



HORACE E. GREENE – P.S. 45K

32K045 CEP

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN FINAL

SCHOOL: (32/BROOKLYN/045K)

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 45K SCHOOL NAME: Horace E. Greene Elementary School

SCHOOL ADDRESS: 84 Schaefer Street, Brooklyn, NY 11207

SCHOOL TELEPHONE: (718) 574-0235 FAX: (718) 574-1043

SCHOOL CONTACT PERSON: Tracey Lott-Davis EMAIL ADDRESS: Tlott-davis@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Atkinson-Jakes

PRINCIPAL: Tracey Lott-Davis

UFT CHAPTER LEADER: Michelle Broady

PARENTS' ASSOCIATION PRESIDENT: Jaleela Shabazz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 32 SSO NAME: Community Learning Support Organization

SSO NETWORK LEADER: Mrs. Ada Orlando

SUPERINTENDENT: Mrs. Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------------------|--|-----------|
| Tracey Lott-Davis | *Principal or Designee | |
| Michelle Broady | *UFT Chapter Chairperson or Designee | |
| Jaleela Shabazz | *PA/PTA President or Designated Co-President | |
| Linda Atkinson-Jakes | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Bonnie Bell | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Yvonne Pearce | Member/CSA Representative | |
| Deborah Augustin | Member/Staff | |
| Patricia Edwards | Member/Staff | |
| Makesha White-Reed | Member/Parent | |
| Pamela Lett | Member/Parent | |
| Rhonda Canady | Member/Parent | |
| LaShawn McLaurin | Member/Parent | |

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

VISION

At P.S. 45K, we envision that our students will develop appropriate decision making, critical thinking and technological skills that will provide them with the ability to communicate effectively. Staff and parents are focused on empowering all students with the academic skills and social experiences that will enable them to increase their educational and social goals. Students will become responsible, active, contributing members of society. All members of our community are learners who actively engage in the educational process. The school community will share accountability for creating a positive and supportive educational environment, which will result in every student achieving successful outcomes.

MISSION

The Horace E. Greene School, working in partnership with parents and the community, will create a society of life long learners. We will develop a community of responsible citizens who respect one another and themselves. Demanding performance standards of student literacy will insure that our students are prepared to meet the challenges of the twenty-first century.

The Horace E. Greene Elementary School, Public School 45K, is located in a low-income area in the Bushwick section of Brooklyn that is in transition. Middle-income housing has been built. This is a PreK-5 school. The school's ethnic population is 60.4 % Black, 37.6 % Hispanic, 0.7 % Asian and others, and 1.3% White.

The current PreK-5 student enrollment is 779.

Currently P.S. 45K has a freestanding ESL program for grades K-5, including Special Education, which serves English language learners.

P.S. 45K has five self-contained Special Education classes, one Collaborative Team Teaching class and a SETSS teacher who services all grades.

The Early Childhood Kindergarten unit is located in the Annex, which is a block away from the main building, which also houses general education classes only.

A city funded temporary shelter residence, the Bushwick Family Care Facility, is located near P.S. 45K, which is the zoned school for the Shelter. The Shelter's guidelines project a stay of three months duration for the students attending P.S. 45K. At the end of the 3-month cycle, the family is placed in permanent housing outside of the school's zoned area. A variance is required for the students to remain in the school. There is a high rate of mobility due to this factor. This has had a significant impact on attendance and the school's academic achievements.

The student population is heterogeneously grouped. Teachers receive ongoing training to prepare for grouping. Staff development is provided for teachers assisting them with this process. The school has a staff of 60 teachers. Of these 60 teachers, 100 percent are fully licensed and permanently assigned to the school, 73 percent have more than 5 years teaching experience anywhere, and approximately 85 percent have more than 2 years experience at the school; more than 85 percent hold a master's degree.

Many of the children entering the school's E.C.C. unit have little or no previous formal reading experience. They require a strong literacy program with a comprehensive curriculum directly related to the Early Childhood Standards. In order to meet this need, our focus is to develop the entire spectrum of communication skills in the classroom and build a strong foundation in phonemic awareness in our early childhood grades by using the Balanced Literacy Program from the newly purchased Pearson's Scott Foresman's reading series and Month-by-Month Phonics programs in grades K-3. Teachers' College's ongoing professional development provides strategies for teachers to meet the needs of these Early Childhood students in both writing and independent reading.

Our Title I status has resulted in the expansion of our funded support in the areas of mathematics and balanced literacy through our Extended Day programs. The reading and math curricula are sequentially developed and aligned across the grades. Grades four and five use the Teachers' College Reading Workshop Balanced Literacy model for reading. Grades Pre-K through 5 use the Everyday Math program. There is continuity between the grades. The writing program is supported by Teachers' College, which is used by the entire school.

To enhance the teaching and learning environment for both teachers and administrators with differentiated professional development to deepen their knowledge in analyzing student data and planning lessons to meet the needs of all students (special education, English Language Learners and Highest Achieving) focused the professional development activities for our staff will be put in place. Professional development sessions are will be conducted by the administration during the monthly staff and grade conferences, and during the weekly common preps by coaches. The Community Learning Support Organization, Brooklyn ISC and Department of Education Teaching and Learning provide specialized professional development for the principal, the assistant principals, coaches (math and literacy) and teachers on all grades.

The school's Staff Development Program was designed based on the school's needs assessment and student data. One of the components entails mentoring the newly hired teachers to provide them with strategies and educational support. Professional development has also been secured through the services of the Teachers' College Reading and Writing Project, the Fellow Mentoring Program, STEM Partnership Grant, the U.F.T. Professional Development Support Program/Teachers Centers and the Community Learning Support Organization's Instructional Support Staff.

The Early Childhood Literacy Staff Developer, Math coach and Lead Teachers assist teachers in daily professional development across the grades. A Scott-Foresman literacy program has been purchased for Grades K-3. Teachers of these grades receive on-going staff development from the publisher.

