Native Language to Support English Language Acquisition & enrich progress in English literacy, math, and all content areas
- (records of professional development/hours are kept with ESL pedagogue)

Parent Involvement

Parent involvement at P. S. 10 includes:

- Multicultural celebrations
- ESL & GED classes for parents, family, and community
- Parents as Learning Partners

Translation Services:

- The School Leadership Team and Parent Coordinator, along with our ESL teacher, reviewed all existing non-translated communication sent to parents in the 2009 - 2010 academic school year. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communications would be translated.

The written translations we plan to provide are:

- Family Handbook
- Announcements for Workshops, After School
- Materials Related to Medical Protocol for trips, etc.

An assessment of our oral interpretation needs was done

- Through observation and past experiences
- Through a parent survey / suggestions
- Through discussions at the SLT and PTA meetings

Proposed Services:

- Translations for Parents During Curriculum Week / Curriculum Night
- Translations for Parent Workshops that are related to academic achievement and testing
- Translations for Parent Teacher Conferences

These translations will help parents understand their child’s academic progress as well as how they can support their student’s academic growth.

In addition the Parent Coordinator conducts tours and provides parent information and intervention for all programs available (ELL, Special Education, G & T, etc).

Assessment Analysis

The overall P. S. 10 NYSESLAT Proficiency results:

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	13	5	5	5	1	1				30
Intermediate(I)			5	2	1	7				15
Advanced (A)	3		1	3	8					15
Total	16	5	11	10	10	8	0	0	0	60

ELA Results by grade and level:

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	5	5	0	10
4	3	3	2	0	8
5	0	2	4	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYSAA ELA, LEP Special Education:

Grade	Level 1	Level 2	Level 3 & Above
3			1
4			0
5			2
6			1

Math Results by grade and level:

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		10		1		11
4	0		2		6		0		8
5	0		1		4		1		6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYSAA Math, LEP Special Education:

Grade	Level 1	Level 2	Level 3 & Above
3			1
4			0
5			2
6			1

Science Results by grade:

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		5		2		8
8									0
NYSAA Bilingual Spe Ed									0

NYSAA Science, LEP Special Education:

Grade	Level 1	Level 2	Level 3 & Above
3			0
4			0
5			0
6			0

Social Studies Result by grade:

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		1		2		1		6
8									0
NYSAA Bilingual Spe Ed									0

NYSAA Social Studies, LEP Special Education:

Grade	Level 1	Level 2	Level 3 & Above
3			0
4			0
5			2
6			0

P. S. 10 uses various assessment tools to assess the early literacy skills of our ELLs:

- ECLAS-2
- Fountas and Pinnell
- DRA
- TCRWP

The patterns across NYSESLAT modalities will affect instructional decisions in the following ways:

- Allow us to group children based on age and outcome
- AIS committee uses information to establish morning (5 days) and afternoon (2 days) programs to meet common needs
- ESL teacher modifies her plans to address the needs in daily student meetings.
- Conduct periodic assessments to determine progress

Our analysis, taken during our LSW meetings, indicates that we've effectively supported students across grades according to progress students have indicated on tracking sheets. We will continue to modify instruction in order to meet their needs. School leadership and teachers are using the results of the ELL Periodic Assessments to guide regular discussion during LSW grade meetings, every other week, to discuss progress. Through this the school is learning which strategies and techniques have been most effective in supporting student progress.

Native language is used to support instruction in English. In addition Alternate Placement para professionals are made available whenever necessary.

The majority of our ELL's are making gains in the various modalities which will enable them to reach advanced and/or proficiency levels on the NYSESLAT, especially those in the upper grades. We annually review the NYSESLAT results to aid in our evaluation

of ELLs. In addition we plan ESL instruction to support student strengths and bolster weak areas, as determined by the NYSESLAT.

The NYSESLAT data shows that our ELL's are making gains by moving to the next level or increasing their numbers on the raw scores. Our beginning level students are newcomers, and our students with learning disabilities include NYSAA students. Additionally, it should be noted that our ELLs meet promotional criteria as per their IEP.

- Our 4th and 5th grade ELL students are approaching and meeting state standards on the ELA and Math state test. Our ELLs who scored in Level 1 are receiving Special Education services as per their IEPs.
- The AIS team, as well as cross grade/content teams will use data to monitor students and drive instruction.
- LSW meetings will provide opportunities for teachers to use data from the various assessments and identify strengths and weaknesses in order to differentiate instruction.

