



**THE JESSE OWENS SCHOOL
PS 26**

**2009- 2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: JESSE OWENS PS 26
ADDRESS: 1014 LAFAYETTE AVE, BROOKLYN NY 11221
TELEPHONE: 718 919 - 5707
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 16K026 **SCHOOL NAME:** Jesse Owens School / PS 26

DISTRICT: 16 **SSO NAME/NETWORK #:** Community LSO / Network 6

SCHOOL ADDRESS: 1014 Lafayette Ave Brooklyn, NY 11221

SCHOOL TELEPHONE: 718-919-5707 **FAX:** 718-574-2803

SCHOOL CONTACT PERSON: Michele Ashley **EMAIL ADDRESS:** mashley@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Marie Bennett

PRINCIPAL Michele Ashley

UFT CHAPTER LEADER Patricia Brown

**PARENTS' ASSOCIATION
PRESIDENT** Yolanda Hawkins

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Evelyn Santiago

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Michele Ashley	*Principal or Designee	
Marie Bennett	SCHOOL LEADERSHIP TEAM CHAIRPERSON	
Patricia Brown	*UFT Chapter Chairperson or Designee	
Yolanda Hawkins	*PA/PTA President or Designated Co-President	
Lynette Turner	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sylvia Green	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carla Parker	Member/Teacher	
Valerie Ford	Member/Teacher	
Esther Weatherington	Member/Teacher	
Luz Hernandez	Member/Parent	
Crystal Jones	Member/Parent	
Juanita Stevenson	Member/Parent	
Barbara Virella	Member/Parent	
Claudette Wright	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Jesse Owens is an elementary school that serves students from Pre-kindergarten through Grade 5. The mission of the school is as follows:

Our mission is to engage staff, students, families, and community partners to make a difference in the life of each child in our learning community. We will provide all students with an exceptional education to develop their mind and nurture their spirit; empowering them to pursue their dreams and change the world.

On entering the school, the high expectations and caring ethos are immediately evident. From the well-presented banners in the corridors to the displays of students' work and achievements, the signals are clear. The school functions smoothly and very efficiently and provides a positive and vibrant learning environment. The school's vision, and the principal's concern and quiet dedication to help every student succeed underpin the school's success. As a result the school has been given credit for closing the achievement gap for black students in the lowest third achievement levels, in both English language arts and math.

Students enjoy coming to school, work co-operatively and often help each other. The community benefits from the safe and inclusive environment and is motivated by the active teaching strategies used. Positive relationships throughout our community ensure that respect and trust are built between parents, students and all the staff. Teachers plan and work very well together in order to meet the needs of the students. We share good practices and have put systems in place to conduct inter-visitations and intra-visitations. Data is used effectively to inform instruction and assessments are used to revise plans and modify practices to improve student outcomes. Monitoring is rigorous and timely and leads to improved planning, goal-setting and intervention. Student progress is constantly under review and the school is always seeking new ways to help students succeed. Students have begun to understand their individual goals and the school is working to identify learning goals in all content areas.

The school worked to address all the recommendations of the previous Quality Review. Data is now analyzed in all subjects and is used more effectively to improve instruction so that it matches the needs of all students. Teachers are given more consistent constructive feedback following classroom observations. Parent attendance at meetings and other events has improved. The school's inquiry team meets regularly and is well established. The team has identified a focus group of students in need and will continue to collect and analyze their skills and identify strategies for improvement. As a group we are proactively improving teaching and learning strategies to increase the level of achievement for these and all our students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 026 Jesse Owens						
District:	16	DBN:	16K026	School BEDS Code:	331600010026		
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:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	15	18	18		91.9	91.5	92.2
Kindergarten	64	44	34				
Grade 1	61	74	63	Student Stability - % of Enrollment:			
Grade 2	67	58	71	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 3	60	54	69		87.4	89.2	93.6
Grade 4	67	54	69	Poverty Rate - % of Enrollment:			
Grade 5	67	64	57	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 6	0	0	0		79.6	79.6	79.6
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 9	0	0	0		11	20	45
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 12	0	0	0		0	1	3
Ungraded	0	0	0	Special Education Enrollment:			
Total	401	384	375	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	10	7	7	Principal Suspensions	14	14	21
# in Collaborative Team Teaching (CTT) Classes	24	27	34	Superintendent Suspensions	8	12	13
Number all others	16	21	21	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0
<i>(BESIS Survey)</i>				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	36	37	37
# receiving ESL services only	13	16	16				

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	0	3	0	Number of Administrators and Other Professionals	3	5	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
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	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.9	78.4	75.7
				% more than 5 years teaching anywhere	41.7	43.2	48.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	84.0	81.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.3	100.0	100.0
American Indian or Alaska Native	2.0	1.8	1.6				
Black or African American	78.0	75.3	76.3				
Hispanic or Latino	17.7	19.8	19.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.3	1.1				
White	1.0	1.8	1.6				
Male	48.6	52.9	52.0				
Female	51.4	47.1	48.0				
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		3	4	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:	77			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.3			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:	21.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