Currently Public School 45 has allocated funding for:

- *Project Arts, a city-funded program that provides students with the opportunity to learn to play musical instruments and engage in hands-on artistic projects. Funds enable all students (including ESL and Special Education students) to participate in cultural activities, such as field trips to the theater and on-site artistic consultants. This program has allowed us to purchase musical instruments for the students, such as violins, keyboards, and glockenspiels. Students have been taught to play one or more of these instruments. For the fourth year of funding, staff development has been an essential part of the program. Teachers have been given “turn-key” training, which enhances our Project Arts’ programs. There is also a strong family involvement component in which the parents are able to participate in cultural activities and many musical and artistic experiences. Studio in the School enhances our existing art program. Music in the Brain, the early childhood keyboard program, for the second year has engaged our students in learning literature through song and play.*
- *We have two science supplemental specialists who use hands-on and manipulative materials to enhance the instructional program (USI and FOSS science programs). We also have a social studies supplemental specialist who uses the mandated state curriculum.*
- *The school provides a full time physical education program to all students (including ESL and Special Education mainstreaming program), and a library/media center that is on-line and Internet accessible for students to carry out research projects and reports. The library is a cluster program with daily open access and technology availability.*
- *The Computer Lab has open access for all classes. Portable computer labs are accessible for use by classes in grades 3, 4 and 5. The school received a \$150,000 RESO grant for technology at the end of last year. We are in the process of setting a plan for the funds.*
- *TITLE I “Push-In/Pull-Out” Academic Intervention Service programs address the students who have been identified through city, state and periodic assessments.*

Students who have not met the standards are provided with support services via the Extended Day programs, Academic Intervention Service Lab programs, Title I paraprofessional services, the guidance counselor and School Based Support Team. Additional materials are utilized to meet the individual student’s needs.

- *TITLE I English as a Second Language provides services to small groups of English language learners to increase their English language acquisition through listening, speaking, reading, and writing activities. As professional development, many of our classroom teachers have received E.S.L. training.*
- *TITLE I Early Childhood Paraprofessional program provides assistance to small groups of Kindergarten students who are in need of individualized instruction. Professional Development consists of the acquisition of classroom management techniques specifically tailored for young students, lesson and unit planning, and the use of thematic activities.*

Public School 45K showcases its talents through Black and Hispanic Heritage cultural events. We participate in the Reading Bee, District Spelling Bee and Storytelling Contest. Our community involvement activities include Career Day, Family Day, Reading and Math Fairs, “Hanging with Dad Night”, a Volunteer Day Celebration and a host of curriculum and international fairs.

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|---------------------------|-------------|---------|---|--------------|----------|----------|
| School Name: | P.S. 045 Horace E. Greene | | | | | | |
| District: | 32 | DBN: | 32K045 | School BEDS Code: | 333200010045 | | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | √ | 3 | √ | 7 | | 11 |
| | K | √ | 4 | √ | 8 | | 12 |
| | 1 | √ | 5 | √ | 9 | | Ungraded |
| | 2 | √ | 6 | | 10 | | √ |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 |
| Pre-K | 54 | 54 | 53 | | 89.4 | 89.5 | 90.6 |
| Kindergarten | 74 | 100 | 97 | | | | |
| Grade 1 | 141 | 105 | 127 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 138 | 122 | 131 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 3 | 136 | 127 | 107 | | 90.0 | 86.9 | 90.3 |
| Grade 4 | 130 | 127 | 107 | Poverty Rate - % of Enrollment: | | | |
| Grade 5 | 126 | 113 | 116 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 6 | 0 | 0 | 0 | | 92.0 | 92.4 | 93.0 |
| 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 | | 20 | 26 | 46 |
| 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 | 4 | 10 |
| Ungraded | 4 | 5 | 1 | Special Education Enrollment: | | | |
| Total | 803 | 744 | 743 | (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 | 69 | 62 | 52 | Principal Suspensions | 2 | 8 | 33 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 2 | 13 | Superintendent Suspensions | 1 | 5 | 8 |
| Number all others | 31 | 32 | 22 | 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 | 73 | 68 | 64 | Number of Teachers | 59 | 62 | 61 |

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 | 6 | 5 | 3 | Number of Administrators and Other Professionals | 8 | 21 | 20 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 3 | 2 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 78.0 | 79.0 | 85.2 |
| | | | | % more than 5 years teaching anywhere | 69.5 | 69.4 | 73.8 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 90.0 | 87.0 | 92.0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 73.6 | 93.2 | 89.4 |
| American Indian or Alaska Native | 0.6 | 0.5 | 0.3 | | | | |
| Black or African American | 63.4 | 62.1 | 60.4 | | | | |
| Hispanic or Latino | 34.1 | 35.5 | 37.6 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.0 | 0.5 | 0.3 | | | | |
| White | 0.9 | 1.3 | 1.3 | | | | |
| Male | 51.9 | 52.0 | 54.4 | | | | |
| Female | 48.1 | 48.0 | 45.6 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | √ | √ | √ | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | 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: | SINI 1 | | | ELA: | | | |
| Math: | IGS | | | Math: | | | |
| Science: | IGS | | | Graduation Rate: | | | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | |
|--|-------------------------|----------|----------|-----------------|----------|-----------|
| | 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 | 6 | 6 | 4 | 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: | 91.2 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment: | 11 | Quality Statement 2: Plan and Set Goals | |
| <i>(Comprises 15% of the Overall Score)</i> | | Quality Statement 3: Align Instructional Strategy to Goals | |
| School Performance: | 21 | Quality Statement 4: Align Capacity Building to Goals | |
| <i>(Comprises 30% of the Overall Score)</i> | | Quality Statement 5: Monitor and Revise | |
| Student Progress: | 51.7 | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | |
| Additional Credit: | 7.5 | | |

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 45K is a school that has a significant population of students in temporary housing. The turnover of students is at a rate of 60%. Students are discharged as new students are admitted. The high mobility rate impacts on the quality of instruction in the classroom. Therefore, students' academic achievement is affected. Continuous articulation between the school and the shelter is necessary to maintain an on-going educational year. Newly admitted students are provided with a multi-disciplinary booklet of skills for a smooth transition into their new school. The AIDP program has helped to improve shelter students' attendance.