P. S. 10 will take the following steps to ensure that both former and present ELL's will meet or exceed standards by addressing the individual student as well as parents, family and community:

- Targeted Intervention for ELL's in an After School Program and Morning School programs
- Focus on building ELL vocabulary skills
- Language Acquisition
- Scaffolding Instruction in Literacy, Math & all content areas
- Balanced Literacy: Considerations for ELLS
- Using the Native Language to Support English Language Acquisition & enrich progress in English literacy, math, and all content areas
- AIS—small group instruction during school hours
- Peer tutoring
- Multicultural celebrations
- ESL & GED classes for parents, family, and community
- Parents as Learning Partners

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

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 71

Number of Teachers and Support Personnel for 2008-2009 A-5

School (DBN): 15K010

School Number _____	Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Sub-Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
School Name _____	Bilingual Program	ESL Program	Bilingual Program	ESL Program			Bilingual Program
	_____	_____	_____	_____	_____	_____	_____
TOTALS		<u>1</u>					Grand Total <u>1</u>

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

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

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher.

2009-2010 Request for Extension of Services

School District 15
 School Building Public School 10

School Address: 511 – 7th Avenue
 School Building Principal Laura Scott

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

SE	<p>LEP students with disabilities whose IEP recommends ESL or bilingual instruction (<i>Provide an explanation</i>) Students with disabilities are recommended for ESL services to support their academic development through ESL methodologies. Hands on activities and focus on communication enable students to express themselves orally and in print.</p>
AR	<p>LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education</p> <p><u>N/A</u></p>
RF	<p>LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation</p> <p>Specific learning strategies are used by our ESL, SETSS and AIS team in all language modalities. Balanced literacy lessons are scaffolded to support these students. Students are invited to an early morning and after school program.</p>
NL	<p>LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language</p> <p><u>N/A</u></p>

2009-2010 Request for Extension of Services

School District 15
 School Building Public School 10

School Address: 511 – 7th Avenue
 School Building Principal Laura Scott

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

HO	<p>LEP students held over in grade</p> <p><u>N/A</u></p>
<u>L</u>	<p>LEP students who have not met the performance standard in listening:</p> <p><u>N/A</u></p>
S	<p>LEP students who have not met the performance standard in speaking:</p> <p><u>N/A</u></p>
R	<p>LEP students who have not met the performance standard in reading</p> <p>Morning and after school book clubs foster accountable talk. Students will read books with a strong storyline and relevant subject matter. Relevant cultural experiences will be incorporated to develop an interest and stamina in reading. Academic Intervention Services (AIS) / leap frog programs, books on tapes and read-a-louds will help with vocabulary and academic language acquisition.</p>

2009-2010 Request for Extension of Services

School District 15
 School Building Public School 10

School Address: 511 – 7th Avenue
 School Building Principal Laura Scott

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

W	<p>LEP students who have not met the performance standard in writing After school, morning and AIS programs will be ongoing in an effort to increase academic language development. Story starters will be used to add a range of structures and genres. Author studies will assist students in comparing and contrasting familiar books. An integrated arts program will be used to practice grammar, spelling and mechanics of the English language.</p>
LTA	<p>Long term absences</p> <p><u>N/A</u></p>

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

School District: 15

Type of Program: ESL Bilingual Both

School Building Public School 10

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		
		Bil	ESL																			
Arabic (ARB)				1		1				1		1	1		1							
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)										1		1	1		1	1	1					
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)	4		4	11	3	8	19	8	11	15		15	10		10	6		6				
Vietnamese (VIE)																						
SUB TOTALS →																						

Total Number of LEP students in grades K-6 **60**
60
Identified in the Building in **2009-10**

Total Number of LEP students in grades K-6 **Served 11**
11
in the Building in **2009-10**

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS) - *Continued*

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) Pre K – 5

Number of Students to be Served: 60 LEP 657 Non-LEP

Number of Teachers 57

Other Staff (Specify) 72 (Administrators, Guidance, Secretaries, Aides, Paras, OTs/PTs, etc.)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

**Part A: Language Instruction for Limited
English Proficient and Immigrant Students
School Year 2009-2010**

Region 8

CSD 15

School Building P.S. 10

Grade Level(s) Pre K - 5 No. of Students to be Served: 60 LEP 657 Non-LEP

Number of Teachers 57
OT/PT, Nurses, Safety Agents)

Other Staff (Specify) 72 (Administrators, Guidance, Secretaries, School Aides, Paras,

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

We have chosen to spend the majority of our Title III money for direct instructional support in an after school program. The rationale behind this decision was to give our ELL population as much direct instruction in English Language Arts and Math as possible. Statistics suggest that the more time a child is given to read (at an appropriate reading level) the more language they will acquire. This is also true for the acquisition of problem solving skills within the math curriculum.

¹ Buildings providing Title III services to immigrant students must also complete this form for the immigrant program.

