



P.S. 028 THE WARREN PREP ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 028 THE WARREN PREP ACADEMY
ADDRESS: 1001 HERKIMER STREET
TELEPHONE: 718-467-2865
FAX: 718-953-4189

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER:	16K028	SCHOOL NAME:	P.S. 028 The Warren Prep Academy
SCHOOL ADDRESS:	1001 HERKIMER STREET, BROOKLYN, NY, 11233		
SCHOOL TELEPHONE:	718-467-2865	FAX:	718-953-4189
SCHOOL CONTACT PERSON:	Sadie Silver	EMAIL ADDRESS	ssilver11@schools.nyc.gov
<u>POSITION / TITLE</u>	PRINT/TYPE NAME		
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Claricia Felder		
PRINCIPAL:	Sadie Silver		
UFT CHAPTER LEADER:	Deborah Martinez		
PARENTS' ASSOCIATION PRESIDENT:	Lakisha McMichaels		
PARENT'S ASSOCIATION TREASURER:	Rashida Shaw		
<u>DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION</u>			
DISTRICT:	16	SSO NAME:	Community Learning Support Organization
COMMUNITY SUPERINTENDENT	Evelyn Santiago		
SSO NETWORK LEADER:	Irma Marzan		

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
Sadie Silver	Principal	
Lakeasha Williams	Assistant Principal	
Deborah Martinez	UFT Chapter Leader	
Claricia Felder	UFT Member	
Belinda Leon	DC 37 Representative	
Shameeka White	Parent	
Erik Muniz	Parent	
Cristina Robles	Parent	
Ronald Johnson	Parent	

- **Core (mandatory) SLT members.**

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

SECTION III: SCHOOL PROFILE

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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.

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.

Our Mission Statement

Our mission is to teach all the children at P.S. 28K how to read, write, think, compute, speak well, love the arts and behave in socially acceptable ways in order to become economically independent contributing members of society.

Our School Beliefs (Vision)

- We believe we can engage all students in the learning process.
- We believe all students can learn and can achieve at the highest levels.
- We believe all children are gifted and talented.
- We believe all children should be encouraged to set goals and take ownership of their learning to become lifelong learners.
- We believe we can nurture and help fortify our children's love of learning.
- We believe we must teach children what they don't know.
- We believe that the process of learning involves exploration, discovery and wonder.
- We believe we can create a supportive learning community.
- We believe in a positive attitude.
- We believe in celebrating successes, big and small.

Warren Prep Academy, Public School 28K is located in the Bedford Stuyvesant section of Brooklyn, New York. This Pre-K to Fifth grade school serves a population of approximately 252 students from culturally diverse backgrounds. The community is home to many new immigrants from Guyana, Jamaica and Canada. The school is a central part of the community to many students and their families. The school building is a clean and inviting place where pride in the students' accomplishments is evident in the prominently displayed student work.

According to the latest available ethnic data, 0% of our students are White; 89.9% of our students are Black; 9.1% are Hispanic and 1% is identified as other in the ethnic category. Approximately 8 students have Individualized Educational Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), related services such as speech and language, counseling and occupational therapy. Additionally 13 of our students are English language learners (ELLs), with Spanish as the dominant language among the vast majority.

We serve a large Title One Population as indicated in the data below. We also have a very high incidence of students in Temporary Housing. The school is working diligently to get an exact number of students in Temporary Housing, which includes students who are in shelters and doubled up families so that the necessary interventions can be put into place. Our partnership with the Bed-Stuy Multi-Service Center has allowed us to provide housing support to many of our families in the past and we are going to continue to provide this support in the 2009-2010 school year.

The school houses one (1) full day pre-k class, two (2) kindergarten classes, two (2) first grade classes, two (2) second grade classes, (1) one self-contained fourth/fifth grade class, two (2) third grade classes, two (2) fourth grade classes, and two (2) fifth grade classes in general education. There is also a freestanding ESL program for grades K-5, which serves English Language Learners.

The average class size in kindergarten through third grade, following the Early Grade Class Size Reduction Program, is twenty (20) students. The average class size in fourth and fifth grade is twenty (20) students. Students are heterogeneously grouped within each grade. The student body is served by 63 professionals and support staff, including one (1) principal, two (2) assistant principals, two (2) intervention specialists who serve as coaches as well, twenty-four (24) teachers, one (1) guidance counselor, three (3) paraprofessionals, eight (8) school aides and sixteen (12) additional support personnel. Of the 24 teachers, all are fully licensed and certified, 60% have more than 5 years teaching experience and more than 90% hold a

Masters Degree. Only one teacher is considered a new teacher. With the implementation of the citywide program for literacy and mathematics, the staff includes full-time parent coordinator. We currently have partnerships with the Bedford-Stuyvesant Multi-Service Center with whom we share the building with to provide the families we service with affordable housing, adult education (G.E.D. and ESL), vocational and technical training as well as parenting classes. We have also partnered with the following organizations to provide our children with opportunities to apply the skills they learn in school to real world applications: Children for Children, Rise Up and Walk, Gotham High School for Performing Arts, NAACP, Cornell Institute, City Harvest, Carnegie Hall, Julliard, VH-1 Save the Music, Y After School, Coalition for Hispanic Family Services, Cooke Learning Center, Kareful Karefree Nursing School, East New York Learning Academy, Renzulli Learning, Creative Outlet, The 4-H Club, Entertainers4Education and Roots Revisited. The YMCA of Greater New York provides our parents with an in-school after-school program everyday until 6pm and swimming classes for 2nd Graders every Wednesday at the Bedford-Stuyvesant YMCA.

This year, Councilwoman Darlene Mealy has allocated \$450,000 in Reso A monies to update classroom technology and has partner with Out2Play to construct a new playground for students in the school. The school has also received grants for Renzulli Learning, an interest-based online learning system, The Academy, a grant with Carnegie Hall and Lincoln Center to provide music instruction for students in all grades, NYS Quality Review Initiative Grant to support curriculum mapping, VH-1 Save the Music has given us a grant for keyboard lab and our teachers take advantage of Donor Choose to develop special projects with their students around technology.

