



AGNES Y. HUMPHREY SCHOOL FOR LEADERSHIP

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

**SCHOOL: AGNES Y. HUMPHREY SCHOOL FOR
LEADERSHIP**

**ADDRESS: 27 HUNTINGTON STREET,
BROOKLYN, NY, 11231**

TELEPHONE: 718-330-9285

FAX: 718-596-4889

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K027 **SCHOOL NAME:** Agnes Y. Humphrey School for Leadership

SCHOOL ADDRESS: 27 HUNTINGTON STREET, BROOKLYN, NY, 11231

SCHOOL TELEPHONE: 718-330-9285 **FAX:** 718-596-4889

SCHOOL CONTACT PERSON: Winston Hamann **EMAIL ADDRESS:** Whamann@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bruce DeFrancesco

PRINCIPAL: Winston Hamann

UFT CHAPTER LEADER: Jeremy Burnworth

PARENTS' ASSOCIATION PRESIDENT: Denise Reed

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** Partnership Support Organization-New Visions for Public Schools

SSO NETWORK LEADER: Vignola, Chad

SUPERINTENDENT: Anita Skop

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/RulesPolicies/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
Winston Hamann	Principal	Electronic Signature Approved.
Jeremy Burnworth	UFT Chapter Leader	Electronic Signature Approved.
Romelio Pusey	UFT Member	Electronic Signature Approved.
Bruce DeFrancesco	UFT Member	Electronic Signature Approved.
Denise Reed	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Rebecca Rios	Parent	Electronic Signature Approved.
Sebrina Singley	Title I Parent Representative	Electronic Signature Approved.
Kathyria Rosado	Parent	Electronic Signature Approved.
Amelia Lopez	DC 37 Representative	Electronic Signature Approved.
Karen Fludd	Parent	Electronic Signature Approved.

*** 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.

Given the closing down of the school last year and its current re-structuring and two-year phase-out plan, the numbers stated in parts B,C,D and E of this section III have changed dramatically.

The school was serving about 550 students last year distributed among grades PK through 11th and now it is serving 165 students in grades 4,5,7 and 8. However, the poverty level, gender and racial distributions seem to have remained closely the same. Our main focus for the next two years is to provide a high-quality education for the children of Red Hook that we are privilege to serve, build on the gains of last year – we went from a D to an A – and the full implementation of the Expeditionary Learning Outward Bound (ELOB) model, not as a set of isolated instructional practices, but as a school wide reform model.

Our school has been involved with the Expeditionary Learning Outward Bound program for over 6 years, benefiting from its rich resources and regular consultation support as well as workshops and other training experiences. Implementation of the program is still “thin” at best, however. Recognizing that the faculty is in need of an organizing framework for the delivery of more effective instruction and our students would benefit from a more engaging program, we are capitalizing on the existing partnership with ELOB and targeting full implementation of the program at all grade levels this year, building for the next as well. We benefit from the recommendations of the ELOB end of year “Annual Implementation Review” process. The recommendations highlighted the need to outline and map the expeditions and investigations for each grade; schedule a plan to review implementation of the expeditions; articulate common instructional practices; provide PD related to CREW; create structures to assess progress toward school wide goals and review of teacher’s progress towards their own professional development goals. Our goal is to address all of these as we continue our path towards creating a true professional learning community.

We believe in distributed leadership and so we have two APs, two coaches, an ELOB support teacher, grade leaders in every grade, a social worker and a part-time guidance counselor with specific roles and responsibilities but who come together to provide support for teachers’ professional growth and students’ improvement of academic performance.

Finally, the school remains loyal to its commitment of not leaving any child behind through the implementation of a school wide inclusion model plus the offering of an array of related services and three self-contained classes for students in need of a more restrictive environment.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Agnes Y. Humphrey School for Leadership							
District:		15	DBN:	15K027	School BEDS Code:		331500010027		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11	√	
	K	√	4	√	8	√	12		
	1	√	5	√	9	√	Ungraded	√	
	2	√	6	√	10	√			
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	18	15	15		89.6 / 86.1	88.7/82.2	89.0/ 80.3		
Kindergarten	57	47	35						
Grade 1	49	57	33	Student Stability - % of Enrollment:					
Grade 2	56	57	58	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	59	51	47		86.2	92.0	88.5		
Grade 4	39	51	47	Poverty Rate - % of Enrollment:					
Grade 5	51	48	46	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	50	40	50		98.4	91.6	91.5		
Grade 7	49	58	42	Students in Temporary Housing - Total Number:					
Grade 8	60	54	53	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	43	52	34		12	12	16		
Grade 10	0	41	54	Recent Immigrants - Total Number:					
Grade 11	0	0	17	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		9	4	10		
Ungraded	1	6	4	Special Education Enrollment:					
Total	532	574	541	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	44	49	62	Principal Suspensions	11	7	23		
# in Collaborative Team Teaching (CTT) Classes	90	114	115	Superintendent Suspensions	11	26	27		
Number all others	17	18	13						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	N/A	N/A	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09						
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	51	60	65	Number of Teachers	60	66	77		

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	4	8	11	Number of Administrators and Other Professionals	9	15	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	7	10
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)	5	2	7	% fully licensed & permanently assigned to this school	100.0	100.0	98.7
				% more than 2 years teaching in this school	55.0	62.1	51.9
				% more than 5 years teaching anywhere	41.7	39.4	41.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	77.0	74.0	74.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	91.9	78.2
American Indian or Alaska Native	1.3	0.2	0.0				
Black or African American	50.2	51.0	47.7				
Hispanic or Latino	45.7	46.0	48.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.7				
White	2.3	2.3	3.0				
Male	50.0	49.5	53.4				
Female	50.0	50.5	46.6				
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 3						
	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:	Restructuring Y 3			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		X	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		X	√	√			
Hispanic or Latino		X	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		X	√SH	√			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each subject		1	6	5	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	NR/NR	Overall Evaluation:		√			
Overall Score:	NR/NR	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data			√		
School Environment:	NR/NR	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:	NR/NR	Quality Statement 4: Align Capacity Building to Goals			W		
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise			√		
Student Progress:	NR/NR						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	NR/ 1.0						
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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

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?

CEP NEEDS ASSESSMENT

1. What student performance trends can you identify?
 - School Progress Report: increased from D to A.
 - Overall, increase in ELA and Math in student performance.
 - ELA - Grade 3 increased by 7%; Grade 4 increased by 19%; Grade 5 increase by 11%.
 - Grade 6 increased by 3%; Grade 7 increased by 18% and Grade 8 increased by 11%.
 - Math and ELA scores improved but ELA has a lower percentage of improvement.
 - Extra credit for one year's growth for special education and ELLs have increased in ELA.
 - 2006-2009 decrease level 1 (spec ed)
 - Students tend to perform better in Math; level 3 and 4 increased in Math.
 - Math percentage of increase was higher.

- Grades 3, 4, 6 and 7 received level 4 in Math.

What have been the greatest accomplishments over the last couple of years?

- Science and Math met AYPs in 2006-7 (NYS Annual Report)
- Parental satisfaction as reflected on Learning Environment Survey (LE)
- Professional development/teacher collaboration (LE)
- Improvement in math scores in school and peer horizons on School Progress Report (SPR)
- Academic expectation increased in learning environment scores (LE)
- Communication / Engagement for students increased (LE)
- Use of differentiated instruction –School Quality Review (SQR)
- Strength in Collaborative Team Teaching -CTT- model (SQR)
- Data tracking system in ELA (SQR)
- Implementation of learning expeditions is more consistent and aligned with state standards (Expeditionary Learning Outward Bound Implementation Review - ELOB IR-)
- Increase use of active pedagogy as a result of 1:1 teachers coaching model (ELOB IR)
- Expeditionary Learning has become a school-wide practice (ELOB IR)
- Teachers use assessment data well to provide differentiated instruction. (SQR)
- Good use of External Partnerships to enhance instruction and student support.