After School Program – Tuesdays and Wednesdays

P.S. 10 will use Title III money to fund 2 teachers for our after school program beginning October 2009 to target our ELL students in Grades 1 – 3. Classes will be held after school on Tuesdays and Wednesdays from 3:15 to 5:00 p.m. for 30 weeks. Our ESL teachers certified with Bilingual or ESL licenses will be paid per session from October 2009 to April 2010 for this instruction.

The after school program will utilize the LEAP Frog program, and a critical and creative thinking program, specifically designed to assist ELL students in learning English and math, which will help them meet State Academic Learning Standards. Additionally, components of *Sing, Spell, Read and Write* Reading program will be incorporated in this after school program. This multi-sensory program provides lessons in phonics, vocabulary development, reading comprehension, spelling and handwriting.

One ESL teacher will also provide additional academic support in our early morning program. This morning enrichment program will be held Monday – Thursday from 7:30 to 8:00 a.m. and on Friday from 7:30 to 8:40 a.m. Students will have this opportunity to enhance their speaking, listening, reading and writing skills through board games, math games, computers and phonics activities; thereby boosting higher level reasoning and thinking skills. The ESL teachers will monitor the progress of all students in the morning and after school program and work with the inquiry team on tracking the progress of these students. All assessments given during the school day and during the supplementary programs will be analyzed and used to inform the instruction of the Title III students during the supplementary program. A DELL laptop will be purchased with Title III funds for the ESL teachers to maintain this data and at the end of the program be able to demonstrate the progress of each child in this program based on NYS ESL/ELA and Math standards.

Description of Parent and Community Participation

Monthly meetings for parents and orientation sessions for parents of potential “English Language Learners” (ELLs) will be offered regularly. Topics for discussion will be state standards, bilingual and ESL mandates and school expectations. Parent Orientation (Project Jump Start) will take place in May for incoming students. Translation services will be made available as needed.

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

We will continue to offer our ELL parents study groups. In collaboration with the Parent Coordinator we will offer parent workshops on the following topics:

- *Accountable Talk*
- *Parents as Reading Partners*
- *Helping Your Child Meet the Standards*
- *Test Prep*
- *Promotional Criteria*

In addition, we will continue to offer our ELL parents ESL classes as part of our partnership with the *Carroll Gardens Neighborhood Women at the Fifth Avenue Committee*. This community-based organization (CBO) will sponsor ESL classes (2 hours / 3 x per week). In addition they are also planning to support our ELL students by offering an after school program two times per week. Title III funds will be used to support parent workshops and through this strengthen the home-school partnership. Snacks, refreshments and materials will be funded by Title III.

Professional Development Program

Staff Development will be ongoing and include the following topics:

- *Ongoing Staff Development Scheduled in School Program during our “Looking at Student Work” sessions.*
- *Accountable Talk – for ELLs*
- *LEAP FROG – Paraprofessionals will work with small groups*
- *Scaffolding Language to support the ELL student in a Balanced Literacy classroom:*
- *Assessments and strategies to help ELLs meet the state standards in math, science, social studies and literacy*
- *Test Modifications*
- *Promotional Criteria for the ELLs*
- *Assessment and Strategies to Help ELLs Meet Standards in Content Areas*

Additionally, ELL Staff Development will be implemented by the following across the school year:

- *School based ESL Teachers*
- *Literacy Coach*
- *Math Coach*

Our ESL teacher will provide staff development to our “lead teachers” (including the administration, Math and Literacy Coach, and our SETSS teacher) focusing on specific learning strategies for our ELL students. Our lead teachers will turn-key this information to classroom teachers.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS) - *Continued*

Additionally, as part of our AIS team, our ESL teacher will be responsible for overseeing our ELL students' progress and will interface with our Lead Teachers to discuss strategies and methods to enhance our ELLs' learning.

**Title III, Part A: Language Instruction for Limited
English Proficient and Immigrant Students
School Year 2009-2010**

Region 8 CSD 15 School Building: P.S. 10

**Title III LEP Program
School Building Budget Summary
Allocation \$15,000 (*anticipated*)**

Category	Proposed Expenditure
<u>Personnel Services</u>	
Teacher per session hours for our ESL teachers for P.S. 10's: Before School Program and After school Program	240 TR Hrs @ \$49.73 (+ fringe) = \$11965
<u>OTPS</u>	
Parent Involvement (489)	535
Classroom Supplies / Materials, Laptop	<u>2500</u>
Total OTPS	\$3035
<u>Budget Summary</u>	
TOTAL PERSONNEL SERVICES	\$11965
TOTAL OTPS	<u>3035</u>
TOTAL COST	\$15000

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 15 For Title III Instructional
BEDS Code 15k010

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<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>	<p>After School Program</p> <p>2 teachers x 4 hours x 20 sessions = 160 hours x 49.73 = \$7957</p> <p>Before School Program</p> <p>1 teacher x 3.10 hours weekly X 26 weeks = 80 hrs. x \$49.73 = \$3978.40</p>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	<i>School Supplies /Materials and Laptop \$2,500.00</i>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS) - *Continued*

This entire section must be completed for each budget submitted.