SECTION III - Cont'd

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 028 The Warren Prep Academy							
District:		16	DBN:	16K028	School BEDS Code:		331600010028		
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	11	12	16		91.9	92.6	91.7		
Kindergarten	29	30	25						
Grade 1	43	28	41	Student Stability - % of Enrollment:					
Grade 2	42	46	36	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	41	44	45		86.3	83.8	89.1		
Grade 4	32	44	45	Poverty Rate - % of Enrollment:					
Grade 5	33	27	44	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		87.8	87.7	83.2		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		6	10	19		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		0	3	3		
Ungraded	0	0	0	Special Education Enrollment:					
Total	231	232	251	(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	13	13	10	Principal Suspensions	0	5	5		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	1		
Number all others	9	9	11	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
# receiving ESL services only	13	16	11	Number of Teachers	24	24	23		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	4	5	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.2	75.0	65.2
				% more than 5 years teaching anywhere	70.8	75.0	60.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	92.0	78.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.5	88.2	88.2
American Indian or Alaska Native	1.3	1.3	1.2				
Black or African American	88.7	87.5	87.6				
Hispanic or Latino	9.1	9.5	8.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.8				
White	0.9	1.7	0.8				
Male	53.2	53.4	50.6				
Female	46.8	46.6	49.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		3	3	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	D			Overall Evaluation:	NR		
Overall Score:	41.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.6			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:	11.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	17.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	NR						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The school has revised data systems to address the issues of progress by analyzing data to identify key standards in Mathematics. We have reorganized the grades by looping grade 3 teachers. There is a strong emphasis on problem solving mathematics. The teachers work well in collaborative teams to plan the curriculum and instruction. The students in greatest need of improvement make very good progress as a result of the support they receive. The curriculum provides a wide range of exciting and interesting learning opportunities and experience for students. The professional development program provides excellent opportunities for teachers to develop their knowledge and skills.

After further examination of the schools' data these are the following trends noted by the school community:

- The performance of students in ELA and Mathematics showed little movement in the increase of level 3 and 4 students.
- Progress Report data indicated a need for professional learning to ensure that we increase the average change of student proficiency for Level 3 and 4 students in ELA.
- Progress Report data indicated a need to increase the percentage of students making at least one year's progress in math.
- Progress Report data indicated a need to increase the percentage of students in school's middle third making at least 1 year of progress.
- QR 2008 data indicated that we were proficient in Quality statements 2 (Plan and set goals) and 5 (Align Capacity to Goals).
- Progress Report data indicated that there is a need for more rigorous instruction for higher end learners in Mathematics.
- QR 2008 indicated that we needed to improve in Quality Statement 5 (Plan and Set Goals)
- QR 2008 that we were well developed in statement 4, but also indicated a need for more rigorous instruction to develop higher end learners.
- Progress report data indicated that there was not much movement to level 4 by previous level 4 students. Not many students moved from level 3 to 4 in ELA or Math.
- QR 2008 data indicated a need to improve our performance the Quality Statement indicators 2.5, 2.6 and 2.7.
- Progress report data indicated that communication was our lowest area on the learning environment survey.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance:

Use of common assessments to track progress in Mathematics, particularly problems solving, and adjust plans and goals for student subgroups and targeted individual students during the course of the year.

Align curricula to State Standards and make purposeful decisions to emphasize key standards given the needs of students, and align curricula to these standards across grades and subject areas.

Teams of teachers working together to gather and analyze data to develop best practices in ELA and Mathematics that promote student thinking.

The five main focus goals for the 2009- 2010 school year are as follows:

1. To improve literacy instruction by applying the Collaborative Inquiry Process to ELA Grade Teams.
2. Teams of teachers and individual teachers will work together to improve student progress and instruction in mathematics.
3. Each student will have at least one adult advocate who helps to coordinate child/youth development and other supports that are designed to impact the student's academic achievement. This is an expansion of our previous pro social bonding initiatives.
4. Parents will become familiar with ARIS to monitor their child's progress and attendance.
5. The Inquiry Process will become embedded throughout the school to closely monitor the performance of students.

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
To improve literacy instructional by applying the Collaborative Inquiry Process for ELA Grade Teams	The curriculum will be aligned to key standards. There will be a strong emphasis on critical thinking skills demonstrated through questioning, shared inquiry discussions, responding to literature and other practices that promote student thinking.
Teams of teachers and individual teachers will hold themselves accountable for their students' progress and for attaining school instructional goals in mathematics.	This school year many students did not make progress in Mathematics. Our Action Plan will revolve around teams of teachers analyzing a variety of math data to monitor student mastery of key standards.
Each student will have at least one adult advocate who helps to coordinate child/youth development and other supports that are designed to impact the student's academic achievement. This is an expansion of our previous pro-social bonding initiatives.	Maintain a culture of mutual trust and positive attitudes toward learning by communicating high expectations to students to support their academic and personal growth.
Parents will become familiar with ARIS Parent Link to monitor their child's progress and attendance.	ARIS will be used as a tool to facilitate communication between parents and school staff to ensure that children make progress.
The Collaborative Inquiry Process will become embedded throughout the school to closely monitor the performance and progress of students.	School Leaders and Staff will work closely with our CLSO Director of Achievement and Accountability and School Achievement Facilitator to develop rigorous classroom and school targets to ensure that all progress report measures are met.

