



**THE SAMUEL MILLS SPROLE SCHOOL
P.S. 32K**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 15K032
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 32K SCHOOL NAME: Samuel Mills Sprole

DISTRICT: 15 SSO NAME/NETWORK #: ESO 22 Network - Neal Opromalla

SCHOOL ADDRESS: 317 Hoyt Street Brooklyn, NY 11231

SCHOOL TELEPHONE: 718-330-9295 FAX: 718-797-4362

SCHOOL CONTACT PERSON: Deborah A. Florio EMAIL ADDRESS: dflorio@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Erika Tutone</u>
PRINCIPAL	<u>Deborah A. Florio</u>
UFT CHAPTER LEADER	<u>Rebecca Alford</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Patricia Aznavoorian</u>
STUDENT REPRESENTATIVE (Required for high schools)	<u>n/a</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Anita Skop</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Deborah A. Florio	*Principal or Designee	
Rebecca Alford	*UFT Chapter Chairperson or Designee (Teacher)	
Patricia Aznavoorian	*PA/PTA President or Designated Co-President	
Sharada Winston	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carolyn Crudup	DC 37 Representative, if applicable	
Erica Steinberg	Assistant Principal	
Erica Tutone	PBIS/AIS/IEP Coordinator (Teacher)	
Mildred Jackson	Paraprofessional	
Kelly Hart	Parent	
Rajia Thomas	PTA Treasurer	
Larissa Bailiff - Goings	PTA Vice President	
Francisca Andino	PTA Secretary	

SIGNATURES OF THE MEMBER OF THE SCHOOL LEADERSHIP TEAM (SLT), AS WELL AS ANY APPLICABLE DOCUMENTATION, ARE AVAILABLE FOR VIEWING AT THE SCHOOL AND ARE ON FILE AT THE OFFICE OF SCHOOL IMPROVEMENT.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission:

At Public School 32, we believe that through rigorous, standards-based instruction, every child will achieve academic excellence. We believe this to be true for English Language Learners, students with Individualized Education Plans, students who are low achieving and for students who are high achieving. This can only be accomplished through a real and productive partnership with the parents and guardians of the learning community and through affiliations with community-based organizations. We are committed, as well, to the implementation of on-going teacher training to support our efforts and beliefs.

Contextual Information about the School's Community and its Unique/Important Characteristics:

Public School 32 is a nurturing and vibrant learning community. Our focus on rigorous academic standards is driven by a deep sense of responsibility and a strong belief in the value of research and investigation. Students are expected to be active problem solvers and to act as leaders in a variety of situations.

Public School 32 is committed to diversity. Our classes are heterogeneously grouped and we have Collaborative Team Teaching on grades pre-kindergarten through grade five. We are also the first New York City Public School to house a non District 75 program for children with autism spectrum disorders: *The NYC ASD Program*. This program has been replicated in twelve other schools city-wide.

Public School 32 recognizes the special concerns of parents, teachers and learners. Our safe, nurturing and supportive learning environments foster risk-taking and cooperative learning.

Public School 32 houses approximately 307 Pre Kindergarten through Grade Five children who reside in the Carroll Gardens and Gowanus communities of South Brooklyn. The school is the central part of the Gowanus Community to many of the children and their families. The school building is a well-kept post-war structure where pride in the students' accomplishments is evident in the prominently displayed student work and art.

Public School 32 at a glance:

Grade Level	Number and Type Of Class	Actual Class Size
Pre Kindergarten	1 Full-Day Universal Class	18
	1 Full-Day Super Start Plus Class	13
Kindergarten	1 Collaborative Team Teaching Class	16
	2 Micro Inclusion Collaborative Team Teaching Classes (ASD Program)	24
	1 General Education Class	10
Grade One	1 Collaborative Team Teaching Class	20
	2 Micro Inclusion Collaborative Team Teaching Classes (ASD Program)	29
Grade 2	1 Collaborative Team Teaching Class	18
	1 Micro Inclusion Collaborative Team Teaching Classes (ASD Program)	14
Grade 3	1 Collaborative Team Teaching Class	18
	1 Micro Inclusion Collaborative Team Teaching Class (ASD Program)	14
	1 General Education Class	13
Grade 4	1 Collaborative Team Teaching Class which will be part of the Tweed Lead Teacher Program	16
	2 Micro Inclusion Collaborative Team Teaching Class (ASD Program)	23
Grade 5	1 Collaborative Team Teaching Class	19
	2 Micro Inclusion Collaborative Team Teaching Class (ASD Program)	24
Non Graded	1 Lower Grade 12:1:1	10
	1 Upper Grade 12:1:1	10

Public School 32 has a free-standing ESL program that serves English Language Learners whose parents elected for their children not to be enrolled in bilingual programs. The school does not have bilingual classes. In September 2009, the school will have a full-time ESL teacher who will not only service those identified ELL students through the mandated pull out delivery of services model but who will also work with these children as well as with other identified at risk youngsters in their classrooms for push in Guided Reading and small group strategy instruction.

Current strategies for implementing the New Continuum include:

- There are seventeen Collaborative Team Teaching classes on grades pre kindergarten through grade five. Ten of these classes will be specialized "Micro Inclusion" classes that will contain eight typically developing children and four children who are on the autism spectrum.
- Children receive a range of services before they are referred for evaluation to the School Based Support Team. These services include: at-risk Resource Room, Counseling and Speech and in-school AIS services.
- The school services students with a variety of classifications in two self-contained classes. The first is a first, second and third grade 12:1:1 class for students who have language

processing problems, learning disabilities and/or emotional deficits as described in their Individualized Education Plans. The second is a third, fourth and fifth grade 12:1:1 class for students who are learning disabled and/or emotionally disturbed as described by their Individualized Education Plans. A comprehensive mainstreaming plan was developed to integrate the children from both classes into Collaborative Team Teaching classrooms for literacy and mathematics instruction or other subject areas wherever possible and appropriate.

- The school has a full-time Resource Room Teacher.
- The school has 4 Speech Teachers.
- The school has 4 Department of Education Occupational Therapists.
- The school has one full-time Physical Therapist.
- The school has one full-time Guidance Counselor who delivers at-risk services to students in the self contained and Collaborative Team Teaching classrooms and leads the Crisis Intervention Team.
- The school has 2 Social Workers who deliver mandated counseling services to students in the ASD program.
- The school has two full time Intervention teachers.
- The school has a full time IEP and AIS coordinator.
- The school has two full time academic coaches.
- The school has content focused grade leaders, K-5, who facilitate and plan monthly grade level meetings.

PS 32 celebrates a strong focus on the Arts and Enrichment. Programs at the school include:

- The school has a full-time Visual Arts teacher who works with all students (grades Pre Kindergarten - grade five),
- The school has a full-time Music teacher who works with all students (grades Pre Kindergarten - grade five).
- The school has a full-time Library/Media teacher. This year the P.S. 32 community has a School Library Media Center that was designed to create a warm and inviting space for kids to have access to books and media technology. The School Library Media Center will provide students with 21st century information fluency and literacy skills that can be carried with them throughout their lives as well as learning through inquiry and exploration studies. The library/Media Center will be made accessible to all students and their families as a place where learning and connecting to the world around them becomes a reality.
- The school has a partnership with Arts Connection who works with students in grades Pre Kindergarten through grade five through artist residencies. Because we have a strong visual arts and music program, these residencies include a focus on dance, theater and puppetry studies and are aligned to the school's Social Studies curriculum.
- The school has secured a dance grant this year with Rioult Dance Company. The Bolero Residency is a comprehensive creative arts dance experience that includes workshops for all grade 4 and 5 students. It also integrates the math curriculum, by applying mathematical concepts in creative movement experiences that are cooperatively crafted into an original dance piece.

- Enrichment, in the form of SEM (the Schoolwide Enrichment Model), occurs both during and after the school day. Students in grades two through five participate in a club program one period per week during the students' lunch periods. Clubs are taught by PS 32 classroom teachers and include opportunities such as: science, physical movement, music, art, cooking, and chess. Additionally, the PS 32 Saturday program includes a one-hour sports enrichment program which includes team building activities as well as a one-hour music program for students in grades three-five. In the Spring, early childhood students will have an opportunity to attend the Saturday Enrichment program.
- SEM clusters also occur in each classroom, grades kindergarten - grade five. Classroom teachers work with students on investigative explorations selected by the students, themselves. Grade two- five staff facilitators, for example, offer the following cluster opportunities for students: Clay Creators (sculpture), Trash to Treasure (Recycling), Take the Challenge (Bridge and Skyscraper Building), Comic Book, Mythology, So You Want to Become a Superhero?, G&G Studios (Photography).