Three of the five teachers of 3rd grade have limited teaching experience. Since third grade is a targeted grade, this may be reflected in the results of the NYS reading and math assessments. Therefore, teachers have and will receive on-going staff development in classroom management, content area instruction, learning centers, assessment evaluation, accountability tools as well as mathematics instruction.

Due to an overwhelming request, we are able to maintain three full-day Pre-Kindergarten classes. This will continue to have a positive impact on the students' academic achievement. Early learning is essential for academic success.

New teachers attend the Department of Education Mentoring Program and Learning Support Organization staff development workshops. A mentoring plan is submitted for new teachers, and support is provided both on and off-site.

The ESL teacher works with students in self-contained ELL, general education and special education classes.

The Chancellor's goal, as well as the district and school goal, is to have every child reading and writing on grade level by the end of grade 3. Current student performance on the Winter 2009 state ELA assessment indicates that 73.7% of all students in grades 3-5 (77.2% general ed.) are reading and writing at or above grade level.

In addition, English Language Learners with dual literacy needs and/or Students with Disabilities need to be offered opportunities within a well-balanced literacy program. The School Support Organization

and consultants from Scotts-Foresman will continue to implement literacy professional development with a focus on the Balanced Literacy Mode with an emphasis on language and comprehension development; and in math, the use of the Everyday Mathematics Program to enhance instruction.

Although our attendance has improved slightly, we will continue to offer numerous incentives to motivate students to attend school regularly. However, many children are registered and quickly transferred due to the fact that they reside in the neighborhood shelter. The Attendance Team (Parent Coordinator, AIDP person, Family Worker) continually articulate with parents to stress the importance of good attendance. We also provide incentives to students and classes with perfect attendance for the month.

Research has shown that students perform better in small groups. P.S. 45K will continue to group according to students' needs. Teachers will receive on-going professional development in the areas of learning centers and small group instruction by administration, lead teachers and the Staff Developer. This year classroom teachers will select four students from the bottom third of their class to do inquiry work with

In addition to our other needs, we are constantly working on improving parent involvement. P.S. 45K is committed to providing incentives to increase parents' participation in their children's education. The Principal's Parent monthly newsletter keeps parents informed of the major activities of the school. These actions are monthly workshops in the areas of reading, math, listening skills and improving self-esteem. Incentives will be offered to foster improvement in the numbers of parents in attendance. Academic Intervention Services will work with children who have been identified as at-risk and will also offer parenting, arts-and-crafts, as well as informative workshops.

Parents will also be involved in our annual grade teas, Family Day Forum, Buddy Reading Program, and city-wide/district-wide parent volunteer training program. The Parent Coordinator program at P.S. 45K continues to have a great impact on parental involvement and attendance improvement. The Parent Coordinator provides workshops on health matters, parenting skills and academic learning. In addition, parents are encouraged, with the support of the Parent Coordinator, to utilize the ARIS Parent Link website to view their child's progress.

In order to provide students with adequate instruction and teachers with grade team support, common prep planning periods are held. During common prep planning sessions, teachers decide as a team what instructional needs are necessary to foster exceptional learning, test data is analyzed to provide for grouping of students for specific skills and to differentiate lessons. Classroom teachers are provided with a weekly pacing schedule and additional resources to assist with the instruction of an enriched curriculum. After careful analysis of the data, weekly pacing schedules for math and reading are designed by classroom teachers, also.

Monthly PPT meetings are held to discuss students who have been identified in need of additional services. Specific academic and guidance services are suggested and followed up.

Test scores, teacher recommendation, and guidelines from the Chancellor's promotional standards determine Academic Intervention Service placement.

In order to report the findings of the needs assessment as well as the individual school data, several meetings are held. The School Leadership Team meets to discuss the staff needs assessment survey. In September, grade teas were held for grades Kgn-5 in order to explain the school's programs,

assessments and the general education program. During Parent-Teacher Conferences, November/March, parents are notified of the individual students' progress and assessment scores. At monthly Saturday PA meetings the parents are notified of the school's Title I programs, the upcoming assessment programs and the academic services that are provided for the children at risk. Parents of ELL students are informed of the school's program for English Language instruction.

At monthly staff conferences the staff met to discuss and evaluate the results of past state assessments and learned how to use the information for small and large group instruction. At weekly common preps, grades 4 and 5 teachers meet to discuss the GROW Report. These meetings lead to effective individualized planning to meet the diverse styles of learning. At weekly common preps, all staff is involved in the effective implementation of the standard based curriculum as well as class management.

The staff and administration analyze the assessment data to determine the priorities for the school year 2009-2010. Although progress was made in grade 3 and 4 on the ELA, there is still a great need to improve ELA comprehension strategies.

Data on the 4th grade ELA administered in Winter '09 indicates that a strong literacy program will continue to be a priority in the '09-'10 school year. Results on the '09 ELA exam showed an 11% gain as 80.4% of fourth graders met the state standards (levels III and IV). In Grade 3, the results of the Winter ELA exam showed a 16.3 % gain as 62% of third grade students met the state standards (levels 3 and 4). Thus validating that the intervention and enrichment programs implemented in the Summer and Fall of '08 were successful.

The Interim Targeted Assessments (ITA) results will be discussed at monthly staff conferences as well as common preps as a way to utilize and analyze the information to enhance instruction. The goal is to identify specific comprehension skills that pose a challenge to students. This, in turn, drives classroom instruction. Student vocabulary and language development, critical thinking skills and problem solving techniques will be targeted for instruction. Classroom teachers will continue to use data included in the ACUITY and GROW reports together with the results of the ITA's as tools for teachers to observe the progress of individual students. The ACUITY and GROW reports present both the overall performance of students in each grade and a breakdown of the grade in each of the GROW report's individual instructional categories. The data allows the teachers to look at grade-wide and individual student's needs. This data will also serve as a foundation for future professional development.