2. What are the most significant aids or barriers to the school's continuous improvement?

Aids

- School commitment to serving special needs students.
- Strong faculty commitment to professional development.
- Participation in national and local network of Expeditionary Learning.
- Distributed leadership system throughout the school.
- Strong faculty commitment to improvement.
- Seasoned leadership team.
- Progress in the inquiry team school wide approach.

- Staff-student ratio allows for more individualized learning.
- Improved data analysis to support student learning.
- Curriculum development has been closely aligned to state standards.

Barriers

- Need for additional knowledge in CTT models and differentiation.
- Stronger focus on academic rigor and enrichment.
- DOE data system does not report incremental increases particularly those for special need students.
- Low parent involvement, many family life situations impacting students.
- Development and monitoring of student goals need to be extended to all subjects and reviewed periodically.
- Inquiry team needs to develop a more practical school wide focus in order to ensure that information is accessible and used by all staff.

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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Annual Goal	Short Description
<p>1. Continue progress in ELA in all grades (4,5,6,7). By June 2010:</p> <ul style="list-style-type: none"> • 90% Students with disabilities (SWD) with modified promotional criteria IEP will meet their IEP ELA goals as evidenced by NYS ELA results, FountasandPinnell levels and/or TC writing levels. • 45% General Education students in Grades 5 and 8 will demonstrate grade level achievement in ELA as measured by NYS ELA results, FountasandPinnell levels and/or TC writing levels. • 65% General Education students in Grades 5 and 8 will demonstrate one year growth or more as measured by NYS ELA, FountasandPinnell levels and/or TC writing levels. • 30% General Education students in Grades 4 and 7 will demonstrate grade level achievement in ELA as measured by NYS ELA results, FountasandPinnell levels and/or TC writing levels. • 40% General Education students in Grades 4 and 7 will demonstrate one year growth or more as measured by NYS ELA, FountasandPinnell levels and/or TC writing levels. 	<p>Goal 1. The school will continue showing progress in students in every grade we have -4, 5, 7 and 8- as they demonstrate one year's growth and will demonstrate improvement in grade level performance on the NYS ELA assessment in Spring 2010</p>

<p>2. Continue progress in MATH in all grades (4,5,7,8). By June 2010:</p> <ul style="list-style-type: none"> · 90% students with disabilities (SWD) with a modified promotional criteria on their IEPs will meet their IEP Math goals as measured by standardized testing and/or performance series levels · 60% General Education students in Grades 4,5 and 8 will demonstrate grade level achievement in Math as measured by NYS Math results and/or performance series levels · 65% General Education students in Grades 4,5 and 8 will demonstrate one year growth as measured by NYS Math and/or performance series levels · 35% General Education students in Grade 7 will demonstrate grade level achievement in Math as measured by NYS Math results and/or performance series levels · 45% General Education students in Grade 7 will demonstrate one year growth as measured by NYS Math and/or performance series levels 	<p>Goal 2. The school will continue showing progress in students in every grade we have -4, 5, 7 and 8- as they demonstrate one year's growth and will demonstrate improvement in grade level performance on the NYS Math assessment in Spring 2010.</p>
<p>3. Comprehensive Implementation of "Expeditionary Learning Outward Bound (ELOB)" School Reform Model.</p> <p>By June 2010:</p> <ul style="list-style-type: none"> · 100% of teachers will use project-based Learning Expeditions to implement their curriculums. · 80% of teachers will use active pedagogy as best teaching practices. · 80% of teachers and students will build and sustain a strong school culture based on the ELOB "culture and character" core practice · Principal and APs will support high achievement and continuous improvement using ELOB structure benchmarks. 	<p>Goal 3. Expeditionary Learning Outward Bound (ELOB) is a school reform model with the purpose of increasing student engagement and performance in learning, and providing teachers with an organizational framework for curriculum and instruction.</p>
<p>4. Broaden the inquiry approach from inquiry teams</p>	<p>Goal 4.</p>

<p>to include full spectrum of the professional faculty. By June 2010:</p> <p>The extent to which teachers have gained greater knowledge and competence with respect to the inquiry method will be measured qualitatively and quantitatively. Mid-year structured teacher interviews; ongoing observation of grade-level proceedings, and grade leader reports, will capture qualitative data as inquiry work is extended to the classroom level. Twice-a-year surveys will capture participant data that can be counted. The participant data will be juxtaposed with student performance data to measure the impact of this initiative on improved student learning.</p> <ul style="list-style-type: none"> • Broaden the focus from reading to reading/writing/math/guidance focus. • Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving. 	<p>Inquiry work will be extended to the grade-level teams this year and will be guided by the Principal and New Visions Leadership Development Facilitator working in conjunction with Grade Leaders (grade-level coordinators), APs, coaches and consultants.</p>
<p>5. Develop 1:1 or 1:2 coaching system designed to support the individual setting of professional goals and student outcome goals for all teachers.</p> <p>Quantitative and qualitative measures will be used to assess the effectiveness of this goal setting related to teacher/administrator growth and development:</p> <p>All teachers will have well-formulated professional development goals, one of which might involve inquiry work related to a specific practice or learning issue.</p> <p>All teachers will have regularly documented in a portfolio the activities they have undertaken to accomplish their goals.</p> <p>Teacher development will be assessed by formal and informal conversations with Principal, APs and Coaches and by their responses on the 2010 Learning Environment Survey.</p> <ul style="list-style-type: none"> .. Teachers will have individually determined professional goals. .. 85% of those with professional goals will rate their coaching cycle as effective in goal achievement. .. 100% will be linked to student outcomes. .. 75% of teachers will show professional growth linked to coaching on formal and 	<p>Goal 5.</p> <p>Every teacher and administrator in the school will develop an individual professional development plan that includes well-formulated goals which involve inquiry work related to a specific practice and a portfolio system for documenting activities related to the goals throughout the year.</p>

informal observations.	
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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) :**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. Continue progress in ELA in all grades (4,5,6,7).</p> <p>By June 2010:</p> <ul style="list-style-type: none">· 90% Students with disabilities (SWD) with modified promotional criteria IEP will meet their IEP ELA goals as evidenced by NYS ELA results, FountasandPinnell levels and/or TC writing levels.· 45% General Education students in Grades 5 and 8 will demonstrate grade level achievement in ELA as measured by NYS ELA results, FountasandPinnell levels and/or TC writing levels.· 65% General Education students in Grades 5 and 8 will demonstrate one year growth or more as measured by NYS ELA, FountasandPinnell levels and/or TC writing levels.· 30% General Education students in Grades 4 and 7 will demonstrate grade level achievement in ELA as measured by NYS ELA results, FountasandPinnell levels and/or TC writing levels.· 40% General Education students in Grades 4 and 7 will demonstrate one year growth or more as measured by NYS ELA, FountasandPinnell levels and/or TC writing levels.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Goal 1: Provide regular PD (AP, Data Specialist, Coaches, and AUSSIE Consultants) in analyzing literacy data and follow up / implementation of new/improved instructional practices.</p> <p>Implement refined grade level rubrics for writing (personal narratives, informational reports, and persuasive writing) across the subject areas.</p> <p>Identify and implement programs to support literacy teaching strategies.</p> <p>Review ELA related IEP goals to ensure that Fountas and Pinnell targets and writing targets are identified.</p> <p>Implement use of technology to support academic progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Goal 1: Title I 10% PD and Title I Children First. Staffing: AP, Data Specialist, ELA and ELOB Coaches, ACHIEVE 3000 Staff Developer and AUSSIE Consultant. Schedule: September 2009 - June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Goal 1:</p> <ul style="list-style-type: none"> “ Assistant principals’ and coaches’ logs and feedback sheets. “ Review of reading and writing levels (New Visions Data Tracking Tool) “ Review of student work. “ Review of teachers plans and data binders. “ Review of teacher-made assessments. “ “Annual Implementation Review” report from Expeditionary Learning. “ School review information from AUSSIEs. “ End of unit/investigation review of students’ published writing work. “ Data review—review of ELA NYS and