Finally, PS 32 recognizes the importance of parents as partners in the education of their children. The school offers the following opportunities to parents in addition to monthly general meetings of the Parent Teacher Association:

- Monthly Family Fun nights, many of which include an academic focus and are planned and facilitated by PS 32 teachers.
- Student learning letters to parents, which outline each child's specific learning goals. These letters must be reviewed and signed by parents/guardians and we welcome parents' feedback on their children's goals.
- Monthly classroom reading and writing celebrations.
- Town Hall meetings with the Principal.
- Parent volunteers help in each of the enrichment clusters.
- Parent Workshops facilitated by the Parent Coordinator.
- Monthly ASD Parent workshops facilitated by the Social Workers.

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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of "Principals' Weekly.")

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. 032 Samuels Mills Sprole							
District:		15	DBN:	15K032	School BEDS Code:		331500010032		
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	26	35	35		90.7	91.7	93.4		
Kindergarten	40	34	54						
Grade 1	51	51	35	Student Stability - % of Enrollment:					
Grade 2	35	44	47	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	50	46	43		92.7	93.8	93.4		
Grade 4	42	46	43	Poverty Rate - % of Enrollment:					
Grade 5	36	37	50	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		84.8	75.9	72.9		
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		0	6	9		
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		2	1	0		
Ungraded	0	6	0	Special Education Enrollment:					
Total	280	291	307	(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	23	22	21	Principal Suspensions	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	74	81	94	Superintendent Suspensions	0	1	0		
Number all others	10	16	21	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	31	24	30	Number of Teachers	52	59	57		

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	3	10	2	Number of Administrators and Other Professionals	7	13	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	8
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	44.2	61.0	71.9
				% more than 5 years teaching anywhere	36.5	35.6	45.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	80.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.6	86.4	90.9
American Indian or Alaska Native	1.1	0.3	1.0				
Black or African American	37.5	36.8	36.2				
Hispanic or Latino	43.2	44.0	43.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	3.1	3.3				
White	15.7	15.8	16.0				
Male	56.1	56.7	60.6				
Female	43.9	43.3	39.4				
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		5	5	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	94.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.8			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:	19.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	57.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Data Source	Performance Trends and Accomplishments	Significant Aids/Barriers
<p>Quality Review (Overall score of "Well-Developed")</p>	<p>The principal provides positive, collaborative and forward-looking leadership so that there is a very clear vision for the future development of the school.</p> <p>The school has high expectations for the students and encourages all children to experience success in their academic and personal development.</p> <p>The school has an exceptionally good understanding of the performance and progress of all groups of students in the school.</p> <p>Teachers keep very detailed assessment records for their classes that highlight the precise learning needs of their individual students.</p> <p>Students who require additional support with their work are very well supported by the academic intervention services.</p> <p>Children with autism integrate very well into the school and make good progress.</p> <p>The high quality of teaching encourages students to be fully engaged and motivated in the lessons.</p>	<p>The recommendations made in the QR report were as follows: Extend further the extra-curricular and enrichment activities for all students in the school.</p> <p>Continue to develop further opportunities for more parents and caregivers to become more fully involved in the learning of their children.</p> <p>Ensure that the new strategic plan for the continued improvement of the school has agreed priorities that are included in the subject action plans.</p> <p><i>There are no significant aids or barrier at PS 32 which will prevent the school from acting upon the QR recommendations.</i></p>

	<p>Collaborative teaching and the effective use of assessment information ensures that excellent differentiated instruction meets the specific needs of students.</p> <p>There is a comprehensive program of professional development for all teachers and support staff in the school.</p> <p>A rigorous process of school evaluation and analysis of assessment information drives strategic planning and school improvements.</p>	
<p>Progress Report (Overall Score of "A")</p>	<p>The % of students scoring in Levels 3+4 increased from 51.2% to 62.5% in ELA.</p> <p>The % of students scoring in Levels 3+4 increased from 84.2% to 89.7% in Math.</p> <p>The % of students who made 1 year of progress in ELA increased from 59.7% to 80.8%.</p> <p>The % of students who made 1 year of progress in Math decreased from 58.6% to 67.6%.</p> <p>Overall student attendance increased from 91.7% to 93.4%.</p>	<p>Many of our students enter public school at age 6 (six) having had no formalized education prior to first grade. This school year, 10 out of our 53 first graders, or, 18.8%, were new admits to public school. These learners arrived not knowing how to write their names, not understanding letter sound relationships and with limited number sense. It is our collective dream that Kindergarten becomes compulsory in NY or that Day Care Kindergarten programs are held to the same standards as New York City public schools.</p> <p>Because 37% of all testing grade students are performing in Levels 1 and 2, we need to identify, study and implement best practices that we can incorporate into our curriculum that will move these students to levels of proficiency: Levels 3 and 4.</p>
<p>Formal and Informal Observations</p>	<p>The TC nonfiction units do not provide extensive emphasis on content studies particular in the area of Social Studies.</p>	<p>While the school is a Teachers College School for Reading and Writing, this content does not include Social Studies. As a result, the school implemented Social Studies Alive in 2007/2008 and will continue to refine teachers' understanding and implementation of this curriculum which is aligned to NYS Social Studies content standards.</p>

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. By June 2010, 25% of identified level 1 and 2 students in grades 4 and 5 will achieve proficiency levels in ELA as measured by the NYSTP.

By June 2010, 15% of identified level 1 and 2 students in grades 4 and 5 will achieve proficiency levels in Mathematics as measured by the NYSTP.

After conducting our needs assessment the SLT determined that 37.5% of our students were scoring at levels 1 & 2 in ELA and 10.3% of students were scoring at levels 1 & 2 in Math, so therefore a focus on decreasing the amount of students scoring at these levels was considered a benefit for this school.

2. The percent of students performing at or above proficiency in ELA will increase by 5% as measured by the NYS ELA test and identified in the schools NYC progress and NYS AYP reports.

After conducting our needs assessment the SLT determined that 62.5% of students in grade 4 & 5 scored at levels 3 & 4 in ELA as measured by the NYS ELA test and identified in the schools NYC progress and NYS AYP reports.

3. There will be a 3-5% increase in the number of students receiving a level 3 or higher in Social Studies as measured by the 5th grade NYS Social Studies Test.

After conducting our needs assessment the SLT determined that 44.7% of students from last years grade 5 scored at levels 3 or higher in Social Studies as measured by the 5th grade NYS Social Studies Test.

4. By June 2010 90% of the teaching staff will implement project based learning measured by administrative walk throughs and observations.

After conducting our needs assessment the SLT determined that an increase in enrichment opportunities for students should continue to be a school goal.