School District _____ For Title **III**
 BEDS Code _____

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	Parent Involvement (Object Code 489) - \$563
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	



APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Part A: Needs Assessment Findings

WRITTEN TRANSLATION NEEDS ASSESSMENT

In this box describe how you conducted your assessment of written translation needs and your major findings.

The School Leadership Team, Parent Coordinator along with our ESL teacher reviewed all existing non-translated communication sent to parents in the 2009 - 2010 academic school year. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communication would be translated.

PROPOSED WRITTEN TRANSLATION SERVICES

In this box, describe the written translation services you plan to provide, and how they meet identified needs.

The written translation we plan to provide are:

- Family Handbook
- Announcements for Workshops, After School
- Materials Related to Medical Protocol for trips, etc.

ORAL INTERPRETATION NEEDS ASSESSMENT

In this box describe how you conducted your assessment of oral interpretation needs and your major findings.

An assessment of our oral interpretation needs were done:

- Through observation and past experiences
- Through a parent survey / suggestions
- Through discussions at the SLT and PTA meetings

PROPOSED ORAL INTERPRETATION SERVICES

In this box describe the oral interpretation services you plan to provide, and how they meet identified needs.

- Translations for Parents During Curriculum Week / Curriculum Night
- Translations for Parent Workshops that are related to academic achievement and testing
- Translations for Parent Teacher Conferences

These translations will help parents understand their child's academic progress as well as how they can support their student's academic growth.

Part C: Action Plan – Language Translation and Interpretation

<p>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.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <p>➤ Refer to specific actions, strategies, and activities described in Part B.</p>	<p>P.S. 10 will provide translation services to parents in Spanish and Arabic throughout the school year and specifically during the special events including Curriculum Week, PT Conferences, Parent workshops, etc.</p>
<p>WHEN?</p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>September 2009 – June 2010</p> <ul style="list-style-type: none"> • Afternoon and Evening PT Conferences • September Curriculum Week / Curriculum Night • Monthly Parent Meetings after Parents as Learning Partners • Parent Teacher Conferences (Fall and Spring) • Grade 5 Parent Committee Meetings (May and June 2009)
<p>BY WHOM?</p> <p>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<p>The following staff members will receive per session compensation for translating:</p> <ul style="list-style-type: none"> • Secretaries • Paraprofessionals • Family Worker • School Aides
<p>SUPPORT</p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<p>Funds from the following sources will support our translation services:</p> <ul style="list-style-type: none"> • Title I Translation Services • Tax Levy Translation Services
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</p>	<p>Progress / Accomplishments will be</p> <ul style="list-style-type: none"> • Official Class teachers surveyed to determine home language of parents • P.S. 10 will survey parents to determine their translation needs • More written communication will be translated for parents • Staff will be made available throughout the school year to provide translation services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010 **\$470,557.**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$4,706.**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$n/a**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year **100%.**
5. If the percentage of high quality teachers during 2008-2009 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

1. The PS 10 Magnet School of Math, Science and Design Technology will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - (as outlined below)
2. PS 10 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA;
 - (as outlined below)
3. PS 10 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

Parent Meetings

- Monthly meetings “***Parent Coffee***” to engage parents and increase parent involvement will be held following ***Parents as Learning Partners*** on the first Friday of every month.

- Professional development for parents to enable all children in the school to meet City and State performance standards will be held and refreshments provided.
- ARIS workshops for parents will be provided and facilitated by our Data Specialists.
- Workshops and activities for non-English speaking parents will be facilitated by our ESL Coordinator.

Literacy and Math Workshops:

- Coaches and teachers will conduct workshops informing and instructing the parents about the literacy and math standardized tests and the strategies they can use to help their students. Supplies and materials for these workshops will be purchased via the Title I Parent Involvement allocation.

Supplies and Materials

- Equipment including a laser printer, materials and supplies for the parent resource room will be purchased to be used for parent workshops and other training sessions.
- Funds will be used for postage and printing to provide ongoing outreach and information services to parents.

4. With the involvement of parents, PS 10 will take the following actions to conduct an annual evaluation of the content and effectiveness of this parental involvement policy by improving participation of parents in activities. This can be achieved by focusing on parents who have limited English proficiency and/or limited literacy, are of any racial or ethnic minority background, are economically disadvantaged or disabled. The school will use these findings to design/revise this policy by using strategies to promote a more effective parental involvement.

Evaluation

- PTA, SLT, and parents will be surveyed for the effectiveness of these programs.