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

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

We continue to focus our attention on the development of our professional learning community, the differentiation of learning for students and staff and the search for evidence of teaching and learning in every classroom. Major accomplishments have been a continuous increase in student performance in ELA and Mathematics, significant increase in the retention rate of teachers, the development of a student enrichment program, the creation of a Health and Wellness program and the formation of a school wide discipline committee in which teachers take a more active role in school discipline. Significant aids to continuous improvement include a variety of opportunities for collaborative planning by a dedicated staff including Grade Meetings, Grade Leader Meetings, Cabinet Meetings, School Leadership Team meetings, Positive Behavior Team meetings, PPC meetings and the collaboration of our AIS and classroom teachers.

Barriers we strive to overcome include the loss of the contracted professional development period which has required that we become increasingly creative to identify ways to get teachers together for professional conversations. We also continue to work on increasing the level of parental involvement. Although we have increased parental involvement by at least 20% and maintain a core group of parents that support our children through the PTA and School Leadership Team, attendance at academic school functions is still in need of improvement. We have regular activities to involve parents in our children's education including monthly workshops, assemblies and Publishing Parties, Curriculum Nights, Cultural Feasts, assessment information sessions, Open School Day / Evening and Family Movie Nights.

An increasing barrier that we strive to overcome is the repeated cuts in the School Budget as well as the penalties imposed due to register loss which is a result of at least four new Charter Schools which have opened in this area. Limited resources have forced the cancellation of after school and Saturday School as well as halting plans to expand our Arts Program and upgrade the level of technology in the building.

We are also concerned with the difficulties associated with a shared building space. Our building currently houses students from Pre-K – grade 12. The building was designed as an Elementary Space and results in significant space and scheduling issues as well as safety concerns for staff, students and families. As a Campus we have requested additional safety officers to be assigned to the building but have not been successful.

We have identified a steady increase in mathematics performance and ELA performance over the last three years. Based on the latest data, we have identified significant progress for African-American students in the lowest 1/3 of New York City. We are focused on increasing progress in our highest performing students (Level 3, Level 4) in both Mathematics and ELA. We are also focused on students performing at a high level 2 or low level 3 to help students reach and maintain grade-level performance. Our goal is to have all students demonstrate at least one year's progress.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal Number 1	
Goal:	Describe your goal. To continue to enhance the level of student reading performance.
SMART Goals	Set the measurable target that will define whether you have met your goal. Students reading stamina and book levels will increase over the year. This will result in a minimum 5 % increase in all students meeting benchmark reading levels from 2008-2009 to 2009 – 2010 as measured on the Teachers College Reading Grade Level Benchmark Assessment results in June 2010 as compared to an estimated 70% in 2009.
Goal Number 2	
Goal	Describe your goal. To continue to enhance the level of student performance in mathematics.
SMART Goals	Set the measurable target that will define whether you have met your goal. The use of data to inform and differentiate instruction will result in an increase in math performance on the State Assessment resulting in a minimum increase from 91% to 92% on the 2010 Assessment.
Goal Number 3	
Goal	Describe your goal. Expand the level of student involvement in planning, monitoring, and meeting their individual learning goals.
SMART Goals	Set the measurable target that will define whether you have met your goal. A minimum of 95% of the student body will set individual learning as evidenced by student interviews and goal charts.
Goal Number 4	

Goal	Describe your goal. 100 % of teachers will use data to inform instruction.
SMART Goals	Set the measurable target that will define whether you have met your goal. All teachers will use New York State, school based and periodic assessment data to plan instruction as evidenced in formal observations.
Goal Number 5	
Goal	Describe your goal. Continue to improve the level of communication with families to increase parental involvement.
SMART Goals	Set the measurable target that will define whether you have met your goal. Increase parent involvement in academic and extracurricular school events by 10 – 20% in 2009 – 2010 over an estimated 45% involvement in 2008 – 2009 as measured by signed parental documents.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts and Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to enhance the level of student reading performance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Teachers will meet during common planning to review the Teachers College Writing Continuum and select a grade sample ○ Teachers will identify reading and develop lesson plans to teach the skills needed ○ Teachers will review individual Running Record Assessment results as well as by class and across the grade to inform next steps for teaching and learning ○ Teachers will meet with coaches and administration to look at student work ○ Teachers will meeting with AUSSIE for professional learning sessions to enhance the teaching of reading ○ All grades will conduct Guided Reading and strategy lessons
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Professional Development funding was used to purchase days with AUSSIE to enhance literacy instruction across the grades ○ Leveled books will be purchased for upper and lower grades using the Tax Levy and NYSTL Textbook allocation based on an assessment of student needs. ○ Schedule includes common planning across the grades ○ Monthly intra-visitations will be scheduled with a focus on reading and writing ○ Contract 4 Excellence allocation was used to fund the upper grade literacy coach position ○ Teachers will attend Literacy and Writing workshops given by the CLSO. TL Fair Student Funding allocation will be used for teacher coverages.