English Language Arts

Subject Area (where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, 90% of English Language Arts Grade teams will apply the Collaborative Inquiry Process to improve literacy instruction as measured by increased scores of levels 3 and 4 on the New York State English Language Arts assessment.</p>
<p>Action Plan Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will continuously engage in the process of rigorous and coherent curricula including the arts for a variety of learners and aligned to key state standards as evidenced by National Urban Alliance’s Pedagogical Flow Map and interdisciplinary curriculum maps. • We will be expanding our work with National Urban Alliance by focusing our professional development session on thinking strategies with the entire teaching population. • Teachers in Grades 3-5 will implement Junior Great Books to engage students shared inquiry discussions and ways to respond to literature. • Teams of teachers will systematically use the differentiation of literacy activities to engage all learners. • The activities will directly relate to the key standards that students are required to know and be able to do based on the data. • Teams of teachers and individual teachers will use periodic assessment and other data such as MCLASS, Acuity, State Practice Exams to track progress and adjust instructional plans for student sub-groups and targeted individual students through the use of Collaborative Inquiry Process Folders.
<p>Aligning Resources: Implications for Budget, Staffing/ Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • The budget will be aligned with the necessary resources to execute our action plan: Junior Great Books Reading Coach, National Urban Alliance Coach, the Children's Literacy Initiative Coach, John Collins (Writing), the Literacy by Design Assessment Coach, the CLSO Literacy Specialist will all be utilized to support administrators and teachers in this work. • Teacher Teams will be provided with common planning times to do the work described above. • Per Diem and Per Session will be allocated for Collaborative Inquiry work across grade levels and content areas. • Assistant Principal responsible for specific grade levels will provide monitor and support best practices in Literacy. • Contracts for Excellence (C4E) allocations will be used for time on task. Contracts for Excellence allocations will support after school academic intervention and test prep.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>K-2</p> <ul style="list-style-type: none"> • By October 60% of K-2 students will meet their Dibels and ECLAS2 Benchmark Assessment #1. • By January 75% of K-2 students will meet their Dibels Benchmark Assessment #2. • By April 90% of K-2 students will meet their ELCAS2 Benchmarks. • By June 90% of K-2 students will meet their Dibels Benchmark Assessment #3. <p>Grades 3-5</p> <ul style="list-style-type: none"> • By October the DY0 ITA will reflect at least 48% of students at Levels 3 and 4 • By November the ELA Predictive will reflect at least 70% of students at Levels 3 and 4 • By May the NYS ELA Exam will reflect at least 59% of students at Levels 3 and 4

Subject Area (where relevant) : Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, 100% of teachers will work collaboratively in Teacher Teams and individual teachers will consistently work together to improve instruction in mathematics as measured by student progress in mathematics on the New York State Mathematics assessment.</p>
<p>Action Plan Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teams of teachers will align their instructional practices to key standards in mathematics across the grades as evidenced by Curriculum Maps. • A partnership with Kaplan is established to provide teachers with an Instructional Coach focusing on Data Driven Instruction. • Teacher differentiate strategies and classroom routines to ensure multiple entry points, supports and extensions for all learning as evidence by Renzulli Learning, student groupings, data driven instruction and by integrating National Urban Alliance and Visual Thinking Strategies. • Teams of teachers will engage in the Collaborative Inquiry Process and will be responsible to specific sub-groups as evidenced by their Teacher Team Logs and Collaborative Inquiry Folders. • Teachers will consistently monitor individual and group goals to monitor student progress. • Our Extended Day Program and Saturday Academy will provide students with additional support to ensure that progress is made utilizing Kaplan materials. • Professional development will be provided to teachers both in-school by our CLSO Math Specialist, our Internal Math Coach, Assistant Principal, National Urban Alliance Coach and the weekly sessions with our Data Driven Instruction Coach. • Outside professional development opportunities will be provided as well.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (CAE) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Assistant Principal responsible for specific grade levels will monitor and support our Math Initiatives. Math Coach position to support teacher and student development. • Kaplan Data Driven Instruction Coach to support using data to drive instruction. • Saturday Academy to provide students with additional instruction and practice. • Per Session and Per Diem monies are allocated to support professional development including Collaborative Inquiry Work. • Partnership with Learning Directions for the alignment of key standards based on the data and Design Your Own Assessments. • Academic Intervention Teacher to provide support to at-risk students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Grades K-2</p> <ul style="list-style-type: none"> • By November, the Math Dibels assessment will reflect at least 50% of students meeting benchmark 1. • By February, the Math Dibels assessment will reflect at least 75% of student meeting benchmark 2. • By June, the Math Dibels assessment will reflect at least 90% of students meeting benchmark 3. <p>Grade 3-5</p> <ul style="list-style-type: none"> • By October, the Math ITA will reflect at least 60% of students at Levels 3 and 4 • By December, the Math Predictive will reflect at least 65% of students at Levels 3 and 4 • By May, the NYS Math Exam will reflect 70% of students at Levels 3 and 4 which will demonstrate an

increase of students making progress in mathematics.

Subject Area

Student Learning and Emotional Needs

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By April, 2010, 100% of students will have at least one adult advocate who helps to coordinate child/youth development and other supports that are designed to impact the student as measured by the student's academic achievement. This is an expansion of our previous pro-social bonding initiatives.</p>
<p>Action Plan</p> <p><i>Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Our Care Team in collaboration with our administrative team and Attendance Team: Monitor each student's attendance daily and intervene as necessary. • Outreach parents whose child is in need of additional support. Emphasize the importance of student relationship with teachers through Resiliency Training. • Continue to implement School-Wide Positive Behavior and Intervention Support System. Continue to hold monthly assemblies to recognize students with 100% attendance and expectations. • Boys and Girls Resiliency Groups will target specific students in collaboration with the Principal, Guidance Counselor, Social Worker, and School Psychologist. • Mentoring program will be utilized to promote pro-social bonding for specific students. Partnerships with Children for Children, Gotham High School of the Arts, Rise Up and Walk, Bed-Stuy Multi-Service Center, Brookdale Hospital for Mental Health, YMCA of Greater N.Y., Creative Outlet, American Ballroom Theatre, and continuous outreach is done to partner with organizations that support our students and the community.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The budget will be aligned with the necessary resources to execute our action plans. • Positive Action materials to support rigorous habits. • Dancing partnerships with Creative Outlet and American Ballroom Theatre. Renzulli Learning Grant subsidized the program and we pay the difference. • Student Relationship Professional Development by Jeff Gray, PBIS Trips and activities. Parent workshops and activities. • Full-time Guidance Counselor • The Academy Grant subsidized the music program and we pay the difference.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance will be reviewed daily and charted to show increases in attendance. • Increase in the number of student meeting benchmark and periodic assessment. • An increase on student engagement as evidence by observations and student work products. • A decrease in the number of office of discipline referral forms and online occurrences.

Subject Area**ARIS Parent Link****(where relevant) :**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, 85% of parents will become familiar with ARIS Parent Link to monitor their child's progress and attendance as measured by the frequency of visits to the Parent Link website.</p>
<p>Action Plan</p> <p><i>Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • An Open House for Parents was held in September to familiarize parents with Key Standards and programs the school is using that will impact on information they will see on ARIS. • Monthly parent workshops and daily ARIS support will be provided by our Parent Coordinator. Teachers will communicate academic progress with parents on a regular basis via progress reports. • ARIS reports to parents during parent-teacher conferences as well as parent conferences throughout the year.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (CAE) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Parent Coordinator to support ARIS Training • Per Session allocations for teachers who hold after school meetings with parents to discuss ways they can work together to ensure student progress.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Sign in sheets and Agenda will indicate attendance at workshops and training sessions. • ARIS Parent Training Sessions • ARIS Parent Link usage will increase. • Teachers will distribute monthly progress reports to communicate goals and progress to student parents and guardians.