	<p>Performance Series assessment results, and follow up / implementation of new/improved instructional practices.</p> <p>“ Formal and informal observations by administrators.</p>
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**Subject Area
(where relevant) :**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2.Continue progress in MATH in all grades (4,5,7,8).</p> <p>By June 2010:</p> <ul style="list-style-type: none"> · 90% students with disabilities (SWD) with a modified promotional criteria on their IEPs will meet their IEP Math goals as measured by standardized testing and/or performance series levels · 60% General Education students in Grades 4,5 and 8 will demonstrate grade level achievement in Math as measured by NYS Math results and/or performance series levels · 65% General Education students in Grades 4,5 and 8 will demonstrate one year growth as measured by NYS Math and/or performance series levels · 35% General Education students in Grade 7 will demonstrate grade level achievement in Math as measured by NYS Math results and/or performance series levels · 45% General Education students in Grade 7 will demonstrate one year growth as measured by NYS Math and/or performance series levels
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Goal 2:Provide regular PD in analyzing Math data.</p> <p>Provide regular professional development for newly implemented Math supplementary program by Math Coach and Aussie Consultant.</p> <p>Provide Professional Development to support teacher knowledge in differentiation in mathematics teaching by AP, Math Coach and AUSSIE Consultant.</p>

	<p>Continue to provide academic support (guided Math groups) for struggling students.</p> <p>Explore use of technology to support academic progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Goal 2: Title I 10% PD and Title I Children First. Staffing: AP, Data Specialist, Math Coach, and AUSSIE Consultant. Schedule: September 2009 - June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Goal 2:</p> <ul style="list-style-type: none"> “ Assistant principals, coaches and consultants’ logs and feedback sheets “ Review of math levels (New Visions Data Tracking Tool) “ Review of student work” Review of teachers plans and data binders “ Annual Implementation Review report from Expeditionary Learning “ School review info from AUSSIEs “ Data review—review of Math NYS testing results “ Formal and informal observations by administrators

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. Comprehensive Implementation of “Expeditionary Learning Outward Bound (ELOB)” School Reform Model.</p> <p>By June 2010:</p> <ul style="list-style-type: none"> “ 100% of teachers will use project-based Learning Expeditions to implement their curriculums.
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	<ul style="list-style-type: none"> " 80% of teachers will use active pedagogy as best teaching practices. " 80% of teachers and students will build and sustain a strong school culture based on the ELOB "culture and character" core practice " Principal and APs will support high achievement and continuous improvement using ELOBstructure benchmarks.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Goal 3:</p> <ul style="list-style-type: none"> " Weekly walkthroughs based on the five ELOB core practices " Formal and Informal classroom observations " Regular monitoring of conversations and protocols using ELOB language during CREW, Grade Team Meetings, Grade Leader Meetings, Curriculum Planning Mtgs and Student Talk Mtgs. " Use of Extended Time for small group/CREW activities. " Implementation of the school character C.I.R.C.L.E campaign. " Planned ELOB Retreat for the weekend of 10/23/09.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Goal 3: Title I 10% PD and Contract4Excellence. Staffing: APs, Coaches, AUSSIE, ELOB and Into the Outside consultants, Teachers and Guidance Personnel. Schedule: September 2009 - June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Goal 3:</p> <ul style="list-style-type: none"> " Notes and/or logs reflecting findings and planned follow-up based on observations during weekly walkthroughs focused on the five ELOB core practices " Formal and Informal classroom observations. " Agendas and minutes/notes taken during CREW, Grade Team Meetings, Grade Leader

	<p>Meetings, Curriculum Planning Mtgs and Student Talk Mtgs.</p> <ul style="list-style-type: none"> “ Reduction of behavior incidents/suspension rates as demonstrated by a significant decrease in the number of incident reports and student suspensions. “ Improvement of academic performance in all four major subjects as measured by results in performance series assessments; teacher-made assessments; conferencing notes; NYS assessments. “ Improvement of academic performance in all sub-groups in the school as measured by the above assessments and/or completion of IEP goals. “ Review of Staff participation in the Fall ELOB Retreat.
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**Subject Area
(where relevant) :** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. Broaden the inquiry approach from inquiry teams to include full spectrum of the professional faculty.</p> <p>By June 2010: The extent to which teachers have gained greater knowledge and competence with respect to the inquiry method will be measured qualitatively and quantitatively. Mid-year structured teacher interviews; ongoing observation of grade-level proceedings, and grade leader reports, will capture qualitative data as inquiry work is extended to the classroom level. Twice-a-year surveys will capture participant data that can be counted. The participant data will be juxtaposed with student performance data to measure the impact of this initiative on improved student learning.</p> <ul style="list-style-type: none"> • Broaden the focus from reading to reading/writing/math/guidance focus. • Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Goal 4:</p> <ul style="list-style-type: none"> “ Utilize the weekly ‘Grade Leaders Meeting’ structure to include bi-weekly inquiry team based discussions. “ Revised initiative through New Visions Retreat in November 2009. “ Broaden the focus from reading to reading/writing/math/guidance focus areas. “ Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving “ Inquiry team strategies will be discussed in grade level meetings by Principal, Grade Leaders, Coaches and/or APs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Goal 4: Title I and Inquiry Team Funds. Staffing: APs, Data Specialist, Coaches, Grade Leaders and AUSSIE Consultants. Schedule: September 2009 - June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Goal 4:</p> <ul style="list-style-type: none"> “ Inquiry Team and Grade Level meeting notes and logs. “ Evidence of inquiry approach in all aspects of school life (ie. grade team meetings, curriculum planning meetings, leadership team meetings, etc.) through observations and meeting minutes. “ Evidence of identified strategies used throughout the school as evidenced/demonstrated in curriculum planning, instructional team meetings, grade teams, teacher plans and professional discourse.

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART –</i></p>	<p>5. Develop 1:1 or 1:2 coaching system designed to support the individual setting of professional goals</p>
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<p><i>Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>and student outcome goals for all teachers.</p> <p>Quantitative and qualitative measures will be used to assess the effectiveness of this goal setting related to teacher/administrator growth and development:</p> <p>All teachers will have well-formulated professional development goals, one of which might involve inquiry work related to a specific practice or learning issue.</p> <p>All teachers will have regularly documented in a portfolio the activities they have undertaken to accomplish their goals.</p> <p>Teacher development will be assessed by formal and informal conversations with Principal, APs and Coaches and by their responses on the 2010 Learning Environment Survey.</p> <ul style="list-style-type: none"> “ Teachers will have individually determined professional goals. “ 85% of those with professional goals will rate their coaching cycle as effective in goal achievement. “ 100% will be linked to student outcomes. “ 75% of teachers will show professional growth linked to coaching on formal and informal observations.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Goal 5:</p> <ul style="list-style-type: none"> “ Fall rollout of coaching cycle and matching of coach to teacher. “ Bi-weekly instructional team cabinet meetings for ongoing review, support and reflection on the coaching structure and its effectiveness. “ Spring coaching cycle improvements based on teacher/coach feedback. “ Mid year needs/progress review. “ End of year survey.