<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"> ○ Acuity/Interim assessment results ○ Teacher Conferencing notes and assessment binders ○ Walkthroughs focused on Reading/Writing workshops ○ Results from weekly in-house assessments ○ Student reading progress will be monitored and collected monthly with October, January, March and May benchmark levels.
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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to enhance the level of student performance in mathematics.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Teachers will meet during common planning to review the Everyday Math Curriculum and Math Standards to plan lessons and assessments. ○ Teachers will review individual assessment results as well as by class and across the grade to inform next steps for teaching and learning including Acuity Data, Interim Assessments, Everyday Math and teacher created materials. ○ Teachers will meet with coaches and administration to plan instruction and look at student work ○ Teachers will meeting with the Math Coach and Lead Teachers for professional learning sessions to enhance the teaching of reading ○ All grades will conduct conferences and strategy lessons
<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"> ○ Math books and test sophistication materials will be purchased for upper and lower grades using the Tax Levy and NYSTL Textbook allocation based on an assessment of student needs. ○ Schedule includes common planning across the grades ○ Monthly intra-visitations will be scheduled with a focus on mathematics ○ Coaches and Lead Teachers will conduct demonstration math lessons ○ Contract 4 Excellence allocation was used to fund the upper grade Math coach position ○ Teachers will attend Math workshops given by the CLSO. TL Fair Student Funding allocation will be used for teacher coverages.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Acuity/Interim assessment results ○ Teacher Conferencing notes and assessment binders ○ Walkthroughs focused on the math workshops ○ Results from weekly in-house assessments ○ Math Progress will be monitored utilizing the IPP, Individual Profile of Progress based on Progress Indicators and Math Standards.
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Subject/Area (where relevant): ELA , Math , Science , Social studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Expand the level of student involvement in planning, monitoring, and meeting their individual learning goals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Classroom and cluster teachers will meet with each student and confer with them to establish individual learning goals. ○ A learning goals sheet will record and monitor student learning goals. ○ Administration and coaches will conduct learning goal walkthroughs. ○ Student learning goals will be displayed in a common area to share, highlight and establish as a community norm. ○ Teachers will revisit goals with students to review and set new goals regularly.
<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"> ○ Coaches will support teachers in the creation and monitoring of student learning goals. Contact for Excellence, AIS and Tax Levy Dollars are used to fund Coaches. ○ Lead Teachers will model learning goals and methods for establishing, monitoring and revising student learning goals. Lead Teacher resources are used to fund Lead Teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Student Learning goal sheets ○ Student interviews ○ Class Monitoring Charts ○ Bulletin Board displaying student goals from K -5.

Subject/Area (where relevant): All subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100 % of teachers will use data to inform instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Formal observations will include a focus on the use of data to plan instruction. ○ New teachers will receive training in ARIS and Acuity ○ Early childhood teachers will use DIBELS to progress monitor. ○ Data specialist will create class grouping for Academic Intervention Teachers. ○ Inquiry team will meet regularly to review target student data and progress and turn-key information to classroom teachers. ○ Professional development will be provided on the use of data to differentiate instruction and identify interventions. ○ Teachers will meet on common planning periods to review data, set measurable goals, and share best practices for intervention and differentiation. ○ Monthly grade leaders meetings to share data across the grades
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Data Specialist will work closely with teachers to clarify data and insure access for all. ○ Inquiry Team funds will be used to pay staff per session for Inquiry using student data. Data will be turn keyed to all staff. ○ Coaches and Lead Teachers will work to demystify student data and get staff more comfortable with analysis. C4E funds and Lead Teacher funds are used to fund coaching and lead teacher positions.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ Pre-observation conferences and Formal observation reports ○ Collection of monthly book levels ○ Results from the Predictive and ITA assessments ○ Results from teacher created assessments ○ Teacher conferring notes and assessment binders ○ Agendas from Professional Development ○ Notes from grade planning sessions ○ Item Skills analysis sheets on students data ○ Grade lesson plans

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Continue to improve the level of communication with families to increase parental involvement</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Conduct PTA Elections early in September to secure all executive boards seats. ○ Open the Parent Room to all parents under the supervision of the PTA and Parent Coordinator. ○ Celebrate Hispanic Heritage Month – Parent lead function. ○ Monthly parent calendars, letters and PTA meetings will be translated. ○ Parent newsletter will be produced and distributed at least twice a year. ○ Parent coordinator will reach out to hard to reach parents and plan workshops for parents. ○ SLT and PTA will work jointly to create a minimum of two additional school-wide activities for parents. ○ Compare parent involvement data from 2008-2009 to 2009 – 2010. ○ Parents will be informed of student learning goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Parental Involvement Resources will be utilized to fund parent involvement activities. ○ PTA Fundraisers will be used to encourage parent involvement and support.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ Attendance Sheets at Parent Workshops, PTA meetings, Parent Teacher conferences, etc. ○ Comparison of 2008-2009 parent attendance data to 2009– 2010 attendance data. ○ Measuring parent attendance during November and March Open School Day / Evening.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	2	3		0
1	18	11	N/A	N/A	6	4		0
2	30	15	N/A	N/A	5	5		0
3	19	17	N/A	N/A	6	4		0
4	12	12	12	12	6	3		6
5	15	15	0	0	7	3		0
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 in Level 1 or 2 on New York State English language arts and mathematics assessments.
- Students in Grades 4 – 12 who are performing in 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 SUMMARY FORM - CONTINUED