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 25% of identified level 1 and 2 students in grades 4 and 5 will achieve proficiency levels in ELA as measured by the NYSTP. By June 2010, 15% of identified level 1 and 2 students in grades 4 and 5 will achieve proficiency levels in Mathematics as measured by the NYSTP.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom teachers will continue to analyze internal and external data, both formative and summative, in order to employ small group and differentiated instructional strategies throughout the school day for both low performing and high attaining students.</p> <ul style="list-style-type: none"> • All teachers, including out-of-classroom teachers, will use formative and summative data to plan not only whole group but also small group and individualized instruction. (Small group instruction will include enrichment for high performing youngsters to ensure Level 3 and Level 4 achievement). • Teachers will re-teach mini lessons as needed to small groups of targeted students using alternate methods of instruction. • Teachers will work with students regularly to set short term as well as long-term goals in <u>all core subjects</u>. • Goals in ELA will be benchmarked and adjusted accordingly through the analysis of TC assessment Pro, Predictive and classroom-collected data. • DRA 2 will be used in addition to the aforementioned for our struggling learners and must be used by AIS providers. • Monthly Math investigations followed by individual reflection sheets will be aligned to the Everyday Mathematics curriculum in order to enrich the learning of all high achieving students. • All classrooms teachers will utilize technology such as: overhead projector and screen, Smart Board, video, etc. for lessons to enhance and/or support the delivery of instruction. • Coaches will provide professional development in the area of guided reading and differentiated instructional practices. Study groups will be formed and teachers will be

	<p>provided opportunities to read, discuss, and implement the methodologies outlined in selected professional text such as <u>How to Teach so Students Remember</u> by Marilee Sprenger, <u>Enriching Curriculum for All Students</u>, by Joseph Renzulli.</p> <ul style="list-style-type: none"> • Teachers will continue to reference "<u>The Power of Formative Assessment</u>" as well as "<u>Classroom Assessment for Student Learning</u>" by Rick Stiggins. • Teachers and service providers will meet weekly to discuss and analyze data. Data Specialist will work with teachers to access and analyze data. • In October/November, Principal will meet with teachers and provide them with the opportunity to think, plan and set professional goals for themselves which will be benchmarked in February and again in June. • Teachers will have opportunities to observe best practices in differentiated instruction though intra and inter visitations opportunities. • Teachers will work on a committee to study the academic performance of varying student populations. • A Saturday program will be developed and implemented for all testing grade students with a focus on ELA and Math test taking strategies. Groups will be formed based on prior proficiency in performance level scores. • A Saturday program will be developed and implemented for grade 1 and 2 students with a focus on ELA and math instruction as well as enrichment and inquiry opportunities. <p>On-going assessment and conferencing data will be used to align instructional practices with what our children need in order to grow as readers, writers and mathematicians.</p> <ul style="list-style-type: none"> ○ Teachers will use consistent data collection methods. These will include but are not limited to: running records, conferring notes, talk transcripts, checklists, rubrics, reading notebooks, proof of jotting through post-its, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>\$98,218 of Contract for Excellence money was used to fund .2% ELA and 100% Math Coach to provide classroom visits, grade meetings, study groups, modeling and individual teacher meetings to align the schools action plan to the school needs through differentiation.</p> <p>\$35,000 of TL ASD funds will support three year long study groups for all teachers (Pre - K grade 5 to attend. Cycle 1 - <u>How To Teach so Students Remember</u>, Grades 3-5; <u>Enriching Curriculum for all Students</u> Pre-K through grade 2 classrooms; We also will continue studying gender performance, social development and individual learning patterns for our work with differentiated instruction (MCTT classrooms K-5). These study groups meet 1 hour per week. Starting in February, cycle 2</p>

	<p>will begin and grade levels will switch.</p> <p>\$25,000 of TL ASD funds will support a Saturday Academy Program which meets for 10 week cycles. Cycle 1 & 2 will accommodate students in grades 3-5 and cycle 3 will accommodate student in K-2.</p> <p>\$31,000 of Title I SWP funds will be used to fund Teacher's College Staff Developers to work with Kindergarten through Grade 5 Teachers.</p> <p>\$7, 256 of TL Children's First inquiry team dollars will be spent for inquiry team work.</p> <p>\$2,550 TL Data Specialist funds will be spent for data specialist work with teachers and inquiry team.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Formal and informal observations • Review of teacher professional goals • Regular review of teacher planning materials as well as assessment binders and/or other assessment planning tools • Regular review of student action plans as well as regular review of teacher and AIS provider's assessment binders and/or other assessment planning tools • Teacher and coaches participation at grade meetings (mandated and not mandated) • Teacher and coaches participation at study groups and committee meetings • Monthly collection of students' reading levels • TC Assessment cycles (September, February and May) • Administration and review of the Predictives • Administration and review of the ITA's

<p>Annual Goal Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percent of students performing at or above proficiency in ELA will increase by 5% as measured by the NYS ELA test and identified in the schools NYC progress and NYS AYP reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>90% of the teaching staff, including related services providers and out-of-classroom teachers, will be engaged in collaborative inquiry with an emphasis on deepening the work begun last school year around vocabulary development.</p> <ul style="list-style-type: none"> • The Inquiry Team will work with high achieving students who lost proficiency from 2008 to 2009 in ELA in order to research and implement comprehension and vocabulary skills these students need to utilize in order to become more proficient. • The Inquiry Team will study a professional text called <u>Comprehension & Collaboration Inquiry Circles in Action</u> by Stephanie Harvey. This work will be shared with teachers during grade meetings and faculty conferences. • Using formative and summative data sources, the data specialist and core inquiry team members will work with classroom teachers on all grade levels to identify an area of focus for inquiry and target population(s) of students. • Data Specialist will work with teachers to access and analyze data. • We will continue to deepen our thinking and continue to build on the success we have had over the past two years in developing vocabulary and focus on developing strategies for students to use vocabulary. We will extend this work by moving students to use vocabulary across content areas (math & social studies) as well as using vocabulary to learn and express their thinking. Every effort will be made to share and implement best practices systemic for our learners. • Best practices uncovered at the end of Phase III of the 2008-2009 inquiry work will be systemically implemented in each classroom. The expectation is that word study, grammar and/or vocabulary will be taught every day. Phonics, phonemic awareness and word study is a <u>non-negotiable</u> component of the Comprehensive Literacy Block. Twenty minutes of every day will be spent engaging children in the study of letters, letter sounds, word families and building words. This instruction will be supported by Words their Way, Fountas and Pinell and Text Talk. • Shared Reading/Writing will be used by teachers of all grade levels to increase whole class experiences interacting with both narrative and expository text.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>\$7, 256 of TL Children's First inquiry team dollars will be spent for inquiry team work.</p>

<p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>\$2,550 TL Data Specialist funds will be spent for data specialist work with teachers and inquiry team.</p> <p>\$98,218 of Contract for Excellence money was used to fund .2% ELA and 100% Math Coach to provide classroom visits, grade meetings, study groups, modeling and individual teacher meetings to align the schools action plan studying individual learning patterns to plan for small group instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Formal and informal observation • Regular review of teacher assessment binders and/or other assessment planning tools • Teacher and Coaches participation at grade meetings (mandated and not mandated). • Teacher and Coaches participation at study groups and committee meetings. • Regular review of student action plans • Binders and/or other assessment planning tools • Monthly collection of students' reading levels • TC Assessment cycles (September, February and May) • Administration and review of the Predictives • Administration and review of the ITA's

<p>Annual Goal Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 3-5% increase in the number of students receiving a level 3 or higher in Social Studies as measured by the 5th grade NYS Social Studies Test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students will receive Social Studies instruction three periods per week. Classroom teachers will provide instruction using the SS Alive curriculum. • Monthly assemblies will showcase content learning on targeted grade levels. • Social Studies word walls will be developed on each grade level in order to reinforce and increase Social Studies / nonfiction vocabulary. • The ELA Coach provides PD to all teachers in the area of Social Studies at least one period per month. Planning for Social Studies will be addressed in February (as well as in June) for a mid-year review of progress and refining the Spring curriculum calendar. • The after school and Saturday enrichment program includes a focus on inquiry-based thematic studies. • Field trips will be planned on each grade level that will be aligned to the curriculum. • Social Studies word walls will be developed on each grade level in order reinforce and increase Social Studies / nonfiction vocabulary. • A Social Studies writing unit in Primary documents will be added to the third-fifth grade curriculum. • Text Talk and social studies aligned read alouds will foster a new emphasis on accountable talk and vocabulary building practices and learning. • Arts Connection will be contracted to align the Arts with the Social Studies curriculum on all grade levels.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>\$22,000 of FSF funds will support Arts Connection Curriculum and Staff Development. \$25,000 of TL ASD funds will support a Saturday Academy Program which meets for 10 week cycles. Cycle 1 & 2 will accommodate students in grades 1-5 .</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Formal and informal observations. • An increase in fifth grade social studies scores with more students in grade five attaining proficiency. • Results of students' and teachers' reflections after an Arts Connection residency. • Results of student's "talk" and vocabulary development will increase through "text talk"

learning program.