The administration and teachers can download information from both ACUITY and GROW report accountability sites to obtain "instructional tools" to enhance classroom instruction. The ITA practice assessments reflect the formal ELA reading and math statewide assessment for grades 3rd- 5th. The results of these assessments allow the teachers to identify areas of need and where the class has and has not made progress. This data drives instruction and professional development needs. As teachers track students' progress, they will be able to customize individual instruction in critical and specific areas of need. Along with individual assessment and evaluation, teachers will continue to provide remediation based upon the information obtained through such resources.

In 2008-2009, the math scores improved in grade 4 by 2.1%. In grade 3 math scores improved by 3.7%. In grade 5, math increased by 5%. Overall the percentage of all students scoring at levels 3 and 4 increased by 5%. Therefore, AIS will continue to support math instruction and improve math skills, as well as provide staff development to teachers and paraprofessionals

The Periodic Assessments reflect formal statewide assessments. The item skills analysis provides teachers with data in each mathematical strand. The data helps teacher in developing instruction to meet each student's need. Teachers target instruction for individual students in small groups. By using data from the periodic assessments and the ACUITY report, teachers plan sequential lessons and comprehensive instruction for all their students as they gain mastery in reading, writing and mathematics.

To assist ELL students to better develop their language and reading skills, they will continue to be served by the reading specialist, ESL specialist and be provided with small group instruction. Extended day classes for ESL students will be scheduled for the '09-'10 school year. An ESL specialist will serve all ESL students daily which meets the new STATE guidelines. Intensive instruction in English language skills will be the focus.

Teachers will receive staff development on ESL strategies that can be used in daily classroom activities to assist other ESL children in their classes. Paraprofessionals will be part of these professional development activities as well.

To improve parent participation the parent-friendly version of the Department of Education's document "What Your Child Should Know" will be distributed to all parents at a September parent tea and at "Meet the Teacher Teas." Parents will be informed on information on the testing process, formal and informal tests that are administered and to which grade and a short synopsis of the material each test covers. Parents will also receive a brief overview of the curriculum and expectations. A follow-up meeting will be held in January to provide parents with updated information.

It is the school's objective to increase the efforts in integrating computer technology into the curriculum. Staff development will continue with the STEM Grant Project on how to use technology in the classroom. The technology specialist from the DOE will continue to assist teachers with the new accountability tools (ARIS and ACUITY) in the area of curriculum related activities for all grades to be used during computer center activities and throughout the day.

The Balanced Literacy reading program will be continued in all grades. This program helps students to develop vocabulary and improve reading comprehension and writing workshop skills. The computer lab will have open access for all classes to provide additional word processing skills for follow-up of writing workshops, essays, and research projects.

We will use the expertise of off-site technology specialists to provide minor repairs on computers to avoid as much down time as possible.

School report card data indicates that the referral rate for children needing special education services is 5%. The Pupil Personnel Team will continue to address the needs of children who are at risk of requiring services, meet monthly to discuss these students. The committee's goal is to insure that the guidelines of the L.R.E. (Least Restrictive Environment) initiative are carried forth to meet the individual needs of all youngsters. The implementation of the School Attuned philosophy next year should also help lessen referrals.

The percentage of ELL students being referred for special education services is 1%. To address this concern an extended day ESL program will be put in place. Staff development for '09-'10 will include workshops for all faculty on the implementation of ESL strategies in the classroom, grouping and questioning techniques.

According to ATS reports, the attendance rate is 90.5%. Increasing the attendance rate is a priority. The Family Assistant will continue to carefully monitor attendance records of all children and follow the school's attendance improvement plan. Teachers will monitor and report excessive absences, assist in filing 407 reports. The AIDP program will continue. To encourage children to attend school regularly, an attendance incentive program will continue to be in effect with on-going recognition of students who have perfect attendance with special assemblies, field trips, and attendance awards.

The school's library media center has been upgraded with updated computers connected to the Internet. An open access program is available for both students and teachers to utilize the resources and schedule classes to do research. In addition, a resource library for faculty will be included which has both professional magazines and reference books on a variety of subject is being implemented.

There is a need for staff development for the school's paraprofessionals as they climb the "career ladder". Paraprofessionals are included in the weekly professional staff development. Paraprofessionals will receive additional staff development based upon their needs. Some paraprofessionals will be employed as first year teachers, they will receive support in all curriculum areas, including Balanced Literacy and Everyday Math, as well as computer technology in the classroom, creating a standard based classroom and evaluating assessments

A strong parent component is needed if the children are to achieve in school. Staff specialists in ESL, math, literacy, science and social studies will host a variety of workshops. There will be Saturday workshops during PTA meetings to accommodate the parents' work schedules. These workshops will stress curriculum content; test preparation and how parents can assist in developing standards based classrooms. Workshops will also include how to meet the educational, social and emotional needs of the Special Education child. The parent volunteer program will continue its' effective way of getting parents more involved. The Parent Coordinator will continue to provide on-going training.

As a school community, we are very proud of the academic growth of the students. We have earned an "A" grade on the Progress Report Card three years consecutively. Our greatest area of achievement has been in ELA. The students of grades 3rd, 4th and 5th are making consistent progress in Reading.