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Extended Day 4 x a week Push in/Pull out Intervention Model Cluster Teachers provide AIS in ELA</p>	<ul style="list-style-type: none"> • Before school four times a week in groups of xxx students • Cluster teachers provide AIS services for students in small groups • At risk students attend Saturday school and receive intervention in small groups • Teachers use Voyager Passport, DRA ,Read Naturally, and Headsprout Early Reading Program • AIS teachers provide support in small groups and one-on-one using a push in/pull out model • Targeted services provided for 5th graders who are performing at level 1 and 2 • Targeted services provided for 3rd and 4th graders using an Enrichment Model
<p>Mathematics: Push in/Pull out Intervention Model Extended Day 4 x a week Cluster Teachers provide AIS in Math</p>	<ul style="list-style-type: none"> • Before school four times a week in groups of xxx students • Cluster teachers provide AIS services for students in small groups • Teachers use Everyday Math and V Math programs for AIS. • At risk students receive intervention in small groups • AIS teachers provide support in small groups and one-on-one using a push in/pull out model
<p>Science: Science Enrichment</p>	<p>Intervention teachers, science teachers, and CTT teachers provide one-on-one intervention services to students who need support in science. An integrated curriculum is also used in which science is supported in reading and writing.</p>
<p>Social Studies: Pull out program</p>	<ul style="list-style-type: none"> • Provide support in social studies using an integrated curriculum in reading and writing during the school day.
<p>At-risk Services Provided by the Guidance Counselor: Push in/Pull out program</p>	<ul style="list-style-type: none"> • Provide lunch time self esteem and conflict resolution groups • Small group discussions for students with severe behavior problems • One-on-one discussions for students with severe behavior problems • Classroom discussions based on need
<p>At-risk Services Provided by the School Psychologist: Pull out program</p>	<ul style="list-style-type: none"> • Provides at-risk counseling for students who are presenting severe behavior issues during the school day. • Serves as a consultant for teachers who have students who are presenting academic and behavioral difficulties during the school day and after school. • Participant on the Pupil Personnel Team

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – *Continued*

At-risk Services Provided by the Social Worker: Pull out program	<ul style="list-style-type: none">• Provides short term bereavement for students on need basis
At-risk Health-related Services: Nutrition Program with School Nurse and School Nutritionist	<ul style="list-style-type: none">• Conduct nutrition program in small groups during the school day with 5 identified 5th graders

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy

2008-2009

(LAP Worksheet Attached)

Part 1: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District- District 16 School- Jesse Owens School P.S. 26
Principal- Michele Ashley Assistant Principal- Dr. Cynthia Celestine
Coach- Patricia Brown
Teacher/Subject Area- Iris Torres ESL Teacher
Parent Coordinator Christina Foster

B. Teacher Qualifications

ESL instruction is provided by a New York State certified Bilingual
(Spanish) ESL teacher with sixteen years of experience teaching English as a Second Language.

C. School Demographics

P.S. 26 is a PreK-5 elementary school with a population of 350 students located in Bedford Stuyvesant, Brooklyn. Our English Language Learners population is about 5% of the total population in the school. We provide ESL services to entitled general education and special education students. This year we have a total of sixteen English Language Learners receiving English as a Second language instruction.

Part 11. ELL Identification Process

When parents come to register their children at our school they are given a Home Language Survey (HLIS) to complete indicating the language that is spoken at home. Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them. At the beginning of every school year our ESL teacher provides assistance for a few days to parents during registration with the completion of the Home language Surveys and oral Spanish translation.

Our ESL teacher revises all the Home Language Surveys completed by parents to make sure that all questions were answered and the surveys were signed. The teacher determines if a new entrant student into the school system is eligible to be tested to determine entitlement to receive Bilingual/ESL services by looking at the responses given by parents and following the criteria to determine eligibility. Once students are identified to be tested with the LAB-R test, they are tested within ten days of enrollment in the school. Entitlement letters, parent's brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the LAB-R and are entitled to receive services for ELLS.

During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. Parents also have the opportunity to ask questions before they complete the Program Selection Forms and decide which program they think will be the best one for their children. Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and returned and/or complete the Program Selection Forms. After reviewing the Parent Surveys and Program selection Forms for the past three years the parents of newly arrived ELLS who attended our parents orientation meetings chose the English as a Second Language program available at the school as the program of their choice.