Subject Area**Collaborative Inquiry Tools****(where relevant) :**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, 100% of teachers will utilize The Collaborative Inquiry Process to closely monitor the performance and progress of students and it will become embedded throughout the school as measured by the regular meetings allotted for collaborative inquiry.</p>
<p>Action Plan <i>Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Engaging students in problem solving tasks to support their critical thinking skills will be the focus of our Inquiry Space. • Teachers will be provided with a structure for Collaborative Inquiry Team Meetings that will enable them to make strategic instructional decisions about specific groups of students based on the data. • Teams of teachers will engage in creating curriculum maps that are aligned to key standards in ELA and Mathematics. • Individual teachers will monitor the progress of specific groups of students by gathering and analyzing data. • Teams of teachers will work on developing best practices that will accelerate student learning. • Evidence of best practices such as thinking maps, differentiation of instruction, pedagogical flow maps, conference notes, meaningful feedback, rubrics, student reflections, and student groupings will be reflected in all classrooms.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Contracts with National Urban Alliance, Wireless Generation, Kaplan, Visual Thinking Strategies Inc. and Learning Directions. • Assistant Principals to monitor and support teacher teams. • Per Session Monies for inquiry work across grade levels and content. • Principal per session Supervisory Per Session
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Instructional Coherence and Alignment to key standards as evidenced by classroom observations using the Quality Review Observation Tool. • Master schedule will be updates according to student needs and teacher development needs. • The master schedule will reflect common preps on a daily basis. • Teacher Team logs will be reviewed periodically to inform professional development and necessary modifications. • Daily lesson plans and curriculum maps will include differentiated options for students. • Rubrics will be created and utilized across content areas and subjects.Student reflections will be evident in classrooms. • Use of instructional charts and strategies that promote student thinking in classrooms are aligned to key standards.

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 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)

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

Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson's Foundations, Wilson Reading Program, Guided Reading, Dibels Instructional Tools, Acuity Instructional Tools, Performance Series Instructional Tools, Kaplan's Lesson Bank, Literacy By Design's Reading and Writing Bridge, Kaplan Advantage ELA, Kaplan Foundations, Options ELA, Data Driven Lesson Plans, Brain Child
Mathematics:	Math Dibels Instructional Tools, Data Driven Lesson Plans, Kaplan's Lesson Bank, Kaplan Foundations, Kaplan Advantage, Options Math, Acuity Instructional Tools, Performance Series Instructional Tools, Brain Child
Science:	Kaplan Lesson Bank, Measuring Up Science, Data Driven Lesson Plans
Social Studies:	Barrons Social Studies 5th Grade, Harcourt Intervention Resources, Kaplan Lesson Bank, Measuring Up Social Studies
At-risk Services Provided by the Guidance Counselor:	Group Counseling, One to One Counseling, Whole Class Counseling, Positive Behavior Intervention and Support PBIS, Life Space Crisis Intervention, Schools Attuned, Role Playing via PBIS, Family Counseling, Referrals to outside organizations when necessary
At-risk Services Provided by the School Psychologist:	Boys' Group, Resiliency Group, Family Sessions, Kid Watching, One to One Sessions, Referrals to outside organizations when necessary
At-risk Services Provided by the Social Worker:	Girls' Group, Resiliency Group, Family Sessions, Kid Watching, One to One Sessions, Referrals to outside organizations when necessary, ERSS Counseling

At-risk Health-related
Services:

Wilson's Foundations, Wilson Reading Program, Guided Reading, Dibels Instructional Tools, Acuity Instructional Tools, Performance Series Instructional Tools, Kaplan's Lesson Bank, Literacy By Design's Reading and Writing Bridge, Kaplan Advantage ELA, Kaplan Foundations, Options ELA, Data Driven Lesson Plans

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.

Warren Prep Academy, Public School 28K has a freestanding ELL pull-out and push-in program for ELL students from kindergarten through the 5th grade. Our ELL teacher is currently a New York City Teaching fellow. He has been the ELL teacher since the 2007-2008 academic school year. We currently have 16 ELL students and their home languages are Spanish, French and Haitian Creole. Our ELL teachers speaks all three languages and he is most fluent in French, which is the dominant language reflected in our ELL population. He is the only certified ELL teacher in our school. We currently do not have any certified bilingual or foreign language teachers in our school.

Our LAP Team consists of Sadie Silver, Principal, Theresa Lovelace, Assistant Principal, Harry Dishon, ESL teacher, Alan Mason, Parent Coordinator and Claricia Felder, 3rd Grade Teacher. We are currently reaching out to include a parent member on our team, but our P.A. president Ms. Quiana Carter is available to provide parent input.

The ELL program utilizes the elements of Balanced Literacy to engage the ELL students in learning activities. The read aloud, shared reading; guided reading, independent reading and writing across the curriculum, math through literature and problem solving in both the native and second language are used as appropriate. Some instructional strategies used are: making meaning from text, using language structures, problem solving on new words and the use of higher order thinking skills. The ELL children are offered small group instruction and academic intervention services. Students will then be exposed to second language through environmental print, interactive charts, posters and signs. We currently have 16 ELL students divided into 3 pull-out ELL classes per day. Our student population consists of 13 newcomer ELLs and 3 long term ELLs. The language of instruction is in English and in French when necessary. It is predominantly English, but French is used to assist our beginner students. There are no dual language or TBE programs in our school.

Parents of newcomers are notified immediately of their child's eligibility of their students within two weeks of receiving the LAB-R results. Parents are then invited to view a video of their choices. They receive yearly reports indicating the status of their child in the ELL program. Ongoing progress reports are also provided to parents as well as a daily homework sign in sheet indicating language objectives and homework assignments. An exit sheet has been utilized to ensure that parents are constantly notified of progress by the ELL teacher.

We currently do not have TBE in our school and due to the small number of students the trend has been choosing the consistent program structure. Parents are invited to visit the classroom to ensure that the instructional program and model is one that they feel is adequate for their child. Due to parent comments individualized homework was implemented based on their feedback. Parent choice forms are reviewed by members of the LAP team upon reception.