SECTION V: ANNUAL SCHOOL GOALS

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

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

- I. By June 2010, at least two-thirds of K-5 Students with Disabilities will meet Individualized Educational Plan (IEP) goals in all curriculum areas
 - ❖ *Upon reviewing the School's Report Card, the School Leadership Team (SLT) members found that the school had made AYP for a second year in the area of ELA-Students with Disabilities which removed the school from the SINI list. As a result, we did not want to take the focus off this subgroup and will continue to prioritize them in the 2009-2010 school year.*

- II. By June 2010, 100% of the school's highest achievers of grades 4 and 5 (32 students) will participate in the Renzulli Learning Program
 - ❖ *In order to maintain academic growth of the school's highest achievers on both the ELA and Math assessments the SLT, administrators and staff researched programs to motivate and support the learning of these students. For the past two years, at least 5% of these students did not make adequate gains in the area of mathematics. As a result, the Renzulli Program was purchased to differentiated the learning and provide engaging activities.*

- III. By June 2010, at least 75% of the students (255) in grades 3, 4 and 5 will have participated in a restructured Extended Day Program focused on specific needs to improve areas of academic growth – moving from heterogeneous to homogenous grouping
 - ❖ *Upon the completion of the school's needs assessment, the instructional team discovered that the effectiveness of the heterogeneous classroom setting was not as effective in the extended day sessions. As a result, students were grouped according to their reading levels and/or NYSESLAT levels for the 2009-2010 two-day seventy-five (75) minute sessions.*

IV. By June 2010, there will be an 80% increase of technology use amongst students, staff and parents

❖ *Due to the influx of technology-based programs supporting student learning (HEADSPROUT, DIBELS, RENZULLI, etc.) and accessing of student data (ARIS, ACUITY) in the Department of Education, the members of the SLT found that a great number of parents and students were in need of additional support in the use of computers. The team also analyzed the results of a survey distributed to classroom teachers in the use of technology: Smartboards, Prometheans, Digital Cameras, etc... As a result, we have made increase use of technology throughout the school community a goal for the 2009-2010 school year.*

V. By June 2010, at least 90% of teachers (40 teachers) will participate in collaborative inquiry grade level team work

❖ *In order to meet the Chancellor's initiative of involving 90% of teachers in collaborative team work for the 2009-2010 school year, we have implemented the program in grades 1st through 5th.*

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

Students with Disabilities

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, at least two-thirds of K-5 Students With Disabilities will meet Individualized Educational Plan (IEP) goals in all curriculum areas</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>Extended Day – two days a week (Tuesday and Wednesday), 75-minute sessions Afterschool – one day a week (Thursday) beginning January 2010 Saturday Institute – January '10-May '10, 3-hour sessions Teachers of self-contained Special Education classes, General Education classes and the SETSS teacher will:</p> <ul style="list-style-type: none"> ▪ Analyze formal and informal data to group students accordingly ▪ Collaborate with Learning Support Organization Network 1 – support staff ▪ Work with outside consultants: LEAP, Renzulli, and Rigby ▪ Work with IEP teacher, Lead teachers, Staff Developer of Literacy and Network 1 representatives to select appropriate materials to support student achievement ▪ Attend on and off-site professional development opportunities <p><u>Responsible Staff</u></p> <table border="0"> <tr> <td>Principal</td> <td>Classroom teachers</td> </tr> <tr> <td>Assistant Principals</td> <td>Renzulli Support</td> </tr> <tr> <td>SETSS Teacher</td> <td>IEP Teacher</td> </tr> </table> | Principal | Classroom teachers | Assistant Principals | Renzulli Support | SETSS Teacher | IEP Teacher |
| Principal | Classroom teachers | | | | | | |
| Assistant Principals | Renzulli Support | | | | | | |
| SETSS Teacher | IEP Teacher | | | | | | |

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| <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>Funding</p> <ul style="list-style-type: none"> ▪ Title I SWP ▪ TL Children First Funding <p>Afterschool – one day a week (Thursday) - Four teachers @ \$43 x 1.5 hours Saturday Institute – January '10-April '10, 3-hour sessions - Six teachers @ \$43 x 3 hours</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> ➤ <i>By December 2009, at least 75% of 3rd, 4th and 5th grade students of the special needs sub-population with IEP's (34 students) will attend Extended Day sessions</i> ➤ <i>By June 2010, at least one-fifth of 4th and 5th grade students (6 students) with IEP's will make one year's gain on the Spring ELA '10 and Math '10 assessment</i> ➤ <i>By March 2010, at least one half of students (23 students) with IEP's will engage in additional support in preparation for the April '10 ELA assessment – Afterschool and/or Saturday Institute</i> <p>Review of the following data will be ongoing:</p> <ol style="list-style-type: none"> 1. Formal and informal observations <ul style="list-style-type: none"> Informal – Bimonthly Formal – Lead Teachers (1 per year), Transitional (2 per year), Novice (3 to 4 per year) 2. Data – Formative, Summative and Diagnostic <ul style="list-style-type: none"> ELA (April) MATH (May) Social Studies (November) Science (May) NYSESLAT (May) Periodic Assessments Oct., Dec. and Mar Practice ELA and Math (monthly) Technology Programs – DIBELS, HEADSPROUT, RENZULLI and COMFIT 3. Conference Notes - Daily 4. Walkthroughs - Weekly 5. Student Portfolios – ongoing development 6. Grouping Charts - Weekly 7. Teacher Plans - Daily 8. Targeted and Focused IEP Student Goals – Ongoing 9. Agendas and Attendance Logs from Professional Development sessions |

Indicators of Interim Progress and/or Accomplishment

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

Periodic Assessments in Reading and Math – Oct., Dec. and Mar
Practice ELA and Math (monthly)

- ◆ Tracking of student progress on Renzulli Next-Book - Weekly
- ◆ Evaluation of student portfolios
- ◆ Conference Notes - Daily
- ◆ Evaluation of Student Portfolios – ongoing development
- ◆ Agendas and Attendance Logs from Professional Development sessions