Parents of English Language Learners in the ESL program for more than one year also have the opportunity to ask questions or request information about the different programs during parent meetings hosted by the ESL teacher throughout the school year before they decide what continuation of services program they would like for their children for the current or next school year.

Part 111. ELL Demographics

A. ELL Programs

Our ESL program consists of a pull-out model for all the grades. Students are grouped according to age, grade, and when the need arises by level of language proficiency.

B. ELL Years of Service and Programs

For the school year 2008-2009 a total of sixteen English Language Learners are receiving English as a Second Language instruction.

There are no students with interrupted Formal Education (SIFE) and long term ELLS currently enrolled at P.S. 26. Three English Language Learners are in special education. There are eleven Newcomers who have been receiving ESL services from 0-3 years. One student for 0 year, three students for 1 year, six students for 2 years, and one student for 3 years. Five students have been receiving ESL services for 4-6 years. Three students for 4 years, one student for 5 years, and one student for 6 years.

C. Home Language Breakdown and ELL Programs

There are five English Language Learners in first grade, four Spanish speakers and one Wolof speaker. Two ELLS in second grade, one Bengali speaker and one French speaker. Four ELLS in third grade, three Spanish speakers and one Bengali speaker. Four ELLS in fourth grade, three Spanish speakers and one French speaker. One Spanish speaker ELL in fifth grade.

D. Programming and Scheduling Information

English Language Learners receive the mandated 360 minutes of instruction weekly for the beginning and intermediate levels and 180 minutes weekly for ELLs at the advanced level of language proficiency.

Our school doesn't have any SIFE or long term students at the present time. However, in the event that we get SIFE students our plan is to provide them with Native Language Arts instruction for Spanish speakers students by our Bilingual/ESL teacher for at least a year as they acquire the English Language. As well as after school programs, extended day instruction, and Academic Intervention Services. Other low incidence languages will receive literacy and math intervention provided by our literacy and math coaches and our Title 1 Reading and Math teachers.

Long term English Language Learners will be provided with after school programs, Academic Intervention Services, extended day instruction, intensive vocabulary ESL instruction and individualized intervention plans.

English Language Learners with less than 3 years in the school are provided with ESL instruction geared to develop their Basic Interpersonal Communication (BICS) and Cognitive Academic Language Skills (CALP), small group instruction in the regular classroom using scaffolding strategies for ELLS, the use of language software, Academic Intervention Services, and after school programs.

English Language Learners identified as having special needs receive instruction modified and adapted to the short and long term goals indicated in their Individualized Educational Plans (IEPS). At the present time we have one special education student in an alternative placement at P.S. 26. This student is provided with bilingual paraprofessional assistance and tutoring, small group instruction, extended day and literacy and math intervention.

English Language Learners who achieved proficiency on the NYSESLAT continue to receive transitional ESL instruction and Academic Intervention Services as long as they needed especially on the testing grades.

English language Learners receive ESL instruction in reading and writing following the Teachers college units of study using scaffolding strategies for ELLS. The ESL teacher also uses the following supplementary instructional materials to provide additional support:

- I. Let's Sing About It program in shared/guided reading with the ELLS students in Kindergarten, first and second grades.
- II. Phonics and Friends with the Kindergarten and first grade ELLS.
- III. SRA Reading Laboratory and Kaplan Essential skills Foundations in English Language Arts and Mathematics with the beginning and intermediate ELLS in grades 3-5.
- IV. Listening, Speaking, Reading, writing, and content areas ESL instruction using the Into English Program which follows an instructional path of language builders where students are exposed to songs, chants, and poetry. Acquisition of reading strategies and skills, language patterns, and fluency through literature designed for ELLS, and language through content where students acquire cognitive academic language skills in different content areas.
- V. Acquisition of grammar and writing skills through language mini-lessons and the Teachers College writing workshop.

English Language Learners who are literate in their native languages receive native language support by providing them with bilingual books, bilingual dictionaries, glossaries, cognates, and computer software.

F. Development and Support for School Staff

The ESL teacher maintains constant articulation with the classroom teachers to reinforce what the students are learning in the regular classroom and provide them with ideas/suggestions about ESL techniques that they can incorporate in their planning of mini-lessons and scaffolding strategies for the ESL students in their guided small group instruction.

G. Parental Involvement

The school host many informative workshops throughout the school year that would provide parents with information or skills they might need especially during emergencies such as fire safety, Asthma, CPR.

The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home. Many events take place during the school year such as math night, publishing parties, school spirit week, Hispanic Heritage Food Tasting, Multicultural Feast, movie night, dances, etc. During the different events parents have the opportunity to participate as a community, feel welcome in the school, and take a more active role not only on the events taking place at the school but also in their children education.

Since our ELL population consists primarily of Spanish Speakers the following procedures have been implemented to keep Hispanic parents informed:

- VI. Letters, handouts, parents calendars, and reminders about events, workshops, and meetings are translated by our fluent Spanish Bilingual/ESL teacher.
- VII. Simultaneous oral translation using transmitters during P.T.A. meetings, Parent Teacher conferences, and workshops.
- VIII. Translation of weekly homework sheets for parents of students in grades K-2.