	<ul style="list-style-type: none"> • Refine for next school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Goal 5: Budget: Title I, C4E and Tax Levy. Staffing: APs, Data Specialist, Coaches, Teachers and Consultants. Schedule: September 2009 - June 2010</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Goal 5:</p> <ul style="list-style-type: none"> • Goal setting templates as submitted • Coaching feedback forms • Informal observations • Formal observations • Inter-visitations and feedback sheets • Survey • Data review

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4	36	19		36	2		10	
5	26	15	24	26	10		10	
6								
7	37	36		37	9		6	
8	17	13		17	2		6	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Non-fiction Reading Comprehension – 4, 5, 7 and 8 Grades Students receive instruction and practice of nonfiction reading comprehension strategies in a guided reading format. Comprehension strategies taught, as well as nonfiction reading materials used, mirror the classroom curriculum, and monthly reading goals are established in collaboration with classroom teachers. This service is provided to all students. Students are identified according to Fountas and Pinnell independent reading levels within the level 2 proficiency range using Teachers College reading assessment. Students receive services in a small, homogenous group of four to five children in daily guided reading groups. In grades 4 and 5, groups are pulled out of the classroom for a 30minutes during a period at reading time. Students' monthly reading goals are established in collaboration with classroom teachers. Instruction focuses on comprehension and reading strategies, as well as word work skills and vocabulary being taught in the classroom. Inquiry Team – Grades 4,5, 7 and 8 Teachers and administrators from all grades meet on bi-weekly basis to identify two or three students from each grade who are struggling with reading and writing. Staff members collaborate to identify the specific needs of each student and possible in-class interventions that will be used to support students' learning, and then analyze data and reflect on students' progress over time to determine further appropriate intervention supports. AIS for Grades 7-8 The 7th and 8th grade students chosen for AIS receive reading comprehension instruction and critical thinking instruction primarily using non fiction texts. The students have been leveled using the Fountas and Pinnell system. For the most part, we identified those students who did not make a year's worth of progress based on their state ELA exams in 2009. The 7th and 8th grade also participate in a double-block period, where the second part of the block is devoted to academic intervention. .</p>

	<p>The Achieve 3000 program is used across the four grades to provide students with individualized on-line literacy instruction.</p> <p>SAL program – Grades 5, 7, and 8 involved in the A.U.S.S.I.E program called SAL (Supporting Adolescent Learners). This is a one-on-one program designed to ramp up the reading levels of students who are reading 2 or more levels below their grade. We have two teachers, one in 7th and one in 8th, who are in their second year of SAL and are implementing what they learned with small groups..</p>
Mathematics:	<p>Math Academic Support Grades 4,5,7,8</p> <p>Based upon math assessment data, small groups work with two math specialists to improve student performance in specific math areas. One support person is devoted to grades 4 and 5 in a pull-out program, while another specialist is working with grades 7 and 8. Students work with Digita Tabular in grades 7 and 8 to reinforce math skills taught in the classroom.</p>
Science:	<p>Science enrichment is provided to enhance the 5th grade investigation units centered around "Hispaniola" and the "Living Planet."</p>
Social Studies:	<p>Social Studies is the core of the curriculum, therefore, students who receive academic intervention ELA, use non-fiction texts based on the social studies content, which reinforces the social studies concepts taught in the classroom.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselor and SAPIS worker provide at-risk counseling in grades 4,5,7 and 8 to address students' socio-emotional needs to facilitate positive classroom functioning and increased academic performance.</p>
At-risk Services Provided by the School Psychologist:	<p>n/a</p>
At-risk Services Provided by the Social Worker:	<p>Social worker provides at-risk counseling in grades 4,5, 7 and 8 to address students' socio-emotional needs to facilitate positive classroom functioning and increased academic performance.</p>
At-risk Health-related Services:	<p>n/a</p>

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

NCLB/SED requirement for all schools

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



The Agnes Y. Humphrey School for Leadership - PS/MS 27

27 Huntington St., Brooklyn N.Y. 11231

Phone 718-330-9285 ▪ Fax 718-596-4889 ▪ Website: www.ps27.org

Winston Hamann, Principal (IA)

Tamra Collins, Assistant Principal

Maria Carmenaty, Assistant Principal

Language Allocation Policy

2009-2010

At PS/MS 27 English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the ESL teacher or another licensed pedagogue administer the Home Language questionnaire to determine if the student's home language is English. If the student's home language is not English an informal interview is conducted in the home language and English. If it is determined that the student speaks a language other than English and that he/she speaks little or no English, the ESL teacher will assesses him with the LAB-R. If the student scores at the proficient level on the LAB-R test he/she will enter the general education program. Otherwise he/she will be placed in a program for limited English proficient students.

A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These sessions are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an information video is viewed by the parents in the language of their choice. In addition, the ESL teacher (with the assistance of a bilingual staff member if necessary) offers additional counsel to parents in their native language in order to clarify the information and to ensure that parents understand their transfer right. Also, the ESL teacher or our bilingual parent coordinator conduct any necessary follow ups to ensure program selection and other forms are returned.

After examining the parent choice surveys from the past three years, it is clear that the large majority of parents who have children eligible for ESL services choose to have their children in a freestanding ESL program. A few parents first chose to have their children in a bilingual or dual language program, but later decided to reject the transfer offer and keep their child in our freestanding ESL program.

Our ESL student population is served by one full time ESL teacher using a combine push-in and pull-out model to ensure maximum efficiency and to comply with the mandated service minutes required for each language proficiency level. As specified under CR Part 154, all our beginning and intermediate level English language learners receive 360 minutes of ESL instruction per week. Our advance students receive the prescribe 180 minutes per week. Students are permitted to use their native language with the teacher, para-professionals and/or peers to express understanding and ask for clarification. In most cases bilingual “buddy; students are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classroom.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup.

Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide

range of scaffolding techniques. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog, Achieve 3000, books on tape, etc) and additional academic intervention if needed.

At PS/MS 27, long term ELLs as well as those receiving service for 4 to 6 years, are served under the belief that each student progress at his/her own rate through the language acquisition process. We use a Response to Intervention (RTI) approach to provide high quality intervention that matches each student's needs. Our primary goal with these subgroups is to develop CALP so that they can achieve mastery of reading, writing, listening, and speaking skills for application in the academic content areas.

At our school 45% of Ells' (11) have Individualized Education Plans (IEP). Some of these students are in inclusion classes and others are in self-contained classrooms. This population receives individualized instruction from their classroom teachers, para-professionals (in some cases bilingual), and the ESL staff as prescribed by their IEP.

As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and after school programs such as project read and project math. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers also use graphic organizers and other scaffolding techniques learned at our in-house staff development sessions.

Targeted intervention for ELLs

An analysis of performance data on the New York State Tests in Math, Science, and Social Studies was done to determine the needs of our ELLs' in the content areas. This past year, the majority of our ELLs' scored a two or a three on the state math test. This is clearly an improvement over the previous year when most of our ELLs scored one or two. In spite of this improvement we believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in

the language of mathematics, including specifically word problem strategies and math vocabulary will be provided.

Students scored equally or lower on the Science and Social Studies exams, most likely due to the low reading and writing scores which are apparent in the NYSESLAT scores. Teachers use scaffolding techniques in their classrooms to accommodate the ELL population. Our school also offers ELLs an opportunity at hands-on learning experiences through their work with Expeditionary Learning Outward Bound (ELOB), and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking.

At PS/MS 27, the ELL population is given equal access to all programs. English Language Learners are invited to participate in project read and project math after school programs. They are also invited to participate in supplementary school sessions that take place during the winter and spring breaks. Instructional materials used to support these students include the Achieve 3000 web based program, books on tape, guided reading libraries, bilingual texts, and individualized word walls.

Native language support is delivered through the use of dictionaries and by grouping students with a bilingual “buddy”. The ESL teacher and paraprofessionals provide support as needed in the student’s native language. The services, support and resources we provide our ELLs at PS/MS 27 matches the student age, grade and proficiency levels.

In regards to professional development specifically tailored to ESL Teachers, our ESL staff attends Expeditionary Learning workshops and professional development courses offered by the office of English Language Learners. Monthly on-site staff professional development throughout the year is another opportunity for all teachers to receive training geared toward the specific needs of our ELL population. In addition, the ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences. The ESL teacher offers support and suggestions to classroom teachers on a needed basis. In the past professional development activities has been facilitated by the ESL teachers to promote and encourage scaffolding in the mainstream classrooms for ELLs.

Parental Involvement.

The parent involvement activities in our school include the parents of ELL students by including them in the joint development of school-level parent involvement plans. This is done through regularly scheduled School Leadership Team meetings and PTA meetings, monthly Community Value Circles (CVCs), weekly parent workshops and regular meetings and availability of our bilingual (Spanish) Parent Coordinator. The school partners with Good Shepherd Services, our long time CBO and more recently with Community Word Project to provide services to families of ELLs. ELL teacher is also in the process of scheduling parent workshops to share strategies with parents and help assess their needs accordingly.