In ELA and Mathematics one of the long-term ELLs scored at Level 3. One student scored at Level 2 in ELA and Math. One student scored at Level 1 on the Math Exam. One the NYSESLAT the student scored at the beginner level. Our K-2 students are ranging from ECLAS Levels 3-8. Most of the students who are beginners are meeting their targets. Those who are not are receiving Academic Intervention Services as well as ELL mandated services. They are also part of our after school tutoring program and extended program. The ELLs are currently meeting their targets in ECLAS Math.

The patterns we have noticed indicate a strong need in phonics instruction in grades K-2, which resulted in us adopting the Foundations program during our word study block. In grades 3-5 writing has been an area of need in spite of relatively high scores for speaking and listening. Vocabulary instruction is recommended in all content areas to further develop writing skills.

Periodic assessments are being utilized by the school leadership such as ELA, NYSELAT, Math are used on a regular basis to inform student instruction. We used Acuity, Scantron, ECLASS and MCLASS to gauge how students are performing. Native language skills are being used for instructional purposes through the use of code-switching strategies and native language literature. All periodic and standardized assessments are reviewed to inform the LAP.

All groups are heterogeneously group by age, grade, nationality, but by proficiency levels they are grouped homogeneously. Language instruction is made comprehensible by using differentiation strategies that include teacher modified texts, graphic organizers, thinking maps, language acquisition strategies, leveled texts and proficiency appropriate materials. The mandated number of minutes is provided via push in and pull out support. All intervention providers provide support to ELLs based on their grade level. Testing is differentiated via language of assessment. Former ELLs are also included in the Academic Intervention target groups and all received the required accommodations.

Our Extended Day program is also utilized to ensure that mandated minutes are being met. Push-in support is usually done to ensure that the students are not missing out on explicit ELA instruction in the classroom.

Transition support is provided for ELLs for two years for ELLs reaching proficiency

Some instructional strategies used are scaffolding, thematic units, and graphic organizers, extensive use of visuals, gestures and audiovisual materials. Instruction is provided in the content areas and it follows effective teaching practices of second language instruction. The children will be offered small group intervention during the day and/or extended day enrichment through our After School Program via Contract for Excellence Time on Task allocations.

After analyzing periodic assessment, NYS ELA, Math, Science, Social Studies, and NYSESLAT data we noticed that many of our students are not meeting proficiency in problem solving, listening, speaking, writing and basic computational skills in math.

We are currently using guided reading and guided math interventions to meet the needs of ELLs who are not reaching their goals in both content areas. We are also using the Every Day Math Intervention components and the Literacy by Design Small Group Instruction materials for those not meeting their targets.

To ensure the individual needs of each student are addressed, we will utilize the Brainchild Academy program that will assess students individually and enable differentiated instruction to be provided to each student in multiple forms: multimedia, feedback and guidance through computers and the handheld Study Buddy tutor, using six extended learning strategies. We also utilized the smart board and laptops to ensure that students are engaged through out the day. ESL interactive internet sites are also explored and utilized in school and at home.

Research on second language instruction indicates that children must learn language directly but also need to be in situations where language can be used for genuine purposes. This program will provide English Language instruction that is a combination of explicit teaching of second language features (syntax, grammar, vocabulary, pronunciation) and will also provide ample opportunities for students to use the language in meaningful situations.

Research shows that teaching students in the native language promotes higher levels of reading achievement in English. The program selected provides native language instructional support in both Spanish and Haitian Creole.

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)

K-5

Number of Students to be Served:

LEP 16

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

Type of Program: Bilingual ___ESL ___Both
(No more than 2 pages)

Number of LEP

- 1. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:**

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The LAP team consists of:

Ms. Sadie Silver, Principal
Ms. Theresa Lovelace, Assistant Principal
Alan Mason, Parent Coordinator
Kenneth Simon, Guidance Counselor
Claricia Felder, 3rd Grade Teacher

We currently have 1 Certified ESL Teacher, Mr. Harry Dishon. There are no other certified bilingual or foreign language teachers at the school. The ESL Teacher is responsible for conducting initial screening and administering the Home Language Identification Survey and LAB-R assessment. He is pulling students out to provide them with ELA instruction and intensive instruction in the 4 skills, reading, writing, speaking and listening using data driven lesson plans that connect with the NYS Standards for ELA and ESL. The teacher is using the balanced literacy approach and planning alongside teachers to ensure that he is covering the same units of study. The ESL teacher is pushing in during the ELA Reader's Workshop and Math Workshop to assist students with content support as planned with the classroom teacher. During Extended Day the students in need of additional services are receiving content support as our AIS Intervention. Our AIS teachers are also meeting with students to provide them with interventions in ELA, Math, Science and Social Studies.

B. Extracurricular: Briefly describe extracurricular activities available in your school and the extent to which ELLs participate.

Power Brain Physical Education Program: Brain Based Education, Renzulli Enrichment Clusters, Dance, Ballet, Art, Music: Violin, Keyboarding, Marching Band, Chorus

- 2. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.**

Parent Orientations take place twice a year to describe our programs and their alignment to the state standards. We also meet with our parents on a monthly basis to discuss and try out activities that can be done at home to promote learning. Parents receive training on Acuity Instructional Tools as well as monthly newsletters that provides them with ideas to work with their children at home.

3. *Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.*

We need to investigate this further.

4. *Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.*

September 2009

Using Differentiated Instruction to accelerate learning
Thinking Maps Training
Junior Great Books

October 2009

Demystifying ELL Data Academy
City-Wide Professional Development Offerings
Kaplan Data Driven Instruction (ongoing)

November 2009

Using Data to Drive Instruction
CLSO Professional Development Sessions on a variety of ELL topics
Collaborative Inquiry
Renzulli Learning

December 2009

Using Data to Drive Instruction
Demystifying ELL Data Academy
CLSO Professional Development Sessions
National Urban Alliance: Teaching for High Intellectual Performance

January 2010

National Urban Alliance: High Intellectual Performance requires High Operational Practices
CLSO Professional Development Sessions
Teaching Writing in the Content Areas

Using mental math strategies to improve student learning

February – June 2010

Ongoing professional development sessions based on the topics above

5. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

- ERSS Counseling
- One to One Counseling
- Group Counseling
- Resiliency Groups
- Science and Social Studies Intervention as needed

6. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Not Applicable

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-2010

School Building: Warren Prep Academy, Public School 28K

District

16

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

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
0	1	0	0	0	0	:

*The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the

2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2009-10 ESL

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

School District: 16 School Building: Warren Prep Academy, Public School 28

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00AM - 8:45AM	Preparation Period				
2-4	8:45-11:00AM	Push in for ELA Reader's and Writer's Workshop	Reader's and Writer's Workshop	Reader's and Writer's Workshop	Reader's and Writer's Workshop	Reader's and Writer's Workshop
5	12:00PM - 12:50PM	Lunch	Lunch	Lunch	Lunch	Lunch
6-10	12:50PM - 2:20PM	Pull-out support for Beginner and Intermediate Students				

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 will be engaged in professional development throughout the school year in the following topics:- Scaffolded learning for ESL learner success- Differentiated Instruction- Using Data to Drive Instruction- Thinking Maps- Teaching for High Intellectual Performance- Demystifying ELL Data Academy

Form TIII – A (1)(b)

-

-

School: Warren Prep Academy Public School 28K
BEDS Code: 316000028

-

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	75000	We are currently paying for a full-time ELL teacher. We are also allocating monies for the ELL teacher's participation in the ELL Academy as well as National Urban Alliance's professional development. Per session monies are allocated for after school professional development sessions and an after school program for ELL students in Grades 4-5.
Purchased services - High quality staff and curriculum development contracts	20000	National Urban Alliance Contract to provide professional development and coaching for all teachers that serve ELL students.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	5,000	Technology upgrade for ELL classroom as well as native language books and materials.
Educational Software (Object Code 199)	0	The ELL success grant is covering the software we need to utilize the Brain Child Software.
Travel	0	N/A
Other	N/A	N/A
TOTAL	82,000	

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.

In reviewing our demographic data and the HILS forms we noticed that we have an increase in parents that speak spanish. We also asked that all parents attend our open-house in September to meet parents and get to know what languages they spoke and read fluently. We noticed that we had to begin providing parents with translation services.

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.

During our faculty conference in September we notified staff members of the need for translation and interpretation of all communication to 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.

Translation software will be utilized by our Parent Coordinator to translate documents such as our school calendar and bi-monthly newsletter.

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.

The school will provide translation service to parents via a translator who speaks the native language on our school staff and also utilize the hotline that the DOE has provided for us.

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>.

All posters will be put up in the lobby of our school building and teachers will receive communication in writing about the hotline.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

PART A: TITLE I ALLOCATIONS AND SET-ASIDES	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$250,597.00	51,142	301,739
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,505.00		\$2505
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$511	\$511
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3,046		\$3,046
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$17,168	\$17,168
6. Enter the anticipated 10% set-aside for Professional Development:	\$20,625		\$20,625
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$30,000	\$30,000

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100%

9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY 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.

Part A: School Parental Involvement Policy

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 the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

Warren Prep Academy, Public School 28K 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.*
- *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. *Warren Prep Academy, Public School 28K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: An open house will be held once a month from September to November to actively recruit parents to become active in our school. The P.A. has assisted in the development of the Parental Involvement Policy through constant collaboration with the Principal and the Parent Coordinator.*
2. *Warren Prep Academy, Public School 28K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parent Surveys will be given out by the P.A. and the School Leadership Team will analyze the results and take action steps for school improvement.*

3. *Warren Prep Academy, Public School 28K 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: This will be done during monthly parent meetings and outreach sessions by the P.A. and the Parent Coordinator. ARIS Parent Link will be utilized to inform parents of things such as student performance, attendance and biographical information.*
4. *Warren Prep Academy, Public School 28K will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Pre-K by conducting a Parent and Child Activities, such as but not limited to Friends and Family Day, Parent Trip, Parent Breakfast and Dinners, Sesame Place Parent and Child field trip for Pre-K and K, etc.*
5. *Warren Prep Academy, Public School 28K 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 its parental involvement policies.*
6. *Warren Prep Academy, Public School 28K 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 – Parents will work with the Parent Coordinator, and Guidance Counselor to ensure that the needs of the families are being addressed. Referrals to outside agencies and services will be made. Effort will be coordinated by the person indicated above to ensure that the school is providing families with adequate resources inside and outside the school. Parents will receive documentation on the State's Content Standards and student academic standards. Workshops will be conducted informing parents about Standardized Exams, Reading Assistance, Homework Help, and Family building. Parents will be invited to attend conferences given by local organizations and unions.*
 - b. *The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, as per requested for individual students and/or families.*
 - c. *The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 including it in the staff handbook and repeating in faculty conferences throughout the year.*

- d. *The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Leaving No Child Behind Intervention Program, Positive Behavior Intervention Supports System, ARIS Parent Link, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Coordinating efforts with the P.A., outside organizations and our Parent Coordinator.*
- e. *The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through memos and monthly calendars. A monthly calendar will be displayed and updated on the main entrance.*

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o *involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;*
- o *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.*
- o *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*
- o *training parents to enhance the involvement of other parents*
- o *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.*
- o *adopting and implementing model approaches to improving parental involvement.*
- o *developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities and as others arise parents will be informed.*
- o *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 Parent Association. This policy was adopted by the Warren Prep Academy P.S. 28K on June 30, 2008 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 10th 2008.

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

Part B: School-Parent Compact

*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 below as a framework for the information to be included in their school-parent compact.*

(Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

School-Parent Compact:

Warren Prep Academy Public School 28K 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) (participating children), 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 will continue to be in effect during school year 2009-10.