Part IV: Assessment Analysis

During the school year 2008-2009 administration of the Language Assessment Battery Test (LAB-R) three students in Kindergarten scored at the proficient level. Two students in first grade scored at the proficient level and one at the beginning level. One student in third grade scored at the beginning level.

Based on the Spring 2009 New York State Proficiency Test (NYSESLAT) data five English Language Learners were tested in grades band

K-1. Ten English Language Learners were tested in grades band 2-4, and one student in grade band 5-6.

NYSESLAT Modality Analysis

Listening/Speaking

Grade 1- one level B, three level A, and one level P

Grade 2- one level B, and one level P

Grade 3- four level P

Grade 4- one level A, three level P

Grade 5- one level P

Reading/Writing

Grade 1- three level B, one level I, and one level A

Grade 2- one level b, and one level P

Grade 3- one level I, and three level A

Grade 4- one level I, two level A, and one level P

Grade 5- one level I

NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom.

Students who need additional support in the areas of reading and writing receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out for English as a Second Language instruction, small group guided reading and writing strategic lessons in the regular classroom with the classroom teacher during the reading and writing workshops.

Four ELLS took the ELA and Math standardized tests in third grade. Three scored level 2 on the ELA and one scored level 3. Three students scored level 3 on the math and one level 4. Three ELLS took the ELA in grade fourth. Two scored level 2 and

one scored level 3. One scored level 1 in the math, one level 2, one level 3, and one level 4. One student took the ELA and math in fifth grade. He scored level 2 in the ELA and level 3 on the math.

Four ELLS took the science test in fourth grade. One scored level 1, two level 2, and one level 3. The ELL in fifth grade took the social studies test and scored level 3.

The students who scored level 2 are receiving Academic Intervention Services, whole class and small group instruction in the classroom, after school program, Saturday academies, and content area English as a Second Language Instruction. The results of the ELA and Math Acuity Assessments are also analyzed and used by the classrooms and ESL teacher to guide the ELA and Math instruction of the English Language Learners and provide support in those areas they are having difficulties in.

Students who have scored proficient in the NYSESLAT continue receiving support from the ESL teacher in reading and writing to prepare them to take and score levels 3 and 4 on the English language Arts and Math tests. They also receive Academic Intervention service, small group instruction in the classroom, after school/Saturday Academies.

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

Form TIII – A (1)(a)

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

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Our ESL Teacher will participate in district-wide staff development sessions for ESL and ELL programming. In addition, the ESL teacher will participate in Lab Site and Workshop sessions with staff developers. Staff development in literacy is geared to meeting the needs of diverse classes, including ELL students. The ESL teacher will also provide professional development for classroom teachers, sharing best practices for teaching English Language Learners. These sessions can take place during push-in sessions or grade meetings.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

<ul style="list-style-type: none"> - Additional curricula, instructional materials. - Must be clearly listed. 		
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Interviews are conducted by the ESL teacher with all incoming ESL or ELL families. This interview is used to assess language translation needs in the home. Our ESL teacher meets with parents and guardians to determine language and communication needs.

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

Principal notifies teachers of staff members who can serve as translators for notices, parent teacher conferences and phone conferences. Notices about the DOE interpretation services are posted in the teacher's lounge.

Part B: Strategies and Activities

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

Translation services will be provided primarily by our ESL Teacher, a bilingual School Aide and parent volunteers. Outside services will only be utilized when necessary. Our primary written services will be the translation of school documents, letters, and assignments.

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

Our primary verbal services will be the interpretation for large group meetings, one on one conferences and telephone communication.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents will be notified in writing via a translation service notice with information translated in all current languages

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<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> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<p>Translation of all school written and verbal communication to parents of ELL students.</p>
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>Parent letters prior to and during the school year. Monthly parent letters, weekly homework assignments and all parent conferences.</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>Ms. Torres, ESL Teacher Ms Morales, School Aide Ms. Ashley, Principal Ms. Foster, Parent Coordinator</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>Translation Allocation \$246 Xeroxing</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<p>Increase in parental attendance of ELL parents at PTA meetings and open school day/evening. Increased response to verbal communication. Increased attendance at parent workshops, monthly publishing celebrations and evening functions.</p>

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	352,123	132,970	485,093
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,521		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,429	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,250		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		6,545	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. 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 – Attach a copy of the school’s Parent Involvement Policy.