<p>Annual Goal Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 90% of the teaching staff will implement project based learning measured by administrative walk through and observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>90% of Grade K & 1 teachers will implement inquiry based study units for a minimum of ninety instructional minutes per week within their classrooms.</p> <p>90% of Grade K & 1 teachers will implement an enrichment cluster program based on student interest beginning in the Spring.</p> <p>Throughout the year, 90% of grades 2-5 teachers will implement two enrichment cluster programs based on student interest beginning in November for a minimum of ninety instructional minutes per week.</p> <p>To deepen teachers' understanding of the School wide Enrichment Model (SEM) and to engage in dialogue around how to incorporate IIM (Independent Investigative Model) methodology into the teaching of Social Studies.</p> <ul style="list-style-type: none"> • Teachers will have the opportunity for continued Professional development during grade/planning meetings with the Coach and Assistant Principal. • Selected staff will participate in SEM/IIM PD opportunities provided by the Network. • All staff will receive on-going professional development throughout the year in SEM and IIM provided by selected staff who received outside training. • Social Studies grade leaders plus additional staff will have the opportunity to visit and observe best practices in the Network SEM/IIM sister schools in the network: PS 39K, PS 48R and PS53R. • The after school and Saturday enrichment program will include a focus on inquiry-based thematic studies. • Mid-year conversation and planning will take place to review and refine the SEM work and to plan for IIM for the 2010-2011 school year. • Ongoing professional development will be delivered by ELA Coach, Assistant Principal and Social Studies/Enrichment Grade leaders throughout the school year. • K and 1 teachers will have opportunities to visit grade 2-5 classrooms to observe SEM practices. • A Saturday Program will be implemented to provide 1 hour enrichment opportunities for (cycle one) Grades 1 & 2 students.

	<ul style="list-style-type: none"> The same opportunity will be offered to grades 3-5 students in January (cycle two).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>\$25,000 of TL ASD funds will support a Saturday Academy Program which meets for 10 week cycles. Cycle 1 & 2 will accommodate students in grades 1-5.</p> <p>\$21,000 of TL ASD funds will support AIS/Enrichment Afterschool students meet twice a week for a total of two hours.</p> <p>\$2,000 of FSF funding will support a dance program for grade 4 and 5 students. (The Bolero residency, Rioult Dance Company, was secured by a grant).</p> <p>\$35,000 of TL ASD funds will support three year long study groups for all teachers (Pre - K grade 5 to attend. Cycle 1 - <u>How To Teach so Students Remember</u>, Grades 3-5; <u>Enriching Curriculum for all Students</u> Pre-K through grade 2 classrooms; We also will continue studying gender performance, social development and individual learning patterns for our work with differentiated instruction (MCTT classrooms K-5). These study groups meet 1 hour per week. Starting in February, cycle 2 will begin and grade levels will switch.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Formal and informal observations. An increase in student motivation and engagement in all content areas. Results of students' and teachers' reflections after an Enrichment cluster program. Student participation in the Saturday Enrichment programs. An increase in the percent of students attaining proficiency level in ELA based on the 2009/2010 scores. An increase in Saturday school attendance.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement - Year 1 and Year 2, Corrective Action (CA) - Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM - SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA (AIS, Saturday Academy, Afterschool)	Math (AIS, Saturday Academy, Afterschool)	AIS (Push in services during school day)	Science (Push in services during school day)	Social Studies (Push in services during school day)	At-Risk Services by Guidance Counselor	At-Risk Services by Social Workers	Saturday Enrichment
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			16	X	X			
1	18	18	18	X	X	1	1	18
2	7	7	16	X	X	1	1	7
3	19	19	15	X	X	1	6	16
4	14	16	26	90	90	1	4	16
5	12	12	26	45	80	1	4	18

Note: Grades 3,4,5 enrichment numbers are anticipated for Spring, '10.

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

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

Part B. Description of Academic Intervention Services

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:	<p>School day AIS pull out groups specifically targeting the following groups:</p> <p>Low and High Level 1 students in grades 4 and 5 (5 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: <i>Great Leaps</i>, <u>Focus on Fluency</u> kits and Kaplan.</p> <p>School day AIS pull out groups of recommended Grade 3 students based on DRA 2, formative assessments, Predictives and TC results. They will be serviced 2 periods per week. Materials to be used include: <i>Great Leaps</i>, <u>Focus on Fluency</u> and Kaplan.</p> <p>School day AIS pull out groups of recommended Grade K, 1 and 2 students based on DRA 2, formative assessments and TC results. All groups will be serviced two periods per week. Materials to be used include: <i>Foundations</i>, <i>Voyager</i> and <i>Great Leaps</i>.</p> <p>After school cycle one ELA groups (Grades 3- 5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of ELA test and TC Assessments. Curriculum will be focused to represent specific, targeted student needs.</p> <p>The same opportunity will be offered to grades 1 and 2 in the spring (cycle 2).</p>
Mathematics:	<p>School day AIS pull out groups specifically targeting the following groups:</p> <p>Low and High Level 1 students in grades 4 and 5 (5 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: <i>Everyday Mathematics</i> AIS materials, Kaplan and multi-step problem solving materials through investigations.</p>

	<p>School day AIS pull out groups of recommended Grade 3 students based on Everyday Math formative assessments and ITA's targeting developing and beginning skills. They will be serviced 2 periods per week. Materials to be used include: Everyday Math AIS materials and multi-step problem solving materials.</p> <p>School day AIS pull out groups of recommended Grade K, 1 and 2 students based on Everyday Math formative assessments and first administered periodic assessment. All groups will be serviced two periods per week. Materials to be used include: Everyday Math AIS materials.</p> <p>After school groups cycle two Math (Grades 3-5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of NYS Math test and Teacher Assessments for these students. Curriculum will be focused to represent specific, targeted student needs.</p> <p>The same opportunity will be offered to grade 1 and 2 in the spring (cycle 2).</p>
Saturday Enrichment Program	<p>A Saturday Program has been implemented to provide 1 hour enrichment opportunities for (cycle one) grades 1-2 students. In addition to two hours of academics, students in grades 1-2 will participate in ELA and Math Inquiry projects and team building activities.</p> <p>The same opportunity will be offered to grade 3, 4, and 5 students in the spring (cycle 2).</p>
Science	<p>During the school day, the Science teacher targets all students in grades K-5 with an additional period to grade 4 classes. She provides additional classroom support through the FOSS Kits. She also provides hands-on learning experiences to enhance the science curriculum. Test Preparation is also given in small group settings for students needing additional assistance. AIS is also given to support Grade 5 students who did not meet the State Standard in Science.</p>
Social Studies	<p>AIS services in Social Studies target Grade 4 and 5 students. Classroom teachers integrate content area curricula into their literacy block to provide additional instruction and support. Students receive test preparation including review of content and writing skills.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselor provides 1:1 and group sessions with targeted students for one thirty-minute period per week.</p>

At-risk Services Provided by the Social Worker:

Social Workers provide at risk push in and pull out services to students (1:1 & group sessions) for one thirty-minute period per week.

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.

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: 39 LEP 2 Non-LEP

Number of Teachers: 1

Other Staff (Specify): 2 common branch teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

After looking at the ELA, Math and NYSESLAT data, we have designed the following extended day programs for our ESL students:

P.S. 32 will offer our ESL students an after school program. The purpose of this program is to help our ESL students to gain more content area vocabulary skills and comprehension skills. This will help the ESL students success on all the content area exams, like: ELA, Math, Science, Social Studies (fifth grade), and NYSESLAT. The teachers in this after school classes are ESL and common branch teachers. The program will run from October to January for 12 sessions, 2 hours each session. There will be 3 teachers, 2 common branch and 1 ESL teacher, who will push into these classes, focusing on ELA and Math to prepare these students for the ELA and Math state assessments. The ESL teacher will then service the students from February to May for 12 sessions, 2 hours each session to prepare the students for the NYSESLAT assessment.

P.S. 32 also offers our ESL students a Saturday Instructional/Enrichment Program. The purpose of this program is to offer additional support in a smaller teacher/student ratio with an emphasis on language acquisition with intensive reading and writing instruction in English. The first cycle for students in grades 1 and 2 will be held October through January for 10 sessions, 3 hours each session. The second cycle for students in grades 3 through 5 will be held February through May for 10 sessions, 3 hours each session.