Warren Prep Academy Public School 28K 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:*
 - *Implementation of the NYC Core Curriculums*
 - *Implementation of the Content Area Curriculums such as the NYC Science Units of Study and Social Studies*
 - *Differentiated Instruction and Targeted Interventions for students who are not on grade level*
 - *Culminating Trips connected to Units of Study*
 - *Access to Technology*
 - *At-Risk Counseling and Intervention*
 - *Physical Education Intervention*
 - *Research - Based Instructional Strategies and Professional Development*
2. *Hold parent-teacher conferences in November and in March during which this compact will be discussed as it relates to the individual child's achievement. Specific information regarding the conference days will be forthcoming.*
3. *Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:*
 - *Weekly or Monthly progress reports*
 - *Personalized Intervention Plans for targeted students*
 - *Invitations to attend CARE Team and Annual Review meetings where applicable.*
 - *Parent Grow Reports*
 - *Interim Assessment Parent Reports*
 - *Anecdotal Records*
 - *Attendance Reports*
 - *Reading Profiles*
4. *Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:*
 - *Parents will be able to meet with teachers during preparation periods. Teachers will send out their schedules home with students in the beginning of the year and Parents can call the school if they need any further information.*
 - *Intervention Teachers are also available to meet with parents by appointment.*
 - *Parents are not allowed to meet with teachers during instructional time to maximize learning for every child in every classroom.*
5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*

- *Parents are encouraged to meet with our Parent Coordinator Mr. Alan Mason to discuss volunteer opportunities and to become active members of the school.*
 - *The Parent Association is also a valuable source in notifying the school about the interests of parents.*
 - *Parents are allowed to observe their child in the school; the principal must approve all visits to ensure the safety of the entire student population.*
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 (participating students), and will encourage them to attend. Specifically our meeting will take place on a designated day in October, 2009.*
 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 a language that parents can understand.*
 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.*

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

- o *Monitoring attendance.*
- o *Making sure that homework is completed.*
- o *Monitoring amount of television their children watch.*
- o *Volunteering in my child's classroom.*
- o *Participating, as appropriate, in decisions relating to my children's education.*

- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

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

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Review and hold children accountable to the NYC Discipline Code.*

SIGNATURES:

SCHOOL _____ **DATE:** _____

PARENT(S) _____ **DATE:** _____

STUDENT _____ **DATE:** _____

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.

The school has developed excellent data systems to track the progress of students against a variety of performance indicators. The teachers work well in collaborative teams to plan the curriculum and instruction. The students in greatest need of improvement make very good progress as a result of the support they receive. The curriculum provides a wide range of exciting and interesting learning opportunities and experience for students. The professional development program provides excellent opportunities for teachers to develop their knowledge and skills.

After further examination of the schools' data these are the following trends noted by the school community:

- Progress Report data indicated a need for professional learning to ensure that we increase the average change of student proficiency for Level 1 and 2 students in ELA.
- Progress Report data indicated a need to increase the percentage of students making at least one year's progress in math.
- Progress Report data indicated a need to increase the percentage of students in school's lowest third making at least 1 year of progress.
- QR 2008 data indicated that we were proficient in Quality statements 2 (Plan and set goals) and 5 (Align Capacity to Goals).
- Progress Report data indicated that there is a need for more rigorous instruction for higher end learners in Mathematics.
- QR 2008 indicated that we needed to improve in Quality Statement 5 (Plan and Set Goals)
- QR 2008 that we were well developed in statement 4, but also indicated a need for more rigorous instruction to develop higher end learners.
- Progress Report data indicated that there was not much movement to level 4 by previous level 4 students. Not many students moved from level 3 to 4 in ELA or Math.
- QR 2008 data indicated a need to improve our performance the Quality Statement indicators 2.5, 2.6 and 2.7.
- Progress Report data indicated that communication was our lowest area on the learning environment survey.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance:

- Implementation of effective strategies to address the number of students lacking comprehension skills in both reading and mathematics by contracting the services of National Urban Alliance, Thinking Maps Inc., Collins Writing Program and Roots Revisited.
- Improving instruction for special education students by increasing opportunities for students in need of additional support to be serviced by our academic intervention team.
- Continuing the development of the Inquiry Team to develop school-wide best practices for improving student performance.
- Utilizing the Professional Teaching Standards to enhance teacher practice.
- Implementation of effective strategies for meeting the needs of our Special Education and ELL populations.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Thinking Maps Consultant Services
- National Urban Alliance: Teaching for High Intellectual Performance
- Renzulli Learning/School-Wide Enrichment Model
- Power Brain: Brain-based Education
- Learning Directions: Using Data to Drive Instruction
- 2nd year of Implementation: Literacy by Design
- Wilson Reading System/Foundations
- Children's Literacy Initiative in Pre-Kindergarten
- MCLASS Data systems: 2nd year Pilot
- Kaplan Lesson Bank/Advantage/Foundations
- Great Source Reading Strategies

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

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- During the Extended Day and After School Program Sessions:
- Guided Reading
- Sustained Silent Reading using Independent Reading Books
- Brain-Based Education
- Online Learning
- Response to Intervention
- Data Driven Instruction
- Kaplan ELA and Math

- Math Dibels
- Data Driven Instruction
- EDM After School Component

-Help provide an enriched and accelerated curriculum.

Implementation of the following researcher's work:

- Eric Jensen: Teaching with the Brain in Mind
- William Dillard: Planning for Rigor and Relevance
- Stephanie Harvey: Strategies that Work to Improve Comprehension
- AUSSIE Comprehension Series in ELA and Math
- Understanding by Design: Grant Wiggins
- Curriculum Mapping: Heidi Hayes-Jacob
- Habits of Mind: Costa and Kalleck

-Meet the educational needs of historically underserved populations.

Teaching for High Intellectual Performance using High Operation Practices: National Urban Alliance

- Resiliency Program for Grades 4 and 5
- 2nd Grade Swimming Program
- Partnership with Carnegie Hall and Julliard for Music and Dance
- Partnership with the Y After School
- Partnership with Roots Revisited: Cultural Literacy and College Tours
- Children for Children: We are a year of service learning school.
- Pens of Power Writing Program

- 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.

Our Care Team combines the PPT, SBST, PBIS, Attendance and AIS teams to provide students with:

- Counseling, ERSS Counseling
- Positive Behavior and Interventions Support

- Resiliency Program
- Mentoring Program
- Academic Intervention Services
- Referrals to outside agencies

-Are consistent with and are designed to implement State and local improvement, if any.
Service Learning via a partnership with Children for Children

- Participation in the Pencil Partnership to expose our children to professionals in the fields of economics and the arts
- Renzulli Enrichment Cluster and the School-Wide Enrichment Model

3. Instruction by highly qualified staff.

Our staff is highly qualified except for one teacher who has been at the school over 10 years who completes the HOUSSSE survey each year. She is currently certified as 6-12 science as was appointed to the school by the district.

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.

As indicated above we are currently working with the Professional Teaching Standards to develop professional goals alongside our teachers so that professional development can be conducted to enhance teacher pedagogy in relation to the developed goals. Teachers have daily common preps, grade and faculty conferences are focused on teacher professional development in the areas of data driven instruction, planning for rigor and relevance, differentiated instruction, writing in all content areas, Understanding by Design's Curriculum Framework and goals setting for students to monitor progress.