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

The Jesse Owens School – PS 26 agrees to implement the following statutory requirements:

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

THE JESSE OWENS SCHOOL P.S. 26

SCHOOL / FAMILY COMPACT 2009 - 2010

The school and families working cooperatively to provide a successful education for all children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To provide high quality research based curriculum and instruction in an engaging learning environment and foster learning through the use of the workshop model and best teaching practices. Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and character education materials.</p> <p>To deal with communication issues between teachers and families through:</p> <ul style="list-style-type: none"> • The Red Communication Folder • Parent-teacher conferences at least annually • Reports to parents on their children’s progress • Reasonable access to staff and opportunities for observation of classroom activities. <p>To provide families with timely information about <u>all</u> programs including Title I Reading, Title I Mathematics, ESL instruction, AIS, Enrichment, After school, Professional Development, and Parental Involvement.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual information.</p> <p>To provide families with opportunities to learn more about curriculum through parent workshops, Curriculum Night, Curriculum Newsletters and professional development activities.</p> <p>To convene an annual meeting for Title I families to inform them of the Title I program and their right to be involved.</p>	<p>To assist with his/her child with schoolwork; read for 15 to 30 minutes per day to Pre-kindergarten, Kindergarten and 1st grade students, listen to grade 2 and 3 students read for 15-30 minutes and ensure that grade 4 and 5 students read for 30 – 60 minutes. Encourage pupils in grades K– 5 to read at home every night.</p> <p>To monitor his/her child’s:</p> <ul style="list-style-type: none"> • attendance at school • homework completion • amount of time spent reading • amount of time spent watching television <p>To support the school discipline code and encourage respectful behavior at all times.</p> <p>To send students to school on time and in a clean uniform daily, including trip days.</p> <p>To share the responsibility for improved student achievement by supporting your child at school activities and fundraisers and attending PTA meetings.</p> <p>To communicate with his/her child’s teachers about their educational needs through parent meetings and the Red Communication Folder.</p> <p>To actively participate in school improvement efforts, complete the annual Parent Survey and encourage other families to do so.</p> <p>To actively participate in school improvement efforts and encourage other families to do so.</p>

<p>To offer a flexible number of meetings at various times.</p> <p>To actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.</p> <p>To provide students and families with a Student Handbook that outlines school discipline policies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the School / Family Compact.</p> <p>To participate in training provided on or off school grounds, on child rearing practices, teaching and learning strategies.</p>
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Principal's Signature

Parent Signature

Date

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

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact. See Above – Distributed during Curriculum Night in the month of September.

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

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 for the Comprehensive Needs Assessment

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:
 - Our core curriculum includes the Teacher College Reading and Writing Project and the Everyday Math Curriculum both of which is research-based and aligned to the Standards.
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Enrichment is provided during the day and after school. These include academic enrichment during extended day as well as sports, science and art enrichment throughout the day. Community based organizations support an enriched curriculum through Chess for Schools, Urban Voices, and Violin.
 - Meet the educational needs of historically underserved populations.
 - Jesse Owens received extra credit on the Progress Report for exemplary gains for African-American students in the lowest 1/3 of New York City.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- a. Teachers participate in on-going in-house professional development from the administrative team and coaching team.
- b. Teachers engage in discussions about best practices and participate in Action Research Projects.

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.

- Lab sites provided by AUSSIE staff developer in literacy.
- Inter-visitations to effective schools in our Region.
- Intra-visitations, Study Groups and Lunch and Learns.
- Teachers attend professional development offered by the District and Community LSO
- Principal attends Regional and Principal Conferences.
- Teachers attend Everyday Math workshops and Teacher's College Summer Institute.
- Coaches attend on-going professional development to discuss best practices to share with teachers.

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

- We have developed an internship program with Medgar Evers College.

- We also have interns from Brooklyn and York College.
 - Continue to cultivate a culture and climate to retain and recruit highly qualified teachers.
 - Extensive recruitment through area colleges.
 - Continue to develop our partnership with student teachers from area colleges.
 - Begin staffing process earlier.
 - Attend regional job fairs and open-hire fairs
6. Strategies to increase parental involvement through means such as family literacy services.
- Continue family events such as Pajama Literacy Night, Open Mic Night, Literacy Day Games, What’s Cooking at PS 26, and Monthly Movie Nights.
 - Outreach by PTA to increase parental involvement
 - Monthly PTA Meeting
 - Parent Literacy Workshops
 - Test Prep Workshops for parents, “How to help your child prepare for the state test”
 - End of year workshop for parents, “Tips for Summer Success”.
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.
- Pre-Kindergarten teachers participate in Non-attendance professional development workshops
 - On-going discussions with Related Service Providers about language, social and emotional development.
 - Principal confer with Day Care Directors
 - Consultation with Pre-K Social Worker, Family Worker and School Guidance Counselor
 - School tours available for prospective pre-school parents
 - Screening conducted by classroom teacher and Pre-Kindergarten teachers
 - Inter-visitation with neighborhood Day Care Center and Pre-School Programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Teachers make “projections” about student performance on state testing.
 - Teachers keep assessment binders in their classrooms which include conferencing notes and testing data.
 - Grade meetings focused on disaggregating and analyzing performance data.
 - A school wide continuous improvement in using data (including Acuity, EClass and running record data) to drive instruction.
 - On going discussions with AUSSIE staff developers about assessment, looking at student work, and using assessment data to drive instruction.
 - Teacher input in house assessments.
 - Professional development sessions to review Interim Assessment data.