After looking carefully at our students results on the NYSESLAT, and on the ELL periodic assessments it is clear that the majority of our ELLs are having difficulties in the reading / writing modality. This is true for all proficiencies and across all grade levels. This is similar to the mainstreamed population. As a result, classroom teachers in general and the ESL teacher in particular are focusing instruction on this modality. The ESL teacher had attended a 5 session staff development offered by the Office of English Language Learners that was geared specifically to this population, and is using the techniques and strategies learned to help the students. The results of the periodic assessment, in combination with teachers ongoing assessments are use to drive instruction.

The data also shows that our newcomer ELLs progress rapidly from beginning to the intermediate level in their language acquisition as measured by the NYSESLAT. These students continue to receive instruction that target all modalities. We evaluate the success of our program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress in both the performance series and the state standardized tests.

Filename: LAP_15K027.doc
Directory: E:\Karthi\NYBOE\CEP_K027
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: APPENDIX 7: TITLE I SCHOOL PARENTAL
INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT
Subject:
Author: Winston
Keywords:
Comments:
Creation Date: 10/28/2009 3:38:00 PM
Change Number: 3
Last Saved On: 10/28/2009 4:11:00 PM
Last Saved By: NYCDOE
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Last Printed On: 4/13/2010 10:31:00 AM
As of Last Complete Printing
Number of Pages: 5
Number of Words: 1,702 (approx.)
Number of Characters: 9,704 (approx.)

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District New Visions / 15	School PS/MS 27
Principal Winston Hamann	Assistant Principal Tamra Collins
Coach Stephanie Carroll	Coach
ESL Teacher Roger Pusey	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Eduardo Martinez
Related Service Provider type here	SAF type here
Network Leader Gail Donovan	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	165	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	15.15%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	0	0	0	0	5	7		4	8	24
Total	0	0	0	0	5	7	0	4	8	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	0	2	11	0	6	6	0	3	24
Total	7	0	2	11	0	6	6	0	3	24

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____

Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish					5	7		4	6	22
Chinese					0	0		0	1	1
Russian										0
Bengali										0
Urdu										0
Arabic					0	0		0	1	1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

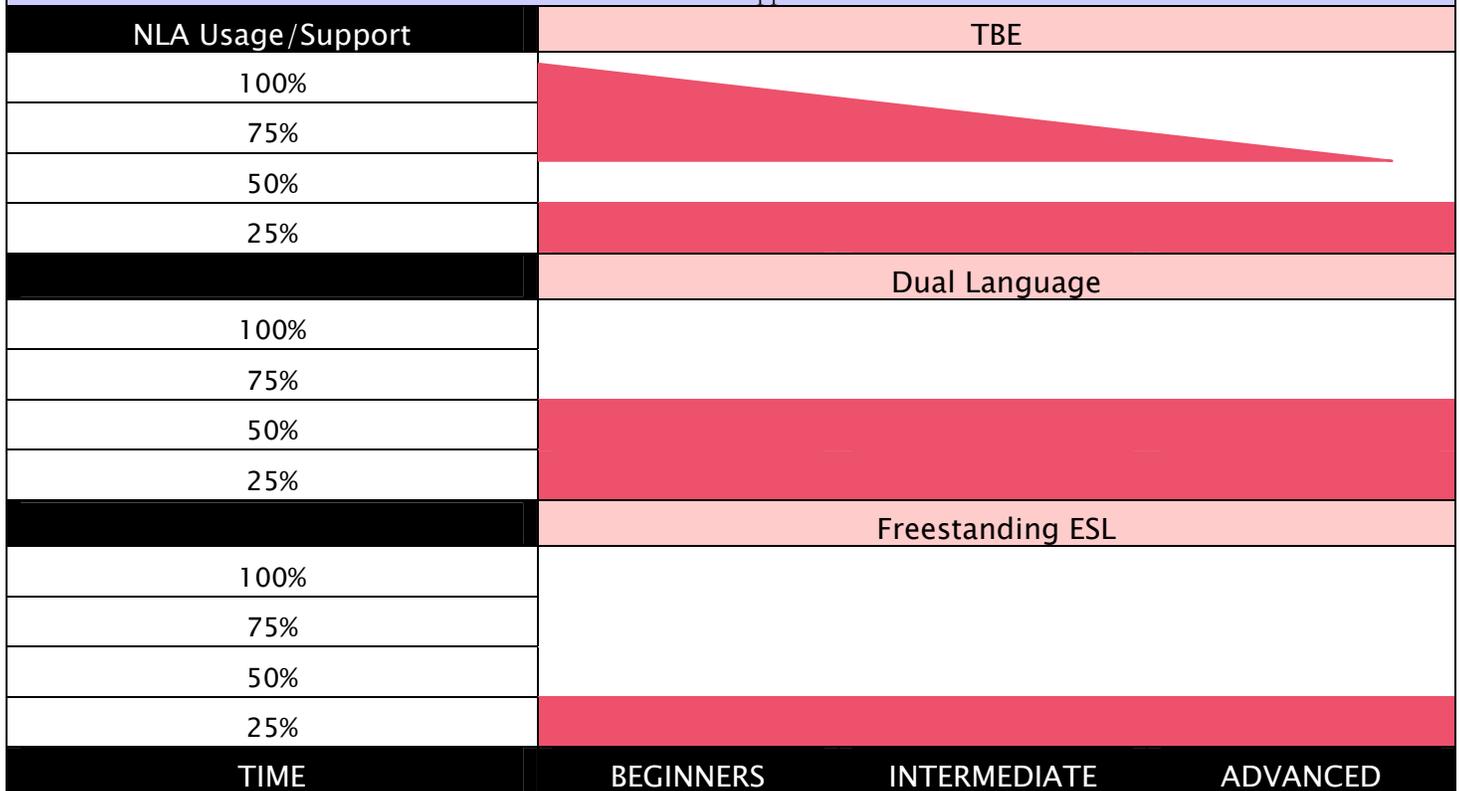
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ul style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ul style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ul style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs. 										
TOTAL	0	0	0	0	5	7	0	4	8	24

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)					1	4		0	1	6
Intermediate(I)					1	1		1	4	7
Advanced (A)					3	2		3	3	11
Total Tested	0	0	0	0	5	7	0	4	8	24

4	1				2				3
8									0
NYSAA Bilingual Spe Ed									0

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

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tamra Collins	Assistant Principal		10/28/09
Eduardo Martinez	Parent Coordinator		10/28/09
Roger Pusey	ESL Teacher		10/28/09
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Stephanie Carroll	Coach		10/28/09
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
Gail Donovan	Network Leader		10/28/09
	Other		
	Other		

Signatures			
School Principal		Date 10/28/09	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: LAP Worksheet_15K027.doc
Directory: E:\Karthi\NYBOE\CEP_K027
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/19/2009 11:31:00 PM
Change Number: 4
Last Saved On: 10/28/2009 4:16:00 PM
Last Saved By: NYCDOE
Total Editing Time: 9 Minutes
Last Printed On: 4/13/2010 10:29:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,820 (approx.)
Number of Characters: 33,179 (approx.)

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)

4,5,7,8

Number of Students to be Served:

LEP 25

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 0

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.

At PS/MS 27, we have developed an ESL after school program which will run from November 2009 to June 2010 for students in grades 4, 5, 7 and 8. Our data shows that most of our intermediate and advance level students struggle with reading comprehension and writing; therefore this program will focus instruction on guided reading and writing strategies. These students will benefit from direct instruction in comprehension and academic writing strategies. This will be done using materials from across the curriculum, including educational software. Beginning students will receive instruction designed to develop both basic interpersonal and cognitive academic skills. The Leap Frog Read It-All series will be used as a supplement to help achieve this goal. The program will run three times a week for a total of 7.5 hours per week. Out of the three days, two days services will be provided by the ESL teachers and one day in collaboration with the general ed. teachers. In addition to this afterschool program we will be offering services during the winter and spring breaks. The language of instruction will be English. The teacher and students will use native language or bilingual dictionaries as necessary to help clarify and aid comprehension.

The service providers will be licensed ESL teachers who will use ESL methodologies in combinations with ELA strategies learned at the different workshops provided by the Aussie consultants and the NYSABE and TESOL conferences.

We are also offering a series of parent workshops for the parents of ESL students. See topics and dates below.