Responsibility

- Key members of the Title I Parent Committee will be responsible for these activities.
- PTA and SLT
- Principal
- Parent Coordinator
- Workshops – Literacy and Math Coaches, Data Specialist, ESL Coordinator Psychologist, Social Worker, Guidance Counselor, and Teachers

Role of Parents

- Parents will participate (along with their children) in activities that promote:
 - Literacy

- Math and Science Curriculum
- Standards Awareness
- Testing Strategies
- Social interactions across the school

5. PS 10 will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents, and to support a partnership among the school. PS 10 will strive to involve parents and the community to improve student academic achievement. The activities specifically described below will be implemented:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. The State's academic content standards.
 - ii. The State's student academic achievement standards.
 - iii. The State and local academic assessments including alternate assessments.
 - iv. The requirements of Title I, Part A.
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

- b. To foster parental involvement, PS 10 will provide math and literacy training through technology to help parents work with their children to improve academic achievement:
 - i. PS 10, in partnership with the Carroll Gardens Women's Neighborhood CBO, will provide free ESL classes to parents.
 - ii. **Parents as Learning Partners** offers parents a chance to work side by side with their child in class one Friday every month.
 - iii. **Parent Coffee** follows immediately after, and provides all parents a chance to speak directly with coaches and teachers about working with children at home. CBO's may also participate by presenting various workshops on parent - related issues.
 - iv. **A Family Handbook** provides parents with guidelines in Spanish and English.
 - v. Community - based organizations will provide workshops, GED, College Prep and free or low cost medical care.
 - vi. PS 10 will provide free computer classes as well as literacy classes to families.

- c. PS 10 will, with the assistance of the district and parents, educate its teachers, pupil personnel services, principal and other staff in order to work with parents as equal partners. This may be facilitated by:
 - i. Parents will be invited to attend Curriculum Week (in September) and Parent -Teacher Conferences (in November and March) to initiate dialogue between teachers and other staff members.
 - ii. The Parent Coordinator will keep parents updated on upcoming workshops and school events by sending home flyers and letters.
 - iii. The Parent Coordinator is directly responsible for passing on information distributed by the Regional Office. This may pertain to free educational and informational seminars offered.
 - iv. Multicultural Night and Family Events are used to entertain and educate as well as create a sense of community between school and families.
 - v. Parents are able to visit the PS 10 Library afterschool on Tuesdays and Wednesdays with their children.

- d. PS 10 will coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, and Home Instruction Programs for Preschool Youngsters. Parent participation through the Parent Resource Centers will help support their child's education in the following ways:
 - i. Partnering with the Carroll Gardens Women's Center to offer ESL and GED prep classes. This center also provides us with two after school programs for students; 'Puppetry' and 'Twisted Shakespeare'.
 - ii. Our Pre-K family worker engages Pre-K parents with creative and instructional opportunities to participate in classroom activities.

- e. PS 10 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, are sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand;
 - i. Both the Parent Teacher Association and the Parent Coordinator routinely inform parents of school events in a timely fashion by use of monthly school calendars, flyers and letters in Spanish and English.
 - ii. Interpreters and written translation are routinely used to effectively communicate.

Adoption

The PS 10 Parent Involvement Policy and the School Parent Compact have been developed jointly, and agreed on, with parents of children participating in Title I, Part A programs, as evidenced by SLT Agendas and the PTA Agendas.

This policy was presented at the next PTA Meeting, December 16, 2009. The School Leadership Team will also review it on Friday, December 18, 2009 and it is scheduled to be adopted at the PTA meeting scheduled for Wednesday, January 20, 2010.

Final copies will be distributed to parents at the PTA meeting on Wednesday, January 20, 2010.

2. School-Parent Compact

School Responsibilities

P.S. 10, The Magnet School of Math, Science and Technology will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- *AIS for all struggling students*
- *Professional Development for teachers in Literacy, Math, ELL, Science, Social Studies, Technology, etc.*
- *Extended day program for students*
- *Study Groups for Teachers*
- *Workshops for Parents in Literacy and Math, ELLs, Special Needs, Clusters, etc.*
- *Arts, ESL programs through grants*
- *ESL classes for Parents*

P.S. 10 will hold two parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2009 and March 2010 (afternoon and evening sessions).

P.S. 10 will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Grade 1 through 5: Three (3) report cards will be distributed in November, March and June.

Grade K: Two (2) report cards will be distributed in March and June.

Test Scores and Reports will be distributed when they become available in addition to Monthly reading levels, and DY0 Interim and Acuity Predictive Assessments.