P.S. 32 will purchase with Title III funds supplementary books to work with students on speaking, listening, reading, and writing skills and through this prepare the students for the NYSESLAT Assessment in May. Supplementary library books, supplementary leveled books, supplementary math materials and instructional materials and supplies will also be bought with Title III funds to support this program.

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.

Professional development is provided at least once a month throughout the year to help the ESL teacher and all teachers serve the English Language Learners and general education students better. One of the professional development books is titled, "What the Best Teachers of English Language Learners Do." The goal of this study group is to organize ELL teaching in a way that allows ELL students to thrive alongside their English dominant peers. Our Title III teacher will attend Professional Development activities offered by our ESO. These activities are at no cost to Title III.

Form TIII - A (1)(b)

School: P.S. 32

BEDS Code: 15K032

**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	10,177.56	After School Program. Grades K-5 ELA/Math Session 1 (K-2): 3 teachers x 2 hours x 24 sessions x \$49.89 (current teacher per session rate with fringe) = 3,592.08 Session 2 (3-5): 3 teachers x 2 hours x 24 sessions x \$49.89 (current teacher per session rate with fringe)= 3,592.08 Saturday Enrichment : Session 1 (3-5): 1 teacher X 3 hours X 10 sessions x 49.89 = 1,496.70 Session 2 (K-2): 1 teacher X 3 hours X 10 sessions x 49.89 = 1,496.70
Purchased services N/A		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,822.44	Scholastic - Brain Banks (ELA, Science, Social Studies) Rally Education - Strand by Strand (Math), Skill by Skill (Reading) Supplementary Library Books, Supplementary non-fiction leveled libraries, supplementary math materials Saturday and After School instructional supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

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.

Upon a new student's enrollment at P.S. 32 a copy of the Parent/Guardian Student Ethnic Identification form is given to the ESL teacher. Our ESL teacher notifies the classroom teacher and principal if the family needs written translation and oral interpretation. Staff is made aware of personnel who may be called upon as translators for both written translation and oral interpretation.

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

We found that a limited number of parents need translation services across all the grades; we find that the languages needing translation at this point are Spanish and we have one family in need of Mandarin translation. Parents noticed an increase in translated materials provided by the school and PTA. However, Parents still felt that many letters produced at the classroom and school level were NOT available in translated versions but know that if they make contact with the school, oral translation was immediately provided.

Parents are pleased with the available translators during Parent/Teacher Conferences. They are satisfied with their oral translation needs when they called the school or came in the office with a question.

Part B: Strategies and Activities

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

School staff, along with parent volunteers, will work to write all home correspondence information in Spanish and Mandarin and distribute these with the English versions of same piece at the same time via student backpacks. Per session will be available to school staff for this work.

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.

This is a very well established practice at PS 32 and not an issue communicated by parents. School staff is on call at all times for oral translation.

For after school functions, Paraprofessionals are paid per session to assist the teaching and administrative staff with translation services.

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>.
 - The Principal maintains a summary of the translation and interpretation needs for each classroom at P.S. 32.
 - All critical centrally produced communications is downloaded and copied in the primary language spoken by our student's parent or guardian and distributed to the parents in each classroom.
 - All student specific critical documents are provided to parents in their primary language.
 - Parents are made aware at the time of their child's enrollment that interpretation services are available.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	230,800	76,714	307,514
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,308		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		767	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,540		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect - HQ PD (ARRA Language):		3,836	
6. Enter the anticipated 10% set-aside for Professional Development:	31,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		7,673	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

1. School Parental Involvement Policy - Attach a copy of the school's Parent Involvement Policy.

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

**Public School 32
The Samuel Mills Sprole School
Parent Involvement Policy
2009/2010**

1. P.S. 32 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 - Local Educational Agency Plans of the ESEA:

The Principal, Parent Coordinator and PTA President will schedule meeting times. They will then provide outreach to the community through flyers and monthly PTA meetings to form a committee to develop the involvement plan. The committee will work together to develop the plan.

2. P.S. 32 will take the following actions to involve parents in the process of school review and improvement under Section 116 - Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Our active Leadership team will devote part of each monthly meeting for assessment and reflection. An additional monthly parent workshop will provide a forum for parents to voice their individual concerns. The Parent Coordinator will maintain an open-door policy and welcome parents who would like to express concerns or share ideas.

3. P.S. 32 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

Using such programs as Universal Pre-K, we will encourage parent involvement in classrooms from the start. Our Title I Parent Involvement Funds will be used to fund Monthly Parent Workshops on nutrition, literacy, and parent field trips that can be transferred to the home in support of the curriculum. These funds will also be used to support Family Fun nights in Science, Math, ELA, and Physical Fitness. The main purpose is to teach parents how they can integrate the curriculum into everyday family living in a fun and exciting way. Parents will be invited to grade specific town hall meetings in Principal and Assistant Principal.

4. P.S. 32 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 the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, 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 of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The evaluation will be conducted by the School Leadership Team and the Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and other school involvement functions.
 - Members of the Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.

5. P.S. 32 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

 - We will continue to build parent knowledge and empower them with tools to assist their students by conducting monthly Parent Workshops. These workshops are held during the day and at night and will be translated for our Spanish speaking population.

- P.S. 32 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.
 - We will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings.
6. P.S. 32 will, with the assistance of our Empowerment Network and parents, educate its teachers, pupil services personnel, administrator(s) 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 how to implement and coordinate parent programs and build ties between parents and schools by:

Parent outreach and involvement remains a priority at PS 32. We will provide teachers with bi-monthly professional development, which will address content, pedagogy and how to engage parents as partners. September grade teas and October Curriculum sessions will inform parents of grade curriculum and expectations. Monthly newsletters will keep parents informed concerning the specific needs of their child's class and how they can assist. Newsletters will also keep parents up to date on the curriculum. Parent Liaisons and class parents will provide a conduit for communication between home and school. We have instituted a new program, "Family Buzz Passport", which supports the School-Parent Compact, where families earn points towards an incentive when they attend activities sponsored by the school.

- a. P.S. 32 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

With the assistance of our Parent Coordinator and Family Worker, parents will be encouraged to attend publishing parties, book clubs or be trained to volunteer. Learning Leaders and LINC helps train parents to work in classrooms.

- b. P.S. 32 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Monthly calendars, flyers and newsletters prepared by our Parent Coordinator are distributed to the entire community and translated to meet the needs of our Spanish-speaking parents.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by committee meeting with PTA president, principal and parent coordinator.

This policy will be adopted by P.S. 32 on June 9, 2009 and will be in effect for the period of Sept 2009-June 2010. The school will distribute this policy to all parents of participating Title I Part A children on or before September 18, 2009.

Principal's Signature: Deborah A. Florio electronically signed

Deborah A. Florio

Date: June 9, 2009

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

School Parent Compact September 2009 through June 2010

School Responsibilities

Public School 32 will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Through the implementation of the New York City mandated curriculum for all grades, Kindergarten through grade five and through the implementation of a school-wide behavior plan, PBIS (Positive Behavior Intervention and Supports [program]).

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Parent Teacher Conferences will be held in November and in March.
Additional conferences will be scheduled as needed throughout the school year.*

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

Learning letters are sent home twice a year. This letter explicitly states their child's goals in each subject area. Reports To Parents will be distributed during formal, scheduled parent teacher conferences in November and in March. Kindergarten parents will receive an additional report in January. Again, these reports will be given to and discussed with parents during a formal, scheduled conference. Computers are made available for parents to access their child's profile and academic information through ARIS Parent Link.

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

Parents may meet with teachers before school from 8:00-8:30, during the lunch period from 12:30-1:30 and during one prep period per week designated by each grade. Parents must inform teachers of the need for a conference in writing or by leaving a message with the secretary in the main office. The teacher will then schedule the conference.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents may volunteer in the school only after having been trained and certified through Learning Leaders. This program will be coordinated by the Parent Coordinator, Angela Bowie

Parent Responsibilities

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

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

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that home is completed;
- monitoring the amount of television my children watch;

- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

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 Achievement Team will:

- a. Review 2008/2009 NYS testing data including: ATS reports, NYSTART reports, TC Assessments as well as DRA II reports
- b. Review formative assessment data throughout the school year
- c. Review periodic assessment data throughout the school year
- d. Review student work at the end of each unit
- e. Use all data to form AIS groups for before and after school programs
- f. Use all data to align curriculum to students' needs
- g. Use data to form small group strategy groups in classrooms
- h. Turn key data information to SLT members at monthly meetings
- i. Turnkey data information to staff at monthly faculty conferences

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

ELA

School day AIS pull out groups specifically targeting the following groups: Low and High Level 1 students in grades 4 and 5 (5 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: Great Leaps, Focus on Fluency kits and Kaplan.