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.

The ESL teacher attends professional development through the Aussie Workshops that focus on ESL specific scaffolding and instruction. Monthly on site staff professional development throughout the year is another opportunity for the ESL and other classroom teachers to receive training in balanced literacy, classroom community and culture, and techniques for differentiation. The ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences which take place during the spring. This training will provide teachers with knowledge of best practices that will allow them to meet the needs of all the students both in the after school program and in the regular classroom.

Form TIII – A (1)(b)

-

School: Agnes Y Humphrey School For Leadership - PS/MS 27
BEDS Code: 15K027

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budget ed Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools)	8980.20	180 hours of per session for ESL and General Ed. Teachers to support ELL students. 180 hours x \$49.89 = \$8,980.20 (includes 18 hours for winter and spring breaks)

must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts	1975.00	Professional development on multimodality and interdisciplinary ESL teaching strategies. NYSABE conference 3/11-3/14 for 3 teachers and 2 parents @275 = \$1375 AUSSIE PD: "Diverse Strategies for Diverse learners" for 4 teachers @150= \$600
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4044.80	<i>NYSESLAT and Beyond preparation guide books (Attanasio). Grade 3 grade five pack:\$79.75 and teacher's Guide \$39.95</i> <p style="text-align: center;"><i>Total: \$119.70</i></p> <i>Daybook for Critical Reading and Writing: (Great Source)</i> <i>Grade 4 student's five packs: \$62.40 and teacher's guide \$41.55</i> <i>Grade 5 student's five packs: \$62.40 and teacher's guide \$41.55</i> <i>Grade 6 student's five packs:\$62.40 and teacher's guide \$41.55</i> <i>Grade 7 student's five packs:\$62.40 and teacher's guide \$41.55</i> <p style="text-align: center;"><i>Total: \$415.80</i></p> <i>Reading and Writing Sourcebook:(Great Source)</i> <i>Grade 5 student's five packs: \$52.40 and teacher's guide \$27.43</i> <i>Grade 6 student's five packs: \$52.40 and teacher's guide \$27.43</i> <i>Grade 7 student's five packs: \$52.40 and teacher's guide \$27.43</i> <i>Grade 8 student's five packs: \$52.40 and teacher's guide \$27.43</i> <p style="text-align: center;"><i>Total:\$239.29</i></p> <i>Leap Frog Reading Pro \$ 2695.00</i>

		<p><i>Spanish Speakers (Starter Kit) \$144.00</i></p> <p style="text-align: right;"><i>Total: \$2839.00</i></p> <p><i>Math to Know Problem solving book B</i></p> <p><i>Grade 5 five packs: \$29.84</i></p> <p><i>Math at Hand problem solving Book A</i></p> <p><i>Grade 5 five packs: \$29.84</i></p> <p><i>Math on Call Problem Solving(Great Source)</i></p> <p><i>Grade 7 five packs: \$25.95</i></p> <p><i>Grade 8 five packs: \$25.95</i></p> <p style="text-align: right;"><i>Total:\$111.58</i></p> <p><i>General supplies (paper, pencils, chart paper) refreshments and materials (booklets) for Parent Workshops. We expect approximately 12 parents to attend.</i></p> <p><i>Oct 23 2009: Stress Management, Communication Strategies and Conflict Resolution.</i></p> <p><i>Nov. 11, 2009: Supporting Children Behavior Takes Center Stage</i></p> <p><i>Dec 11, 2009: Health Fair</i></p> <p><i>January 2010: Using ARIS: Learning About Your Childs Academic History and how you can help.</i></p> <p><i>March 2010: Teachers and Parent Conferences: Questions to Ask</i></p> <p><i>May 2010:Keeping Your Child Academically Active Through the Summer Vacation</i></p> <p style="text-align: right;"><i>Total:\$319.43</i></p>
Education al Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The other than English Language our parents speak is Spanish. The data used to compile this information comes from our daily contact with our parents, the information provided by parents in the home language survey at the time of new registrations and the demographical data contained in the DOE School Report Card.

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.

Given the information collected from the sources above, it was clearly determined that Spanish is the language we must provide written translation and oral interpretation for our parents.

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.

School will provide written translation services in Spanish. The written translation services will be provided by one of the Assistant Principals, ESL teacher and the Parent Coordinator.

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.

School will provide oral interpretation services in Spanish. These services will be provided by the Parent Coordinator, one School Aide, two bilingual paraprofessionals, one Assistant Principal and the ESL teacher.

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>.

School will make parents aware of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing an informational workshop about it, having copies of the regulation available to parents upon request and uploading the regulation on the school's website.

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:	\$309,374	\$25,571	334,945
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,094		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$255	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,469		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,278	
6. Enter the anticipated 10% set-aside for Professional Development:	\$30,937		
7. Enter the anticipated		\$2,557	

10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		
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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.

n/a

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

See attachment in "school documents"



The Agnes Y. Humphrey School for Leadership - PS/MS 27

27 Huntington St., Brooklyn N.Y. 11231

Phone 718-330-9285 ▪ Fax 718-596-4889 ▪ Website: www.ps27.org

Winston Hamann, Principal (IA)

Tamra Collins, Assistant Principal

Maria Carmenaty, Assistant Principal

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

NCLB requirement for all Title I schools

I. General Expectations

PS/MS 27 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 and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand, particularly Spanish, the language that our non-English speaking parents speak the most.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - 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.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS/MS 27 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA, as follows: Parents will be included in the joint development of school-level parent involvement plan through regularly scheduled School Leadership Team meetings and PTA meetings, monthly Community Value Circles (CVCs), weekly parent workshops and regular meetings with the Parent Coordinator.
2. PS/MS 27 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA, as follows: Monthly PTA meetings, regularly scheduled School Leadership Team meetings, weekly parent workshops and school surveys.
3. PS/MS 27 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance, as follows: Parents-teachers open and regular communication (in person or by phone), regularly scheduled curriculum grade meetings, twice a year DOE scheduled parents-teacher conferences, twice a year “Exhibition Days” (ELOB), writing celebrations at least four times a year, monthly parent workshops facilitated by the Parent Coordinator and Youth Facilitator, regular parental volunteer participation in the classrooms and regular parental participation in students’ field work activities.
4. PS/MS 27 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Carroll Gardens for Women (GED Program), Learning Leaders, Reading First and Good Shepherd Services.
5. PS/MS 27 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will consist of a parent survey asking parents to review the effectiveness of this parental involvement policy, and will be conducted by the parent coordinator and the PTA Executive Board in consultation with the Principal or her designee. It will take place in the spring of 2010.
6. PS/MS 27 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators by providing in-school workshops addressing the prior topics and also inviting parents to attend out of school conferences, seminars and district / PSO meetings addressing student assessment practices.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as curriculum night in the fall of 2009 and literacy training workshops lead by our coaches. Technology is available in our Family Room to foster parental involvement, and our Library has a parent component as well.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by continue to provide an atmosphere for parents and school staff to communicate openly, share ideas and expertise on behalf of all our students. The regular weekly workshops, the monthly PTA meetings and the monthly CVCs and celebrations (Ex. Men/Dads Day) will continue to be a forum for these conversations to occur on ongoing basis.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading First, Learning Leaders and Good Shepherd Services to encourage and support parents in more fully participating in the education of their children.
- e. The school will ensure that information related to the school and parent programs, meetings, and other activities, is available in our website – www.ps27.org- and sent to the parents of participating children in an understandable and uniform format (Ex. Monthly bilingual parent calendar), including alternative formats upon request and, to the extent practicable, in Spanish.

III. Discretionary School Parental Involvement Policy Components

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Developing appropriate roles for community-based organizations in parental involvement activities such as the Good Shepherd Services Afterschool program.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the collaborative participation of teachers, parents and students. This policy was adopted by the School for Leadership PS/MS 27 on 06/2009 and will be in effect for the period of 07/2009 to 06/2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/30/09.