Subject/Area (where relevant):
Reading and Mathematics

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2010, at least 75% of the students (255) in grades 3, 4 and 5 will have participated in a restructure Extended Day Program focused on specific needs to improve areas of growth – moving from heterogeneous to homogenous grouping</p> | | | | | | |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><i>Extended Day – two days a week (Tuesday and Wednesday), 75-minute sessions</i> <i>Classroom teachers of all subpopulations will</i></p> <ul style="list-style-type: none"> ▪ <i>Analyze formal and informal data in order to group students accordingly - ongoing</i> ▪ <i>Differentiate instruction to meet the needs of all students – ongoing</i> ▪ <i>Development curriculum maps to support learning</i> ▪ <i>Work with instructional technology programs – ComFit, Renzulli, HEADSPROUT, Accelerated Reading and Math</i> ▪ <i>Align ELA and Mathematics standards</i> ▪ <i>Collaborate with Learning Support Organization Network 1 – support staff</i> ▪ <i>Collaborate with the Renzulli Program support team</i> ▪ <i>Collaborate with Instructional Team Member for Grade - weekly</i> <p><u>Responsible Staff</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Principal</i></td> <td style="width: 50%;"><i>Classroom teachers</i></td> </tr> <tr> <td><i>Assistant Principals</i></td> <td><i>Renzulli Support</i></td> </tr> <tr> <td><i>Instructional Team Members</i></td> <td></td> </tr> </table> | <i>Principal</i> | <i>Classroom teachers</i> | <i>Assistant Principals</i> | <i>Renzulli Support</i> | <i>Instructional Team Members</i> | |
| <i>Principal</i> | <i>Classroom teachers</i> | | | | | | |
| <i>Assistant Principals</i> | <i>Renzulli Support</i> | | | | | | |
| <i>Instructional Team Members</i> | | | | | | | |
| <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>Funding</p> <ul style="list-style-type: none"> • <i>Title I SWP</i> • <i>Use of technology & audio-visual equipment</i> | | | | | | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Review of the following data will be ongoing:</p> <ol style="list-style-type: none"> 1. Formal and informal observations <ul style="list-style-type: none"> Informal – Bimonthly Formal – Lead Teachers (1 per year), Transitional (2 per year), Novice (3 to 4 per year) 2. Data – Formative, Summative and Diagnostic <ul style="list-style-type: none"> ELA (April) MATH (May) NYSESLAT (May) Periodic Assessments Oct., Dec. and Mar | | | | | | |

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| | <p>Practice ELA and Math (monthly) Technology Programs – DIBELS, HEADSPROUT, RENZULLI and COMFIT</p> <ol style="list-style-type: none">3. Conference Notes - Daily4. Walkthroughs - Weekly5. Grouping Charts - Weekly6. Teacher Plans - Daily7. Targeted and Focused IEP Student Goals – Ongoing |
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Subject/Area (where relevant): Technology

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, there will be an 80% increase of technology use amongst students, staff and parents</p> <ul style="list-style-type: none"> ➤ <i>By June 2010, students will learn the technology skills necessary to search, acquire and create multimedia presentations</i> |
| <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><i>September 2009</i></p> <ul style="list-style-type: none"> ▪ <i>Students of grades 1 and 2 will engage in the computer-based HEADSPROUT Phonics Program</i> ▪ <i>Students of grades 4 and 5 scoring who scored at least a high level 3 on the Winter '09 ELA assessment will engage in the computer-based Renzulli Learning Program</i> <p><i>November 2009</i></p> <ul style="list-style-type: none"> ▪ <i>Staff will revisit technology necessary to access data from accountability tools (ARIS and ACUITY) in order to make instructional decisions for students' learning needs</i> ▪ <i>Parents will be trained in accessing internet-based resources to support student learning – ARIS, Renzulli, HEADSPROUT, etc.</i> <p><i>Ongoing</i></p> <ul style="list-style-type: none"> ▪ <i>Computers and SmartBoards will be used for modeling, processing information and communication to increase knowledge and productivity in the curriculum and everyday life. - Daily</i> ▪ <i>Technology specialist will provide instruction, staff development, and parent workshops – weekly</i> ▪ <i>Professional Development Training with STEM Grant consultants – monthly</i> ▪ <i>Students will learn technology skills necessary to search, acquire and create multimedia presentations</i> <p><i>Professional Development with Technology from consultants – ongoing throughout school year</i></p> <ul style="list-style-type: none"> ▪ <i>Renzulli</i> ▪ <i>DIBELS</i> ▪ <i>HEADSPROUT</i> ▪ <i>Pearson (Scott Foresman)</i> ▪ <i>STEM Project</i> <p>Training will take place: <i>Afterschool</i> <i>During Common preps</i> <i>On and Off site</i></p> |

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| <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>Funding</p> <ul style="list-style-type: none"> ▪ <i>Title I SWP</i> ▪ <i>RESO A Technology Grant</i> ▪ <i>STEM Project Grant</i> |
| <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"> ◆ <i>Formal and informal observations</i> ◆ <i>Tracking of student progress on Renzulli Next-Book - Weekly</i> ◆ <i>Internet access – Two to Three times a week</i> ◆ <i>Evidence tracking of teacher, parent, student usage of accountability systems</i> <i>ARIS</i> <i>Renzulli</i> <i>ACUITY</i> ◆ <i>Student projects – Twice a year</i> ◆ <i>Teacher and Parent ability to access student data - ongoing</i> ◆ <i>Agendas and Attendance Logs from PD</i> ◆ <i>Teacher Plans – Daily</i> <i>Scheduled use of computer lab - Weekly</i> |