School day AIS pull out groups of recommended Grade 3 students based on ECLAS, formative assessments and EPAL results. They will be serviced 2 periods per week. Materials to be used include: Great Leaps, Focus on Fluency kits and Kaplan.

School day AIS pull out groups of recommended Grade K, 1 and 2 students based on ECLAS, formative assessments and EPAL (grade 2) results. All groups will be serviced two periods per week. Materials to be used include: Foundations, Wilson and Great Leaps.

After school groups (Grades 1-5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of ELA test for students in grades 4 and 5. Curriculum will be focused to represent specific, targeted student needs. Students in grades 1-3 will be selected based on initial periodic assessment data. Curriculum will be focused to represent specific, targeted student needs.

Math

School day AIS pull out groups specifically targeting the following groups: Low and High Level 1 students in grades 4 and 5 (5 periods per week), Low Level 2 students in grades 4 and 5 (3 periods per week), High Level 2 students in grades 4 and 5 (3 periods per week) and all Level 3 students (2 periods per week). Materials to be used include: Everyday Mathematics AIS materials and multi-step problem solving materials.

School day AIS pull out groups of recommended Grade 3 students based on Everyday Math formative assessments targeting developing and beginning skills. They will be serviced 2 periods per week. Materials to be used include: Everyday Math AIS materials and multi-step problem solving materials.

School day AIS pull out groups of recommended Grade K, 1 and 2 students based on Everyday Math formative assessments and first administered periodic assessment. All groups will be serviced two periods per week. Materials to be used include: Everyday Math AIS materials.

After school groups (Grades 1-5) will be seen two periods per week from 3:30-4:30 for a total of two additional instructional hours. Groups will be selected based on disaggregated analysis of NYS Math test for students in grades 4 and 5. Curriculum will be focused to represent specific, targeted student needs. Students in grades 1-3 will be selected based on initial Everyday Math assessment data and initial periodic assessment data. Curriculum will be focused to represent specific, targeted student needs.

3. Instruction by highly qualified staff.

P.S. 32 is staffed by highly qualified teachers, all of whom are working in license. P.S. 32 ensures that this is possible through affiliations with NYU, Columbia University, and Bank Street.

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 School wide Program to meet the State's student academic standards.

Public School 32 is a TC school and receives professional development by highly trained TC staff developers one of whom works with teachers of kindergarten - grade two and the other works with teachers of third - fifth grades. Teachers participate at calendar days of professional development at TC. Teachers represent the school at TC Leadership groups and turn-key information to colleagues on and across grade levels.

Public School 32 is a New York City ASD program site. All teachers working in that program receive specialized instruction by Hunter College and regular, monthly professional development opportunities by NYU consultants.

Public School 32 is a professional learning culture school. Teachers receive per session for participation at carefully planned and facilitated study groups facilitated by the Coaches or Administrators. All teachers on every grade level have common preparation periods every day in order to plan units of instruction. All teachers at Public School 32 have one hour for lunch in exchange for one lunch period a week spent in professional development or planning sessions with one of the Coaches.

Teachers of CTT meet with AP and IEP Teacher bimonthly to case conference children and to discuss issues of pedagogy. Teachers of AIS meet with AIS coordinator and Administration to case conference and to discuss issues of pedagogy

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
This is not an issue at P.S. 32.

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

P.S. 32 is affiliated in LINC, Good Shepherd Services and with the Carroll Gardens Women's Organization, all of whom provide family literacy workshops and support and coordinate efforts with the school's Parent Coordinator and Pre-K Social Worker.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

LINC works with families of turning four children in the Gowanus community. P.S. 32 has two Pre-Kindergarten programs: Full Day Universal and Super Start Plus. Children from these programs articulate successfully to Kindergarten.

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.

As a TC school, we will use TC assessments in addition to McGraw Hill to periodically assess our children. Teachers on every grade level work together to create and implement formative assessments aligned with the curriculum.

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.

See AIS services outlined above.

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.

Title 1, Part A funds have been used to provide for our students living in temporary housing. These students participate in AIS programs while in school, afterschool, and Saturday Academy. Guidance is responsible for outreach to these families as well as attendance monitoring and outreach to all families.

PS 32 has both a Universal and a Super Start Plus Pre K program.

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, these findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The

New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K-12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*¹ 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.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **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.

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

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

- Gaps in the Written Curriculum - A New York State Curriculum Alignment committee was formed to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. If it is found that the maps are misaligned, said committee will update maps and training will be provided to the staff to discuss implementation requirements.
- Curriculum Maps - The New York State Curriculum Alignment Committee will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.
- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials - The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners - All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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?

PS 32 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

Furthermore, our most recent test results in ELA show growth:

ELA

15K032	All Grades	2006	123	21	17.1	59	48.0	41	33.3	2	1.6	43	35.0
15K032	All Grades	2007	110	15	13.6	55	50.0	38	34.5	2	1.8	40	36.4
15K032	All Grades	2008	100	11	11.0	43	43.0	42	42.0	4	4.0	46	46.0
15K032	All Grades	2009	109	8	7.3	35	32.1	61	56.0	5	4.6	66	60.6

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.

NA

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

- 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.

PS 32 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- *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.*

This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics. Student work is discussed at grade meetings and the math program is adjusted, as necessary, based on students' ability/inability to problem solve. Furthermore, the New York State Curriculum Alignment Committee will review curriculum maps representing all grade levels to update content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained

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?

PS 32 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.

- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

Furthermore, our most recent test results in Math show growth:

Math

15K032	All Grades	2006	133	21	15.8	34	25.6	71	53.4	7	5.3	78	58.6
15K032	All Grades	2007	108	8	7.4	14	13.0	66	61.1	20	18.5	86	79.6
15K032	All Grades	2008	98	3	3.1	15	15.3	60	61.2	20	20.4	80	81.6
15K032	All Grades	2009	106	2	1.9	10	9.4	57	53.8	37	34.9	94	88.7

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.

NA

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC,

and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A - ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K-8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K-8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high (observed frequently or extensively) 71 percent of the time in Grades K-8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K-8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

Informal observation will be used to assess student engagement.

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

Applicable Not Applicable

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

As stated, PS 32 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2009/2010
School-wide Informal Observations

Category	Observation	Comments
<p align="center">Whole Class Instruction: Rug Area</p> <ul style="list-style-type: none"> -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed - not the same hands all the time -Student responses to queries are positively validated 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p align="center">Independent Work</p> <ul style="list-style-type: none"> -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p align="center">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction 	<p>_____ Yes to all</p> <p>_____ Yes to some</p>	

<p>-Students go from point A to point B without interruption</p> <p>-Students are prepared with required materials</p>	<p>_____ Not really</p>	
<p>Organization of the Day</p> <p>-Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day</p> <p>-Children know what they will be learning / what is being taught</p> <p>-Children know what is expected of them at all times</p> <p>-Children know why they are part of a small group experience</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p>Student Accountability</p> <p>-Students are held to a high standard: good is not good enough</p> <p>-Students know what work that is good enough looks like</p> <p>-Students are given opportunities to improve their work</p> <p>-Students know the behavioral expectations in the room and act appropriately</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p>Metacognition</p> <p>-Students are given opportunities to share their thinking</p> <p>-Students are held accountable for their learning - they are asked to articulate or write what they know and understand</p> <p>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p>Self Esteem - Building Toward Intrinsic Motivation</p> <p>-Children are self-directed and self-motivated</p> <p>-Children who need to be "pushed" are pushed in</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p>	

subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important	_____ Not really	
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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.

NA

2B - Mathematics Instruction

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

A student engagement checklist will be used to assess teachers' awareness of student intrinsic motivation and metacognition.

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?