The Agnes Y. Humphrey School for Leadership - PS/MS 27

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Winston Hamann, Principal (IA)

Tamra Collins, Assistant Principal

Maria Carmenaty, Assistant Principal

SCHOOL-PARENT COMPACT

PS/MS 27, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS 27 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. Provide collaborative team teaching in every classroom except for three self contained classes
 - b. Provide differentiated instruction by using four CTT models
 - c. Provide AIS to children identified as in need
 - d. Align the Expeditionary Learning Curriculum Investigations with State Standards
 - e. Provide school wide training and professional development in the areas of comprehension strategies and differentiating instruction
 - f. Inform parents about these programs during the autumn Curriculum Night
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2009 and March 2010.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Two DOE scheduled parent-teacher conferences in November 2009 and March 2010, ongoing and regularly scheduled parent-teacher meetings to share students' progress as needed, and written reports to parents during the months that there is no parent-teacher conferences.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through scheduled appointments before, during or right after

- school or in cases of walked-in parents, every effort will be made to provide coverage for teachers to meet with parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents are welcome to volunteer in their child's classroom, observe and participate in various classroom activities and accompany his/her child to field trips.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will make every effort to encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in Spanish, the language most of our non-English speaking parents speak.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Communicating regularly with the teachers.
- Attending curriculum meetings and parent-teacher conferences.
- Making sure that homework is completed and children come to school prepared.
- Monitoring amount of television our children watch.
- Volunteering in our children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.
- Participating actively in PTA meetings and activities.
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our children or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School’s Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the Parent-Teacher Association or other school’s policy advisory groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Attend school every day on time.
- Adhere to all items in the school’s “Student Information Guide.”
- Participate actively in all instructional activities required and expected of us in school.
- Make every effort to attend and participate in all expeditionary learning field trips.
- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for our welfare all notices and information received by us from school every day.
- Treat our teachers and classmates with the utmost respect.
- Behave in an appropriate and respectful manner in every area of the school, including classrooms, cafeteria and gymnasium.
- Take care and appreciate all the materials and resources provided to us by the school.
- Use the technology available to us in a responsible manner and for the purpose of enhancing the curriculum taught by the school.

SIGNATURES

<u>WINSTON HAMANN</u>	<u>PRINCIPAL (IA)</u>	<u>9/30/09</u>
NAME	TITLE	DATE
<u>DENISE REED</u>	<u>PTA PRESIDENT</u>	<u>9/30/09</u>
NAME	TITLE	DATE
<u>SEBRINA SINGLEY</u>	<u>TITLE I PARENT</u>	<u>9/30/09</u>
NAME	TITLE	DATE
<u>EDUARDO MARTINEZ</u>	<u>PARENT COORDINATOR</u>	<u>9/30/09</u>
NAME	TITLE	DATE

Filename: PIP and Compact_15K027.doc
Directory: E:\Karthi\NYBOE\CEP_K027
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: APPENDIX 7: TITLE I SCHOOL PARENTAL
INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT
Subject:
Author: Winston
Keywords:
Comments:
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Change Number: 4
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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.

See attachment in "school documents"

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.

School-wide databases are created and regularly updated to track individual students' academic progress. Currently, the school-wide database tracks student achievement and progress according to Fountas and Pinnell reading levels, writing scores in three different genres taught across school curricula, and ELA proficiency levels according to standardized testing. Data is regularly examined for patterns of academic strengths and weaknesses that may have implications for curricula and pedagogy, as well as discrepancies in student performance on standardized and non-standardized assessments. It is also used to identify individual students in need of academic intervention. Academic support staff meets at the end of a trimester to analyze the effectiveness of supports that each student has been receiving and modify students' support services accordingly.

Teachers with the assistance of Instructional Guide use the Fountas and Pinnell leveling system to formally assess the reading levels of all students. The formal assessments are done three times per year. Informal running records and conferencing occurs on a daily basis to monitor progress. Teachers maintain assessment binders for each student they teach. The binders contain both formative and summative assessments. Teachers also use Achieve 3000, an on-line literacy assessment to determine ongoing progress and identify areas of weakness. The program is individualized for more accurate assessment. Teachers use the team teaching model to facilitate guided reading groups. Teachers use information gathered from running records, informal assessments, state tests and customized tests to target academic needs and design interventions. The schools curriculum is written in alignment with the state standards. Modifications are made for students with IEPs.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

School-wide databases are maintained in order to identify students who are academically at-risk or who have not met State academic standards in the past. Data is used to identify and modify support services that will be most beneficial to individual students according to specific needs.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In order to increase the quality of learning time, we begin academic intervention in mid-August with an early start program. Students are assessed early in the year so that intervention can be immediately implemented. During the school year, students attend project read and project math, an afterschool academic program. During winter and spring recess, students will be invited to attend morning sessions aimed providing specific strategies to support areas of weakness in ELA and Math and test taking strategies.

The school provides extended day services for all students in the building. The after school program is run by Good Shepherd Services and provides academic and recreational activities for its participants.

- o Help provide an enriched and accelerated curriculum.

The collaborative team teaching model used in many of the school's classes creates a ratio of 12:1 or less. With this model, students are easily grouped to create opportunities for both enrichment and remedial support.

In grades 7 and 8 students are provided with an enrichment period that focuses on small group instruction preparing students for the regents in Math and Science.

- o Meet the educational needs of historically underserved populations.

The school has data inquiry team. The inquiry team targets struggling students who present deficits seen in the greater population. The assessments and successful interventions done on this team is turn keyed to whole class settings where appropriate. Students are also exposed to outside field experiences that support their learning in the classroom as well as expose them to resources that would otherwise be limited.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students with mandated counseling receive services as required in their IEP. Counselors also perform crises intervention services as the need arises.

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

n/a

3. Instruction by highly qualified staff.

Only fully certified teachers are hired. Professional development and school expectations for all teachers are at a high level of expectation. Teachers with long-standing commitments to the community are sought in order to develop a strong core faculty.

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.

On-site professional development is provided to teachers by Australian United States Services in Education (AUSSIE) consultants. Consultants work with classroom and support service teachers to develop consistency of research-based teaching practices across classrooms, reflect on student work and progress to plan and differentiate instruction, and coordinate the literacy curriculum with ELOB investigations.

Coaching partnerships are used to help individual teachers identify professional goals. Coaches provide teachers with contextualized modeling of, and feedback on teaching practices that have been identified in professional goals. Coaching is ongoing throughout the year to provide teaching staff with regular support in reaching professional goals.

All teachers in the school have either a coach or are mentored. We have two A.U.S.S.I.E. coaches who work with teachers. Interdisciplinary workshops are provided by the A.U.S.S.I.E. coaches. Workshops are offered to all staff throughout the school year and summer. We have several professional development opportunities with Expeditionary Learning Outward Bound, and through the Department of Education. Common practices have been developed and unrolled to the faculty to provide consistency in instruction across the grades and within disciplines.

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

The school participates in a number of hiring fairs, including the New Visions hiring fair. We offer and encourage significant opportunities for professional development. In addition, teachers are encouraged and expected to take on leadership roles within the school, i.e.: to serve as grade team leaders. In addition we use the Fellows and Teach for America Programs and consult with other schools and recruitment programs.

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

The parent coordinator does outreach to the community and has given both literacy, informational and recreational workshops to parents and caregivers.

Parents are always invited to our two school wide Exhibition Days that are planned every year.

Teachers will continue to host monthly writing celebrations. Dates will be included in the parent newsletter.

Parents will be provided with translation services at all times.

We will continue to strengthen the parent coordinator role in assessing parents' needs in this area.

We will be offering curriculum presentations during the Family Gatherings.

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.

n/a

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 will use school wide rubrics, organized by the Literacy Leadership Team when teaching personal narratives and informational text. The rubrics were developed by classroom teachers, leadership members. Continue using running records, portfolios, tests, informal observations, conferences. Continue to hold weekly grade team meetings where teachers plan the use of assessment tools.

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.