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

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
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| ELA: | <p>The Academic Intervention programs in the area of Reading are as follows:</p> <ul style="list-style-type: none"> ▪ Words Their Way: Word Study in Action for students of grades 1 and 2 The program focuses on word development and phonics. The AIS provider works with small groups of students with similar needs during a pull-out 45 minute session four times a week. ▪ FUNDATION for Early Childhood Special Education The program is a phonemic awareness and vocabulary building program. The focus is on language development. The classroom teacher and paraprofessional provide students with small group and one-on-one intervention during the school day. ▪ Sidewalks by Pearson: Balanced Literacy Intervention Program Sidewalks is a balanced literacy program that focuses on all areas of reading. AIS providers pull-out students for small group instruction during the school day. ▪ HEADSPROUT: Technology Phonics Based Program HEADSPROUT is a phonics based technology program. As students make progress, they are advanced through the program. This intervention is provided during the school day, during extended day, and during pull-out periods. Because students work at the computer independently, classroom teachers of early grade students are scheduled to take their classes to the computer lab three times a week. ▪ RENZULLI Learning: Differentiated Instruction Online Learning Program This program assists students in learning about their own interests and talents based on their student profile. Teachers develop lessons for individual students. Plans are set in place, and then students log in to complete individualized lessons. Intervention is provided during the school day, small group tutoring, extended day sessions, pull-out/push-in sessions and Saturday Institute. |
| Mathematics: | <p>The Academic Intervention programs in the area of Reading are as follows:</p> <ul style="list-style-type: none"> ▪ RENZULLI Learning: Differentiated Instruction Online Learning Program This program assists students in learning about their own interests and talents based on their student profile. Teachers develop lessons for individual students. Plans are set in place, and then students log in to complete individualized lessons. The work is provided during the school day, small group tutoring, extended day sessions, pull-out/push-in sessions and Saturday Institute. ▪ Accelerated Math: Technology Learning Program This program focuses on the various concepts and strands of mathematics. Students are engaged in activities supporting their mathematic development. Movement and growth are based on assessments at different intervals of learning. Intervention is provided during the school day, small group tutoring and in pull-out sessions (three times a week). |

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| Science: | <p>The Academic Intervention programs in the area of Science are as follows:</p> <ul style="list-style-type: none"> ▪ Harcourt <p>This program focuses on the review of concepts previously taught to students of grades 3rd and 4th. The development of science content and hand-on activities assist in fostering understanding of the NY state standards. The work is provided during the school day in small group sessions twice a week.</p> |
| Social Studies: | <p>The Academic Intervention programs in the area of Social Studies are as follows:</p> <ul style="list-style-type: none"> ▪ Houghton Mifflin Harcourt <p>This program focuses on the review of concepts previously taught to students of grades 4th and 5th. The development of history and social studies content include: map skills, reading of tables and charts, as well as understanding government. The work is provided during the school day in small group sessions twice a week.</p> |
| At-risk Services Provided by the Guidance Counselor: | <p>The At-Risk services provided by the Guidance Counselor are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day</i> <i>Individual and group session</i> <i>Classroom presentations</i></p> |
| At-risk Services Provided by the School Psychologist: | <p>The At-Risk services provided by the School Psychologist are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day</i> <i>Individual and group session</i></p> |
| At-risk Services Provided by the Social Worker: | <p>The At-Risk services provided by the Social Worker are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day</i> <i>Individual and group session</i></p> |

At-risk Health-related Services:

The At-Risk services provided by the School Nurse are as follows:

- **Open Airways** – trains asthmatic students in how to take care of themselves when an attack is coming on, also provides them with understanding food choices that may trigger an attack
- **H1N1** – provides training to students on the correct way to wash hands and cover mouth when sneezing or coughing, provides staff with current information from the Department of Education on the flu

Provided – during the school day

Individual and group session

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.



**HORACE E GREENE ELEMENTARY
SCHOOL
PUBLIC SCHOOL 45
84 Schaefer Street
Brooklyn, NY 11207
TEL: (718) 574-0235 FAX: (718) 574-1043**

PRINCIPAL
Tracey Lott-Davis

ASSISTANT PRINCIPALS
Yolanda Williams
Yvonne Pearce
Carleen Miller-Bailey

LANGUAGE ALLOCATION POLICY

The Horace E. Green Elementary School has an enrollment of 766 students. Approximately 63 students are English Language Learners or nine percent of the total amount of students. Out of that number, 63 students (90 percent Spanish speaking, the remaining ten percent are Haitian-Creole, Arabic, and Tagalog speaking). This number may be small, however it is very significant. With that in mind, our Language Allocation Policy Team (see Table 1) focuses on identifying and addressing the needs of our ELL.

| I. Language Allocation Policy Team Composition | | | |
|---|--|---|--|
| <u>School</u> HORACE E. GREENE ELEMENTRAY SCHOOL PUBLIC SCHOOL 45 | | <u>District Superintendent</u> LILLIAN DRUCK | |
| <u>Principal</u> TRACEY LOTT-DAVIS | <u>Assistant Principal</u> Carleen Miller-Bailey | <u>Parent Coordinator</u> Debra Shabazz | <u>President of PTA</u> Jaleela Shabazz |
| <u>Early Childhood Staff Developer</u> Barbara Douglas | <u>Math Coach</u> Yolanda Polite | <u>First Grade ELL Teacher</u> R. Genao | <u>Second Grade ELL Teacher</u> J. Victor |
| <u>Third Grade ELL Teacher</u> M. Wesoly | <u>Fourth Grade ELL Teacher</u> A. Dean | <u>Fifth Grade ELL Teacher</u> D. Augustin | |
| | <u>Guidance Counselor</u> R. Benetos | <u>Related Service Provider</u> Janet Enriquez, Certified ESL Teacher | <u>Related Service Provider</u> Mr. Gomez, Bilingual Special Education Teacher |

Table 1

Parent Program Choice

The Horace E. Greene Elementary School – PS 45 makes every effort to stay in close contact with the parents of English Language Learners (ELLs). Upon admission, parents are given the Home Language Identification Survey (HLIS) to complete. Both the ESL teacher and the pupil personnel secretary conduct an informal interview in the parent’s native language and in English. After reviewing the HLIS survey, the ESL teacher establishes the students’ ESL eligibility. If the student is eligible based on the HLIS survey, then the ESL teacher will administer the LAB-R. We make further contact with the parent to inform them of their child’s eligibility for ELL services and the parent’s program choice for their child. To encourage informed choices, PS 45 provides parents of newly enrolled ELLs with information on the different ELL programs that are available. Parents are aware that their child has the option to enroll in our Mono-Lingual Free Standing ESL program or

other programs such as Dual Language, Transitional Bilingual that are offered at other schools. Getting parents this information quickly and efficiently is critical to getting their input. Most of our parents have stated that they would prefer their child to receive instructions in English.