This finding is not relevant to PS 32 for the following reasons:

PS 32 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

- Teacher directed mini lesson 10-15 minutes (20%)
 - Active engagement 5-10 minutes (13.3%)
 - Share 5 minutes (6.6%)
 - Independent practice 30-45 minutes (depending on grade level) (60%)
- During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

At this school, SMART boards are often used for demonstration during the mini lesson.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2008/2009
School-wide Informal Observations

Category	Observation	Comments
Whole Class Instruction: Rug Area -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task	_____ Yes to all	
	_____ Yes to some	
	_____ Not really	

<ul style="list-style-type: none"> -Various students participate when questions are posed - not the same hands all the time -Student responses to queries are positively validated 		
<p style="text-align: center;">Independent Work</p> <ul style="list-style-type: none"> -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Student Accountability</p> <ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

<p>-Students know the behavioral expectations in the room and act appropriately</p>		
<p>Metacognition -Students are given opportunities to share their thinking -Students are held accountable for their learning - they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</p>	<p>_____ Yes to all _____ Yes to some _____ Not really</p>	
<p>Self Esteem - Building Toward Intrinsic Motivation -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important</p>	<p>_____ Yes to all _____ Yes to some _____ Not really</p>	

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.

NA

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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

Year-to-year teacher turnover rate is evaluated by the school's administrative Cabinet. To date, this school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization each year.

If the turnover rate becomes high, i.e., more than 10%, over a three-year period, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

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

Applicable Not Applicable

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

Over the past three years, the school has welcomed the following number and percent of new teachers:

2008	2	3%
2007	7	11%
2006	7	11%

These numbers are insignificant. New teachers at this school receive professional development and support from the school's internal coaches, external staff developers as well as from their UFT mentors.

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.

NA

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city,

district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teachers's expressed and anticipated needs.

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?

PS 32 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, this school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers.

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.

NA

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS 32 received an overall score of well-developed for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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.

NA

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS 32 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

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.

NA

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

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

Please respond to the following questions for Key Finding 7:

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

The school's Administrative Cabinet, along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administrative Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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?

PS 32 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Teachers at PS 32 have received Mel Levine training and know how to write and use functional behavioral plans for students for whom this is a necessary intervention.

Finally, PS 32 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. All students at PS 32 know what is expected of them behaviorally and academically and also know the consequences for not being prepared, safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

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

N/A

APPENDIX 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.)

At this time P.S. 32 has five children in Temporary Housing.

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

Once a student is identified as STH, our guidance counselor makes contact with parent to discuss needs and concerns for the children. If necessary, students receive at-risk counseling and receive academic intervention services. Good Shepherd Afterschool Services are recommended and family counseling through Good Shepherd. Classroom Teachers are made aware so that family can be assisted with school supplies and monies for school trips.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

Attachment: Language Allocation Policy (LAP)

Part I: School ELL profile

P.S. 32 is a Pre-Kindergarten-Grade 5 Elementary School which is located in Carroll Gardens, a section of Brooklyn, New York. This is a diverse community in both socio-economics and culture. The school population reflects only part of that community with a student body that is largely minority and low income in composition.

Of the total number of students in grades K-grade 5 (278), there are 41 ELL students (14%) 39 of which receive ELL services in the form of an ESL pull-out program provided by one teacher.

Part II ELL Identification Process

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. The guardians and enrollee are interviewed by one of the following personnel: Administrator, Guidance Counselor, or ESL teacher. The aforementioned personnel have experience in this area and receive follow up workshop training. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services.

Entitlement letters are sent home via the student's backpack.

Throughout the year, but especially in the fall, meetings for parents of newly identified ELL students are conducted to explain the educational rights and responsibilities of the ELL students. The parents are invited through our parent coordinator outreach program. Letters and phone calls are made based upon the home language. Parents arrive to a festive setting where they can meet other parents and possibly form an informal support system. The multi-lingual videos developed by the Department of Education are viewed and translators are available. At this point, questions and concerns are addressed and the various programs are reviewed. Parents are encouraged to complete the survey and selection forms at the time of the meeting. Arrangements are made to accommodate any parents who are unable to attend the informational meeting.

The appointment is based on the parent's choice of program after the parent meeting.

The student's placement in the various programs is motivated by the parent's selection.

Since we only offer an ESL program, the parents are informed of the placement. If any other program was chosen, the parents are given the information needed to follow through with their choice.

Our school follows the NYC Department of Education criteria and procedures when identifying ELL students. The students' LAB-R results are compared to the LAB-R range of scores. These results identify the initial language allocations for each of the students: a 360 minute 180 minutes per week program.

All through the school year, any newly admitted student is screened for LAB-R or NYSESLAT eligibility and any additional testing accommodations.

During the parent's choice of program meetings over the past three years, our ELL students' parents have indicated that they want their child placed in our ESL program. As of now, our ESL program aligns with our parents' requests.

In regards to our ELL students with IEPs, the student's placement is agreed upon at the time the parent signs the IEP.

Programming Scheduling

Public School 32 has 22 classes from Pre-K through Grade 5: 7 Collaborative Team Teaching/Inclusion Classes; 10 ASD Micro Inclusion Classes; 3 General Education Classes; 2 self-contained 12:1:1. All instruction is provided

in English. The school has some bilingual staff members who translate and or support some of our ELL students in the classrooms. We also encourage the students to help each other when possible.

ELL students are integrated into all classrooms. We offer a progressive education and use recommended curriculum materials aligned to NYS standards using the curricular from the Columbia University Teachers College Reading and Writing Project (Balanced Literacy model), Everyday Mathematics, and current Scope and Sequence in Social Studies and Science. The foundation of the Balanced Literacy model is to support differentiated instruction in the classes. Everyday Mathematics has an ELL component to its series. We use Harcourt Science Program and the inquiry-based FOSS (Full Option Science System) science curriculum. Both programs provide for numerous hands-on activities and language development. Additionally, our school has linked with the community based Good Shepherd's Program that offers all of our students after school homework help, enriching activities in various subjects and mediums, city wide trips, and sessions during long vacations (ex, winter break, summer, etc.) Students in grades 3 to 5 also have test prep curriculum in the needed subjects.

Students are regularly assessed both informally and formally. Instruction is driven based on the results.

Within the ESL program, literacy is taught through the content areas of Math, Science, and Social Studies. Topics are previewed using various venues: investigations, media, literature, the arts, etc. Literacy is taught, explored and encouraged through these topics.

We also offer as part of the school day music, art, and physical education. All ELL students have the opportunity to participate in the school media program. Laptops, Smart boards, Leap Frog's Language First program, and Alphasmarts are available and used for instruction. All the required services support, and resources correspond to the ELL students' appropriate ages and grade level.

ELL students possessing an IEP receive services based on the IEP mandates. ELL students that are deemed at risk (including SIFE, new comers, long term ELLs, etc.) receive Academic Intervention Services (AIS) two or three periods a week during the school day in Math and Literacy. Additionally, we offer before and after-school AIS support 2 days a week for 1 hour sessions each. We also offer a 3 hour Saturday Academy Enrichment program per week.

Enrichment is encouraged in the form of SEM (the School wide Enrichment Model). Grades 2 to 5 engage in an enrichment cluster on Friday afternoons. Students choose which class they wish to attend. We offer 2 sessions per year. All grades will participate for the second semester. Some of the programs that have been offered in the past were Bird Watching, Sign Language, Dance, etc. The school has a full-time Visual Arts teacher who works with all students (grades Pre Kindergarten - grade five)The school has a full-time Music teacher who works with all students (grades Pre Kindergarten - grade five).The school has a partnership with Arts Connection who works with students in grades Pre Kindergarten through grade five through artist residencies. Because we have a strong visual arts and music program, these residencies include a focus on dance and theater studies and are aligned to the school's Social Studies curriculum. The school has the Parents as Arts Partners grant. Arts Connection provides two Saturday arts-based workshops to PS 32 parents and children. ELL students are invited to participate in all extracurricular programs.

Professional Development Support for School Staff

The ESL teacher and the Speech Pathologists will present at two Faculty Conferences held in January and April. At these meetings, they will discuss how language is acquired and how teachers may work with ELLs more effectively to enrich their attainment of the English language.