School-wide reading assessment deadlines are implemented to ensure student progress is regularly tracked and documented in the database, allowing for timely identification of students who are not meeting or exceeding academic achievement standards. Rigby Benchmark Assessment, Teachers College Assessment, Performance Series, and components of the Achieve 3000 are used to determine individual students' areas of strength and weakness, and which type of academic intervention would be most beneficial. Baseline reading levels are collected in September to identify at-risk students in need of academic support for the first

trimester. Students are reassessed in December and February, with academic intervention services modified according to needs indicated by new assessments. Final assessments are completed in June to document individual students' yearly progress. Similar assessment procedures will be implemented in other content areas.

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.

Continue to have the services of a SAPIS worker.

Continue to provide counseling services and advocacy services through Good Shepherd Services.

Continue to receive a "violence prevention grant" utilized to implement a conflict resolution/mediation program.

Continue to implement school and district attendance plan.

Coordinate health services with DOE, Dept. of Health services and local health agencies including local clinics.

Continue to implement curriculum instructional programs including Health and HIV/AIDS.

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.

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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:

Restructuring - Focused (Advanced)

SURR Phase / Group (If Applicable):

N/A

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.

School did not make AYP in ELA
Students with disabilities continue to not meet AYP
School restructuring Year 3 due to ELA

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.

The school is inclusionary and follows a CTT model, except for three self-contained classes. A school wide focus on differentiated instruction; small class sizes; using Achieve 3000, an on-line literacy based program, to individualize reading instruction for all students. Students will also receive support through the Struggling Adolescent Learners literacy program in addition to the afterschool "project read" and "project math" programs plus SES services as well.

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.

AUSSIE consultant to support teachers in improving instruction in reading and writing.

“Struggling Adolescent Learners” program to support students struggling with literacy skills.

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

Every new teacher has been assigned a mentor according to the guidelines of the DOE School’s Based Mentoring Plan. Our mentoring plan was submitted online on October 2009. We currently have one new teachers benefiting from the mentoring program working with one mentor under the guidance of a Lead Instructional Mentor and coordination of an Assistant Principal. The mentor meets with the beginning teacher for regularly scheduled structured meetings for two or more periods per week. Meetings include both in-classroom support and one-on-one conferences. When the mentor views the beginning teacher’s practice, there is a mutually agreed upon purpose and the mentor shares objective non-judgmental classroom practice data. When the mentor meets one-on-one with the beginning teacher, it’s for the purpose of holding reflective conferences to build the teacher’s capacity to make effective decisions. The mentor guides the beginning teacher in the use of classroom and student data to formulate strategies, solutions, and next steps. The mentor has submitted professional goals for the teacher. These goals are shared with teacher’s supervisors and coaches to follow up on effective teaching practices. The new teacher holds regular meetings with assistant principal in charge of the program to check in on professional growth and collegial participation, and the mentor meets with assistant principal as well to reflect on new teacher’s growth and professional development needs.

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.

School will notify parents about the school’s identification for school improvement in writing and through a parent meeting to discuss the school’s efforts and initiatives to improve the academic rigor and the academic performance of its students. Every notification on this regard will be translated in Spanish, the other-than English language most of our parents speak. Every effort will be made to share this information with the one Arabic and two Chinese speaking parents as well.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Gaps in the Writing Curriculum.

We met as an instructional team to review our 2008-2009 curriculum maps against the state standards. We found that they were not fully aligned with state standards in ELA, particularly in writing.

- Through ongoing classroom visits, we determined a need for common practices around assessments. Additionally, we monitored and reviewed student writing samples and teacher assessments. As a result, we found that there was no uniform method to assess the writing that showed development throughout the grades.
- Teacher feedback showed that they spent more time using the internet to access resources rather than having a variety of differentiated texts available to support the curriculum.
- Through classroom observations, we saw evidence that reading and writing was not supporting other content areas.

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

- Applicable
- Not Applicable

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

We found that the curriculum maps were not fully aligned with state standards in ELA, particularly in writing.

We determined a need for common practices around assessments.

We found that there was no uniform method to assess the writing that showed development throughout the grades.

Teacher feedback showed that they spent more time using the internet to access resources rather than having a variety of differentiated texts available to support the curriculum.

Through classroom observations, we saw evidence that reading and writing was not supporting other content areas.

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.

Perform the writing benchmarks three times per year.

Support students with SAL program.

ELA PD for teachers with AUSSIE and Successful Learning Group consultants.

Implementation of Achieve 3000, a web based program that tracks students' progress in ELA.

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.

The Math Leadership team, at the end of June 2007, provided the school leadership with an inventory of all the math programs that were being utilized in the school. It was determined that different programs were used in different grades resulting in gaps as students moved from one grade to the next grade. In 2008-2009 school year, we purchased uniform curricula (for elementary and middle grades) and aligned the programs to state standards. The team created binders that links each unit to the standard that is being taught. We continue to use the programs and the binder.

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?

In 2008-2009 school year, we purchased uniform curricula (for elementary and middle grades) and aligned the programs to state standards. The team created binders that links each unit to the standard that is being taught. We continue to use the programs and the binder as a result our students overall made gains on the New York State Math Assessment.

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

We will continue using in class assessment systems along with the Performance Series to enhance our cross school evaluation of our mathematics curriculum and teaching and learning. Our goal is to provide differentiated curriculum and instruction for our wide ranging student achievement levels. We plan to continue this work with our partnership with the AUSSIEs.

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.

Recent review of ELA curriculum and teaching methodology through the core cabinet and literacy leadership team.

Implementation of active pedagogy to allow for more interactive lessons.

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

Applicable Not Applicable

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

The school is fully immersed in the balanced literacy approach using components of shared reading, guided reading, individual consulting/conferencing and student share. Although new teachers tend to lecture and do not begin their career knowing how to provide facilitative teaching approaches, our professional development and coaching model moves teachers to these common practices.

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.

Active pedagogy is being implemented, this allows for an increase in student engagement and meaningful standards based work, and decrease the need for work sheets.

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.

Implemented a new curriculum, connected math, in grades 7 and 8.

In grades 4 and 5 we introduced Investigations, in number, data and space.

These programs focus on hands on and inquiry formats in which students formulate understandings in mathematics and assist teachers' role to facilitate the inquiry process.

We also have an AUSSIE math consultant that meets with teachers every other week.

The math coach on staff meets regularly with teachers to help with the implementation of the new curriculum.

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?

Performance Series and State standardized test results.

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

We looked at components of the balanced literacy classroom to develop parallel and replicable similar structures for math classroom including guided math, shared math, math talk and open ended math activities.

³To 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.

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.

Due to the closing of the school and the current two-year phase-out plan most of our low seniority teachers were excessed and the most senior teachers retained, except in subject or specialty based license areas such as science, social studies and physical education.

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?

Due to the phase-out of the school most of our teachers are senior teachers, who have been with the school for many years. The exceptions are the high need areas such as science, social studies and physical education.

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.

N/A

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.

Attend PD through office of ELL

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?

We identify over 100 Professional Development opportunities for our teachers outside of our school yearly. The NYC DOE offerings are particularly helpful coming from the Special Education office and we make liberal use of these activities.

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

N/A

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Review of our ELL system of articulation.

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 ELL teachers participate regularly in informal and consultative articulation with classroom teachers to alert them to the ELL students' needs for differentiated instruction.

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

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Review of special education procedures with Special Education AP.

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?

Our enforced policy is that all teachers must participate in the development, implementation and review of all IEPs. Our ongoing efforts toward dual certification (gen ed/sp ed) for all our teachers. Our schoolwide commitment to inclusion, mainstreaming and welcoming of students with a wide range of special needs dispels this finding.

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

N/A

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

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

Please respond to the following questions for Key Finding 7:

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

Review of IEPs with our AP for Special Education and the SAT.

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?

Teachers differentiate according to students' IEPs and formal and informal assessments. Testing accommodations are improving due to the use of block scheduling.

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

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED
EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE
REQUIRED FOR THIS YEAR)**

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.)

None

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

At this time we don't have any students in temporary housing, but we are ready to serve them as needed by assessing their current situation with our social worker or guidance counselor, making a possible referral to our community based organization, Good Shepherd Services, providing extra academic support as needed and making our school a welcoming environment with the assistance of our parent coordinator.

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).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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.

N/A