P.S. 10 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parent Teacher Conferences will be held according to the City Calendar in November and March (afternoon and evenings).
- Parents will also have an opportunity to schedule individual meetings with the teachers during teachers' prep periods.
- "Parents as learning partners" allows parents to participate in their child's class activities during period 1 on the 1st Friday of every month.

P.S. 10 will provide parents opportunities to volunteer and participate in their child's school day, and to observe school activities as follows:

- Parents will have an opportunity to participate as lunchtime/recess volunteers. Parents may then volunteer as many hours a week as they would like.

Parents can take part in our Parent Teacher Association helping with fund raisers, and staging events for families and students. The PTA meets twice a month to plan calendar events.

Parents can participate in 'Parents As Learning Partners' on the first Friday of every month. Parents have an opportunity to join their child in class and participate in a lesson based on the curriculum.

Parents can participate in 'Writing Celebrations'.

Parents are asked to chaperone class trips.

Community parents are invited to tour the school once a month.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

-supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my child watches;
 - volunteering in my child's classroom;
 - participating, as appropriate, in decisions relating to my children's education;
 - participating in school activities on a regular basis;
 - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail

and responding as appropriate;

-reading together with my child every day;

-providing my child with a library card;

-communicating positive values and character traits, such as respect, hard work and responsibility;

-respecting the cultural differences of others;

-helping my child accept consequences for negative behavior;

-being aware of and following the rules and regulations of the school and district;

-supporting the school's discipline policy;

-express high expectation and offer praise and encouragement for achievement.

-Parents can further extend their roles in the decision-making, planning and general governance of school policy by running for positions on our Leadership Team as well as executive positions in the Parent Teacher Association. Parents can directly affect policy-making and take part in creating a school environment most conducive to support curriculum and instruction.

-Parents are a part of in our Grant Committee. A savvy parent body can seek and find additional funding to provide large-scale capital improvements as well as money to fund educational and extra curricular programs to enhance the school experience.

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.

Please refer to Section IV – Needs Assessment on page 4.

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.

Refer to Appendix 1: Academic Intervention Services (AIS) Summary Form and description of each program

3. Instruction by highly qualified staff.

Results from the Basic Educational Data Survey (BEDS) indicate that all instructional staff members are “highly qualified”

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

Professional development is ongoing at P.S. 10 for all staff as follows:

- The Principal and office staff attends PD sessions with the Empowerment Network and staff development offered by ISC.
- On-site and off-site professional development is provided to instructional staff (teachers and paraprofessionals) through demo lessons, on and off site inter-visitations, Internal DOE service workshops, faculty and grade conferences and

meetings, Carl Anderson workshops, and MET Opera Guild. Staff members also participate in the DOE Webcasts via the Learning Times that are held throughout the year.

- Workshops and meetings are conducted monthly for our parents. Information is also made available on the school website and through monthly newsletters and flyers.
- School Aides and Co-teachers (paraprofessionals) receive PD monthly through meetings and consultants are invited in to address ongoing issues, like conflict resolution.

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

We have partnerships with universities throughout NYC (NYU, Bank Street, Brooklyn College, LIU, Hunter, etc.). Student teachers shadow teachers for a year and are evaluated by site staff. Highly qualified teachers are interviewed and invited to join staff.

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

Please refer to Goal # 4 and corresponding Action Plan

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.

Invitations are given to parents to participate in interest surveys that allow us to learn about the strengths, needs and the interests of incoming students from early childhood programs. We also have staff members that go out to preschools and early childhood programs to do presentations regarding the offerings of our school.

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.

Common preps and a 6th prep per week were provided so that teachers could collaborate and confer regarding the use of academic assessment. Specific periods referred to as “LSW” – Looking at Student Work - are set aside bi-monthly to discuss assessment findings and ways to utilize the information in order to inform instruction.

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.

Data is collected monthly from teachers regarding student progress. Struggling students are highlighted and discussed at AIS (Academic Intervention Services) and PPC (Pupil Personnel Committee) meetings. Strategies for intervention are disseminated for identified students. F-Status, SETSS and AIS teachers are deployed to assist and provide small group instruction.

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.

Our school administration confers with and invites experts and consultants to conduct workshops and meetings for staff and parents. Recent faculty conferences and parent meetings have addressed curriculum, violence prevention, child abuse, career opportunities, bloodborne pathogens, etc. The school dietician conducts nutritional workshops for staff and students monthly for every grade in the school.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

*** Not applicable to our school community ***

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

*** Not Applicable to our school community ***

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

Not Applicable to our school community

**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, these 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 also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

Bi-monthly meetings with grade-level staff (K-5) for LSW (Looking at Student Work) constantly analyze children's work, and through professional sharing of ideas and methods, research ways to address needs. Led by the literacy coach, these sessions are also times when the specific skills, strategies, understandings and goals of the current curricular unit(s) are addressed. Classroom observations, both formal and informal, by the administration and the literacy coach are methods to determine the rigor, depth, and attention to curriculum in each classroom. After reading the above results, the literacy coach rereads the ELA standards from NYS in order to verify again the correlation between our school's curriculum and the NYS Standard in ELA.