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.
 - Title 1 Reading and Mathematics teachers push-in to classrooms three times a week providing students with small group instruction.
 - Academic Intervention Services provided by AIS teachers through a push-in and/or pull-out model
 - AIS teachers trained in Voyager Passport and Wilson's Foundations programs, which are used with students with reading difficulties.
 - Small group instruction for targeted students during Extended Day.
 - Differentiated instruction in the classroom in order to provide students with the support they need to meet grade level expectation.
 - On going assessment to identify students who continue to need additional support in literacy and mathematics.
 - Academic Enrichment for advanced level students.
 - Professional Development Program that is coordinated by the Professional Development Team, which include the Principal, Assistant Principal, Literacy and Math Coaches.

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.
 - Positive Behavior Incentive Program – “Going for the Gold”
 - RCCP – Resolving Conflict Creatively Program
 - Pre-Kindergarten Program
 - Nutrition Program with School Nurse and School Nutritionist
 - Violence Prevention Program
 - Confratute Conference
 - School Wide Enrichment Programs using Rensulli Model

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We reviewed our CORE Curriculum materials and established alignment w/ NYS Content Strands. We currently utilize Teachers College Reading and Writing Project (TCRWP) which is a research-based program aligned to State Standards in reading and writing.

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

Applicable Not Applicable

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

TCRWP Curriculum highlights the State Standards addressed in each unit. Scaffolding is evident in TCRWP as skills and strategies are modified across the grades. The ELL students receive targeted instruction using methodologies and scaffolding strategies specifically for ELLs. They are provided with instruction in listening and speaking using supplementary materials designed for ELLs. This includes Kaplan Skills Foundations for Language Arts and Math and Into English for Listening and Speaking. The ELL instructor also uses the Teacher's College Workshop model to support literacy and writing.

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.

Not applicable

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of the Everyday Math 3 (EDM3) curriculum aligns with the State Standards.

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

Applicable Not Applicable

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

Everyday Math 3 curriculum outlines standards addressed in every unit of study.

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.

Not applicable

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Informal and formal classroom observations across all grades indicate that instruction is provided in a variety of methodologies. All content areas are taught utilizing the Workshop Model. The Workshop Model uses a variety of methodologies including whole group, small group and one to one conferencing.

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

Applicable Not Applicable

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

Evidence includes the write-ups from formal and informal observations, teacher lesson plans across the grades, and Quality Review Report Statement 3 in which we received a score of well-developed.

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.

Not applicable

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Formal observations in math were conducted on every grade level to assess the quality and methodologies used in math instruction.

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

Applicable Not Applicable

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

Classroom observations and lesson plans indicate the use of the Workshop Model in Mathematics. The Everyday Math curriculum incorporates whole and small group instruction and hands on activities. The EDM3 Curriculum makes connections to other content areas including technology.

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.

Not Applicable

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We conducted a review of teacher turnover for the past five years. We identified a steady/ rapid decrease in teacher turn over resulting in a high retention rate.

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

Applicable Not Applicable

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

A review of teacher turnover indicates a steady decrease over the past five years as evidenced in the BEDS survey and the School Demographics and Accountability Snapshot.

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.

Not Applicable

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of the Professional Development workshops attended by the ESL teacher including a review of attendance.

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

Applicable Not Applicable

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

The ESL teacher has participated in district Professional Development sessions as well as development on-site. Intra-visitations have also been scheduled to observe instruction in the classroom.

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.

Not applicable.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A discussion of the dissemination of data took place in grade leader meetings to determine whether or not teachers feel they have adequate access to ELL student data.

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

Applicable Not Applicable

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

Our data specialist downloads all relevant student data and disseminates information to the Inquiry Team and teachers on each grade level. Acuity data, Progress Report data and NYSESLAT data identifies the performance of ELL students as a cohort.

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.

Not Applicable

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of Professional Development workshops attended by all Special Education teachers.

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

Applicable Not Applicable

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

Special Education teachers have participated in District-wide Professional Development, SSO Professional Development and on-site Professional Learning Sessions with an A.U.S.S.I.E. Each Special Education teacher meets one-on-one with the IEP teacher to review and update all IEPs.

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

Not Applicable

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The IEP teacher has reviewed all of the IEPs of current and incoming students.

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

Applicable Not Applicable

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

A review of the incoming student IEPs indicates a need for more specific behavioral goals and objectives.

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.

For IEPs that are found to be inadequately completed, we will request a re-evaluation to create a more complete document that includes instructional as well as behavioral goals.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.) Final data for 2008 -2009 is not yet available. An estimate from the previous year would be 30 students.
2. Please describe the services you are planning to provide to the STH population.
 - Contact is made with the family to assess student needs in regards to uniforms and school supplies.
 - The PTA provides uniforms to students in need.
 - The guidance counselor maintains contact with social workers to monitor student progress and attendance.
 - Students who are in need academically receive AIS services.
 - Students also receive at risk counseling as needed.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.