ESL teacher, Literacy Coach and the Data Specialist will turnkey NYSESLAT, LAB-R, and ELL Periodic Assessment information and results to all classroom teachers during grade level meetings throughout the year. Portions of these meetings will be to use the analysis to Design Effective Instruction for ELLs.

Through our Inquiry Team work, we are studying how an intense focus on vocabulary instruction impacts reading comprehension. Text Talk Vocabulary Instruction program will be used which has an ESL Component. Grade level meetings are focused on how we can narrow the language gap using explicit vocabulary instruction.

Teachers College offers workshops and leadership groups throughout the year and summer that support literacy (reading, writing, vocabulary, phonics, etc.) which focus on all children and ones specifically for English Language Learners. The ESL teacher will participate in TC calendar days that focus on ELL learners. She will then turnkey the information to the literacy coach who will then include it in her work with the teaching staff.

The ESL teacher and the Speech Pathologists will meet to collaborate on students that are seen by both.

The ESL teacher will participate in voluntary professional study groups led by the ELA and Math coaches.

The ESL teacher will meet with the Literacy and Math Coaches and the AIS Director. School visits will be made by the ESL teacher and Literacy Coach to network with other professionals.

Through our Inquiry Team work we are studying how an intense focus on vocabulary instruction impacts reading comprehension communication.

Inquiry Team work based on our study of the ELL population will be disseminated to all teachers through staff and grade meetings.

A portion of the grade level meetings will be focused on how to narrow the language gap using explicit vocabulary instruction and on the various possible activities that could be incorporated to achieve fluency.

The ESL teacher will also take advantage of online workshops and discussions that are based on proven best instructions. The information will then be shared with other colleagues.

Parent Involvement

Each year P.S. 32 hosts a Curriculum Parent morning and various family fun nights which focus on math, literacy, physical education, and cultural awareness. Parents are invited to attend workshops designed to provide ways they can support their child at home. This is done through hands on activities and educational games in literacy and math. During curriculum night parents are provided information on core subject areas and a description on the teaching methods used as well as an overview on how we map the curriculum for the year and use assessment in each area to drive instruction. ELL families are given information on how instruction is differentiated and small groups are formed to provide for individualized attention. The ESL teacher also provides parents additional information which explains how she supports classroom instruction to meet standards. In October we celebrate Hispanic Heritage Month. Families share their traditions with the entire school community. Teachers and paraprofessionals act as translators during these events. The ESL Teacher will provide three parent workshops in October, November, and March. During these meetings, she will review the Curricula foci with parents and provide them with tools on how to work with their children at home to foster oral language development and update them on their child's progress.

Additionally, at the beginning of the school year a questionnaire is sent home to all parents to determine their needs. Based on those results, the parent coordinator and school personnel develop activities to address areas of interest.

Part IV: Assessment Analysis

The administration of PS 32 has decided to use the literacy assessment produced by Teachers College Reading and Writing Project.

The Teachers College Reading and Writing Project (TCRWP) has developed the following assessments. They offer assessments for Concepts of Print (for emergent readers), Letter/Sound Identification (recognition of letters and their corresponding sounds), High Frequency Words (recognition of words that appear frequently in

the books students read), and Independent Reading Levels in Fiction and Nonfiction texts (assessing the level of text at which students read independently).

The Teachers College Reading and Writing Project (TCRWP) drafted and piloted an assessment tool to better track student growth in narrative writing. They developed a continuum for assessing K-8 writing, and began describing the developmental pathways along which young writers tend to travel. TCRW found that the process itself, and the resulting draft of a document, has been enormously helpful to teachers we work with in bringing more precision to the teaching of narrative writing. It offers not only benchmarks for student work, but a vision and a vocabulary for what the very next steps from those benchmarks might be, making differentiation of instruction much more realizable.

Spelling Assessments

Understanding a student's spelling development involves more than noting whether a child has spelled a word correctly or incorrectly. An accurate picture comes rather from taking an inventory of the patterns of spelling that a student has control of and the ones with which the student struggles. In *Words Their Way*, Donald Bear offers three quick and simple tools for identifying these spelling patterns.

Benchmarks for Student Progress

There is no single pathway along which all students will progress. However, if we expect that children will begin Kindergarten as emergent readers who are working toward Level A books and that they will finish 8th grade reading Level Z books, we can imagine how they might develop during their reading journey. It is helpful to have benchmarks to guide our instruction and to determine when a student's progress is too slow for us to reasonably expect that child will finish 8th grade as a level Z reader. These benchmarks act as indicators for when a child requires additional intervention, which allows the educator to respond immediately to that child's needs. The TCRWP offers benchmarks for Independent Reading Level Progress, Oral Reading Progress and Primary Reading Progress (Concepts of Print, High Frequency Words, Letter ID, and Letter/Sound Identification).

Assessing Reading Using their Independent Reading Book

The In-Book Assessment provides teachers with a method for assessing a students' reading level using their independent reading book.

Assessing Comprehension Proficiency

In addition to assessing reading levels, teachers are often looking for tools to help with assessing the proficiency at which students are using their reading skills. These types of assessments can become the basis of both curriculum planning and planning individual conferences.

Monitoring Reading Volume and Stamina

The students in grades 2-5 maintains a daily record of the books he or she reads in school and at home. These logs are not places for responses to reading, nor do students write book summaries in them. They are simply records of time spent reading and volume of reading accomplished. After a few weeks, the students study their own reading logs in order to articulate their reading habits. The logs provide an irreplaceable window into students' reading lives.

TC Assessment Break Down

Number of students by grade in the Independent Reading Level

	EE	A	B	C	D	E	F	G	H	I
K	4	3	-	-	-	-	-	-	-	-
1	1	1	2	1	1	-	-	-	-	-
2	-	1	2	2	-	1	1	-	1	-

TC Benchmarks

Number of students by grade in the Benchmark Level

	1	2	3
K	-	-	-
1	2	2	2
2	7	1	-

As we examine the NYSESLAT and LAB-R results across the grades and proficiency levels the following patterns were revealed.

For the Listening and Speaking modality, there is a steady increase in proficiency beginning in kindergarten and up through the grades. At the Kindergarten level, 50% of the students are at the Beginning level. This percentage decreases as the grades increases: 1st grade 33%; 2nd grade 0%; 3rd grade 0%; 4th grade 0% and 5th grade 33%. (The 5th grade student is identified as a new comer and SIFE.) In 1st grade, 66% of the students are a combination of intermediate and advanced levels. From 2nd to 5th grade, 66 to 80% of the students scored at the advanced level.

For the reading and writing modality, there is a steady increase in proficiency beginning in kindergarten and up through the grades. At the Kindergarten level, 100% of the students are at the Beginning level. This percentage decreases as the grades increases: 1st grade 50%; 2nd grade 37.5%; 3rd grade 25%; 4th grade 20% and 5th grade 33%.

We can account for the percentages of students scoring at the Beginning level in the 4th and 5th grades by acknowledging that they correspond to the two students who are new comers (1 student is also a SIFE student). The rate of the students' progress is relatively steady except for one anomaly in the 3rd grade. All of the struggling 3rd grade students scoring B and I, with the exception of 2 students, have IEPs and are receiving Speech and Language services.

As assessment data drives instruction, so will this data guide instructional decisions.

Some of the instructional focuses are:

- Targeting content vocabulary by previewing and explicitly teaching vocabulary using multimodality techniques;
- Explicitly teaching vocabulary skills;
- Using Everyday Math differentiation for the ELL students;
- Increase student's exposure to nonfiction material;
- Build students' foundational knowledge through content/theme studies;
- Encourage the processing and application of knowledge through conversation and writing; encourage the use of strengths to process new content information;
- Encourage new comers to process information with their peers who speak the same language prior to applying the information to the class work;
- Encourage the students' use of and build their strengths to process the new content

With the help of our Data Specialist working with the administration and teachers, we are analyzing the ELL Periodic Assessment as a predictor of the NYSESLAT scores. The use of the website tools allows us to "drill down" into the specific strengths and weaknesses of each student. This information will assist us in aligning students for small group instruction and identifying the focus of those lessons.

Our school conducts on going formal and informal assessments of our students. Collaboration amongst the support staff and classroom teachers during case conferencing meetings allows us to review the progress of each ELL student. Adjustments in the student's educational plans and goals are made accordingly.