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

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?

Our written curriculum, while taken from TCRWP, is determined each year at grade-level planning days. Teachers and literacy coach reflect on the work of the past year before establishing a pacing calendar. This work is done with TC materials and NYS standards books as available reference material.

For at least the last four years, NYS standards books have served as benchmarks for our work. The curriculum for reading and writing includes all genres in the NYS Standards.

While the current pacing calendar in use at our school is, indeed, at a "topical level," this follows three years of curriculum maps developed with unit goals, teaching points, new and ongoing comprehension or craft strategies, suggested assessments, instructional practices, resources, and applicable genres. All teachers have curricular binders, and these materials have been retained. New teachers are provided with the earlier, detailed curriculum maps by the literacy coach. Supplied to teachers are

informative packets on each of the various units in reading and writing. All of this material is in classrooms, and discussed at professional development opportunities as the need arises.

On-going assessments are included in every classroom's weekly work, and periodically assessed:

- reading levels (with a focus on NYC benchmarks)
- writing levels (using TC leveling methods, benchmarked in-house)
- maintaining reading logs in grades 2-5 classrooms
- work on both English grammar and spelling through revision of student writing
- explicitly-taught lessons in editing, spelling and vocabulary

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.

Through our work in LSW we have focused on practices that strengthen our teaching of the process strands. To this end we have provided staff development on supporting Everyday Math with activities from TERC, Marilyn Burns, and Math in the City, which scaffold mathematical reasoning and problem solving.

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

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?

Through reviewing student work on the Everyday Math End of Unit Assessments and our DYO interim assessments, it is apparent that students need support with estimation skills, mathematical reasoning, and working with a variety of strategies.

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.

We will continue to use LSW and DYO implication meetings (both school-wide and with the Empowerment Network) to identify students' needs and to find and develop investigations, word problems, and activities, which can support the Everyday Math curriculum in the areas of mathematical reasoning and problem solving.

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.

Classroom observations, as well as informal “walk-throughs” of the building by administration, in-classroom work by the literacy coach, and conversations in LSW/professional development times re: particular units of study, teachers’ methods, etc. keep us aware of where the need exists for honing workshop skills, and diminishing the time spent in teacher-directed lessons.

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

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?

There are still teachers who spend a great deal of time with students in the meeting area, or working at desks on teacher-directed work. This has been an aspect of professional development for at least six years, and has diminished yearly. Currently, while the situation still exists in some classrooms, it is no longer the predominant part of the school culture. As knowledgeable new teachers join the staff, and as veteran teachers have evolved their methods, results have extended to other classrooms. We are encouraged, but do not feel the work is yet finished, although we have seen much evidence, including a growing number of classrooms engaging in literacy circles and other methods to encourage student autonomy, pointing to our success.

For the past three years, our Action Research and Inquiry Teams have included work on more essential questioning in literacy and more open-ended questions in mathematics. This work continues with a focus on Arts vocabulary.

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.

We believe that by continuing the expectations we have for good workshop teaching, project-based social studies, inquiry, constructivist approaches in math, with pre-K, K and 1, we will see a continuation of improvement in this area. It is our belief that we will not require additional support from outside resources.

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. Observations 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.

We will continue to mandate that the workshop model be used when teaching mathematics. Through professional development and discourse during our LSW periods we will continue our discussion on best practices in mathematics. This discussion will include classroom teachers, the mathematics coach, administration, and support personnel. The math coach will continue to model lessons for individual teachers as needed.

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

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?

There has been a noticeable movement away from worksheets and journal pages in Everyday Math toward more open investigations such as those found in TERC, Marilyn Burns, and Math in the City activities. These changes occurred on a school-wide basis after reviewing strategies students used to solve problems on Everyday Math End of Unit Assessments as well as those on DY0 interim assessments. There will be a focus on engaging students in strategy-based discussion during math workshops.

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.

As we become more proficient in the workshop model, and support the Everyday Math curriculum with investigations designed to scaffold mathematical reasoning abilities, we hope to see these issues resolved.

The Network could provide support by continuing to offer professional development focusing on mathematical reasoning, problem solving, and accountable talk in mathematics.

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 historical review has revealed our teacher turnover rate has been relatively low the last two years

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

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?

Only 1 teacher retired last year and two returned from child-care leave.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Teachers attend staff development at the beginning of the school year. General Ed. teachers receive the required 7 ½ hours of ESL training; and Special Education teachers receive 10 hours of ESL training. This process also includes having the ESL teacher meet with teachers and coaches regarding ELL learners.