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

We have developed a partnership with our HR partner to continuously explore strategies such as school wide events to retain our teachers. We are attracting teachers through partnership with Long Island University and Brooklyn College to bring student-teachers into our building. Our school website is constantly being updated to share our school's programs and practices to attract new teachers.

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

We currently engage parents in low risk activities at the classroom and school wide level. We provide parents with academic workshops and well as evening mortgage workshops to deal with issues that parents might be facing. We share space with an adult learning center and various job training centers that serve our parent population as necessary. All after school programs require parents to attend an orientation and to keep in constant contact with the school staff. Progress reports are sent out to parents to ensure that they know how their children are doing. Our School Parent Compact and Parent Involvement Policy clearly state that we do understand that most of our parent population is working and that we will communicate with them via newsletters, letters backpacked and sent by mail as well as via the telephone. All parent workshops are conducted in the evening while the students are still in their after school program or on the weekends.

8. *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.*

We conduct a series of parent orientations each May for incoming students. The incoming pre-kindergarten and kindergarten students attend two half-days of school before remaining for the entire day so that we can transition them into a longer day. We also host open houses for local day care centers in the community and invite parents to attend our evening school-wide events that are coordinated by our school leadership team. We are currently exploring other strategies as well.

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.

We conduct a series of parent orientations each May for incoming students. The incoming pre-kindergarten and kindergarten students attend two half-days of school before remaining for the entire day so that we can transition them into a longer day. We also host open houses for local day care centers in the community and invite parents to attend our evening school-wide events that are coordinated by our school leadership team. We are currently exploring other strategies as well.

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.

We currently have three academic intervention teachers who are responsible for two grades each. The Assistant Principal in charge of AIS meets with the teachers regularly to monitor student progress and to develop strategies to accelerate their learning. This is shared with classroom teachers as well so that they can support the students during Tier 1 intervention.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our violence prevention program is PBIS (Positive Behavior Intervention Supports). We are also part of the Wellness Council to promote a healthy lifestyle. We are currently working alongside the Bedford-Stuyvesant Multi-Service Center with whom we share space with to provide our families with Social Services, Adult Education, Vocational and Technical Education as well as job training. We currently are offering many of these services to our families.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

APPENDIX 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.

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

- Applicable
- Not Applicable

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

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

We reviewed pacing calendars and observations to see whether or not teachers were making a connection between Everyday Mathematics and Key State Standards that are assessed in the NYS Math Exam. This finding is applicable to our school.

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?

The Everyday Math Planner was not utilized to create units of study and we focused heavily on covering all of the content in Everyday Math.

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.

This year we will be utilizing the Everyday Math Planner to engage teachers in Curriculum Mapping to align our instruction to key standards.

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.

We began the observation process by focusing on the key finding and began to document what we saw. To some extent this finding is applicable.

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

By utilizing differentiation within the workshop model we are noticing that many of our students are engaged in individual assignments.

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?

We do notice that there are still some teachers who really strongly on direct instruction and we are moving them towards high academically focused class time.

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

We are currently engaging teacher teams in the study of best practices that engage all learners.

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.

We engaged in walk-through observations to determine if technology was being used in mathematics lessons and this finding was applicable.

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?

Besides the use of the Acuity Instructional Tools in mathematics we noticed that although we had purchased online learning systems such as Renzulli Learning, there was a low incidence of it being utilized to engage students in activities that would accelerate their learning.

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.

Being that we will be receiving a technology upgrade that consists of Smartboards in every classroom and other up to date technologies that teachers are not proficient in using, we would like additional support from central at this time to address this issue. We know that technology in the classroom promotes student engagement and critical thinking skills, which are our focuses for this school year as it relates to student progress. Teachers will be provided with professional development on Renzulli Learning through out this school year.

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.

We did an audit to see how many years each teacher was at the school and found this finding to not apply to our school.

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?

Based on our Seniority Report 90% of teachers have been at the school for at least 5 years. 75% of our staff members have been at the school for over 12 years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We reviewed the ELL teachers professional development plan for the year we demonstrated that this finding was not applicable.

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?

Our ELL teacher participated in QTEL trainings through out the year. He communicates the Language Allocation Policy to teachers and parents. He also provides teachers with strategies for working with ELLs in the general education classroom. Through the use of Protraxx and the Principal's Weekly, the ELL teacher is consistently made aware and takes advantage of all relevant professional development opportunities.

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

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We reviewed a range of data on the ELLS.

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?

This finding is not applicable because we utilize data spreadsheets from ARIS and HSST to present data on our ELLs using data spreadsheets. Eventhough we have a small ELL population we pay attention to their particular needs and the ELL teacher collaborates with teachers on a consistent basis.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The administrative staff and teachers worked together to analyze progress report data as well as our learning environment survey to review this key finding.

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?

Although we had invested in professional development within the department of education and through external partners we notices that our teachers did not have a sufficient understanding of data driven instruction as it relates to student progress. We also felt that there was a strong need for teachers to develop their instructional approaches as it related to critical thinking and evaluation.

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.

This year we are utilizing the coaching services within our Learning Support Organization to map out the curriculum and align it to key standards. In collaboration with Kaplan Learning Services the teachers will work on critical thinking in mathemratics and learn differentiated strategies that will promote student thinking. The focus on Teacher Teams to use data to inform their practice will be our primary vehicle for professional deveopment using ARIS Connect to share information.

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.

All teachers in special education participated in SMART Goal training to ensure that there was an alignment between IEP goals, objectives and modified criteria. As we engaged our special education team in reviewing the I.E.P.s we noticed that the behavioral plans for emotionally disabled students were not part of their I.E.P.

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?

The evidence we gathered supported the need to provide teachers with on-going professional development on aligning I.E.P. goals and objectives, both academically and emotionally.

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.

This year the school psychologist, guidance counselor and social work will provide support for the development of all I.E.P.s using I.E.P. Pro to develop SMART Goals that are aligned.

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.

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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.)

About 40% of our student population are Students in Temporary housing.

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

Students in Temporary Housing are receiving counseling services as well as attendance support from our CARE Team and classroom teachers. Services for parents including GED, ESL, Housing, Financial Planning and other support programs are available for parents as well.