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

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?

Public School 10 teachers received professional development opportunities throughout the school year. For the most part, our ESL teacher participates in the ELL Network and ISC offerings. The information is then turn keyed to our staff during common

preps and staff development meetings (ie: Election/Brooklyn Day). Additionally, all teachers have opportunities to attend citywide PD, which are widely publicized via the Principal's Weekly attachments or the Principal Portal and advertised to staff in our Faculty Notes and on ARIS.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

ELL students' academic progress is monitored monthly through TC reading comprehension. Periodic assessments are given approximately 3 times per year, which measure speaking, listening, reading, and writing modalities. All ELL students are administered the NYSESLAT (New York State English as a Second Language Achievement Test) yearly.

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

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?

The data from these assessments are made available to all teachers via hard copies or reports generated from ATS and Acuity results during LSW meetings. Official class teachers are also provided with an **ATS Test History** report for all ELLs. Information from these test results is specific to the individual child and strategies are put in place to meet the academic needs of the child.

Additionally, all teachers now have access to ARIS (Accounting Reporting Information System), which provides all test data and information regarding “current” and “former” ELL eligibility

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The Principal, a former Special Education Supervisor (15 years), has developed and implemented strategies and instructional approaches for meeting the needs of general education at-risk students and special education students to ensure students are appropriately placed in least-restrictive environments. The continuum of services is made known to the entire staff, especially due to the fact that the student population is 25% special needs. A concerted effort is also made to hire staff who have experience working with special needs populations, to ensure that differentiation of instruction is implemented and ongoing in both general and special needs programs. School-wide program services have been adjusted to meet the needs of identified students.

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

Not Applicable

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

The teachers and the administration keep track of all services that students receive in Special Education through:

- Student Services Summary Sheets (with 16 categories) have been created to track and monitor the support students are receiving. These Summary Sheets are actively shared and used by both teachers and administrators. These sheets are frequently referred to at Pupil Personnel Committee meetings and AIS meetings when students' interventions are being discussed.
- Teachers consistently refer to student IEPs and use this information to drive and differentiate instruction.
- Out-of-building professional development is continually turn-keyed by service providers and teachers for the rest of the staff.
- Paraprofessionals receive monthly professional development that addresses ways to support special needs learners, as well as the teachers who work with them.
- Paraprofessionals document their work with individual students through logs that are collected and reviewed weekly by the academic support staff.
- Progress toward students' individualized goals is tracked and shared with families consistently throughout the year, through IEPs, narratives, annual reviews, reading, writing and math progress reports, and family conferences.
- Information regarding Reading and Math progress reports and assessments is carefully monitored, and kept by special needs teachers in binders that are shared with the school support staff at bi-monthly LSW (Looking at Student Work) meetings. The information from these binders is used to modify units of study and lesson plans.
- Recent results from our ELA scores indicate that our procedures for tracking students with special needs were effective. This is reflected in our standardized scores this year. "All tested - Special Needs" ELA scores increased from 33.9% to 58.2%. In math, our scores increased from 69.4 to 82.1%. In these two situations, some of our special needs students scored 4's.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The instructional staff at Public School 10 received staff development regarding the IEP process in January of 2009 by Patricia Mills from the Brooklyn Integrated Service Center. Additional training for on-site (speech, SBST, OT/PT, CTT) related service providers was conducted February 2009. Follow-up staff development by Steve Resnick, Nicholas Chavarria, and Ms. Mazzella, the school's Health Coordinator and IEP teacher, is scheduled to occur in November.

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

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?

The professional development provided by the ISC and on-site staff will address the following:

- The continuum of services
- Confidential files
- IEP process and conference participants
- Educational planning conference procedures (EPC) and participants
- Type II's and Type III's
- Annual reviews
- Alignment of goals objectives and promotional criteria
- Testing modifications / accommodations
- Behavioral plans, goals and objectives
- Transfer of services and decertification process
- Mainstreaming practices
- Documenting medical health and the need for related services
- Responsibilities of primary service providers
- Parental support, advocacy and notification

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.

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are two (2) Students in Temporary Housing currently enrolled in P. S. 10.

2. Please describe the services you are planning to provide to the STH population.

Money has been allocated to our school to provide support for two students this year. Purchases are made for the student on an as needed basis. These purchases include start up school supplies, any school related expenses; i.e. recorder instrument for music class. Season appropriate clothing such as winter coats, boots, hats and gloves, etc. Any additional trips, dues, or recreational expenses such as tickets for a school dance or concert are paid with these funds. Purchases and funding is arranged and supervised by the Principal, Budget Specialist, and Parent Coordinator to ensure appropriate spending.