PS 45 is prepared to inform parents through group orientations, question and answer sessions at the beginning of the year. We utilize the translated materials, brochures and DVDs provided by the Office of ELLs. Throughout the year, we also inform parents through one on one meetings, phone conversations and informational packets. The Parent Coordinator, ESL Coordinator and ELL instructional staff delivers information to parents through workshops and in-school events.

Here at PS 45, parent choice is being honored. Parents also play an active role in ELL program planning and design. After reviewing the Parent Survey and Program Selection forms for the past few years, it has become evident that there is alignment between parent choice and program offering. In short, parents choose to enroll their children in the PS 45's ESL program.

| II. Teacher Qualifications | | | |
|--|-----------------------------------|-----------------------------------|-----------------------------------|
| English as a Second Language Teachers | | Bilingual Teachers | |
| Number of Certified ONE | Number of Uncertified 0 | Number of Certified ONE | Number of Uncertified 0 |

Table 2

Teacher Qualifications

As illustrated in Tables 1 and 2, all of our teachers are highly qualified. All are teaching within license and certification areas. Based on the NYSESLAT data, our certified ESL teacher, Ms. Enriquez provides service to ELLs through the push-in model. She also, pulls-out any SIFE students for an addition periods during the week. Mr. Gomez, IEP/Bilingual Special Needs Teacher services our ELLs with special needs. In addition, he also pulls out our SIFE students for an addition period during the week. P. S. 45 has identified one Student with Interrupted Formal Education. Any SIFE is mandated to attend our Academic Intervention after school and Saturday enrichment programs. In addition, our ESL provider is prepared to meet one-on-one with each SIFE student twice a week for 45 minutes. Based on the number of ELLs and the demands of the city and state assessments, it was in the best interest of the students that an additional ESL provider was hired. This ensures that all ELL students are provided with the mandated number of instructional minutes according to proficiency levels in each program (see Tables 3 and 4).

| Total Number of Students in School 767 | | | | Total Number of ELLs 65 | | | |
|---|-----------------------------------|-----------------------------------|------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------|
| | K | 1 | 2 | 3 | 4 | 5 | Total |
| Freestanding ESL (100% English) | | | one class | | | | |
| Push-in | 2 periods 4 times per week | 2 periods 4 times per week | | 2 periods 4 times per week | 2 periods 4 times per week | 2 periods 4 times per week | 40 periods per week |

| | TBE | | Dual Language | | ESL* | | Total | |
|-------------------------------------|------------|--------------|---------------|--------------|------------|--------------|------------|--------------|
| ELLs (3 years or less) | SIFE: 1 | SP. ED. 4 | SIFE: 1 | SP. ED. 4 | SIFE: 1 | SP. ED. 4 | SIFE: 1 | SP. ED. 4 |
| ELLs (4-6 years) | SIFE: | SP. ED. 4 | SIFE: | SP. ED. 4 | SIFE: | SP. ED. 4 | SIFE: | SP. ED. 4 |
| Long-Term ELLs (more than 6) | SIFE: | SP. ED. | SIFE: | SP. ED. | SIFE: | SP. ED. | SIFE: | SP. ED. |
| Total | SIFE: 1 | SP. ED. 8 | SIFE: 1 | SP. ED. 8 | SIFE: 1 | SP. ED. 8 | SIFE: 1 | SP. ED. 8 |

* FOR SPECIAL ED ONLY: please indicate here the total number of ELLs in Alternate Placement _0_

| Pull-out | | | | 1 period 4 times per week | 1 period 4 times per week | 2 periods 4 times per week | 16 periods per week |
|--------------|-------------------------------------|-------------------------------------|--|----------------------------------|--|--|---------------------------|
| Total | 2 periods 4 times per week | 2 periods 4 times per week | | 3 periods 4 times per week | 3 periods 4 times per week | 4 periods 4 times per week | 56 periods per week |

Table 3

Table 4

| NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP FREESTANDING ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | |
|---|----|----|----|---|---|---|--|--|--|--|
| Grade | K | 1 | 2 | 3 | 4 | 5 | | | | |
| Spanish | 11 | 11 | 10 | 8 | 7 | 6 | | | | |
| Chinese | 1 | | | | | | | | | |
| Russian | | | | | | | | | | |
| Bengali | | | | 1 | | | | | | |
| Urdu | | | | | | | | | | |
| Arabic | | | 1 | | | 1 | | | | |
| Haitian Creole | | 2 | | 1 | 1 | 2 | | | | |

| | | | | | | | | | | |
|-----------------------|-----------|-----------|-----------|-----------|----------|----------|--|--|--|--|
| French | | | | | | | | | | |
| Korean | | | | | | | | | | |
| Punjabi | | | | | | | | | | |
| Polish | | | | | | | | | | |
| Albanian | | | | | | | | | | |
| Tagalog | | | | | | | | | | |
| TOTAL | 12 | 15 | 11 | 10 | 8 | 9 | | | | |
| GRAND TOTAL 65 | | | | | | | | | | |

Assessment Analysis

Based on the data collected from the NYSESLAT, (see Table 5a and 5b) forty-one percent of our students are Advanced, thirty-seven percent are Intermediate and twelve percent are Beginners. All of our students are excelling in the modalities of speaking and listening. Conversely, these same students are deficient in the reading and writing modalities. PS 45 will use the data from the NYSESLAT scores to identify students who should continue to receive ELL services. After analyzing the data, the ELL instructional staff and administrators planned programs that best fit the needs of the students. Teachers will create flexible grouping for differentiated instruction using tailored learning activities, guided reading and strategy lessons. We will also use the data PS 45 to determine how much time should be spent with a focus on a specific, deficient modality while continuing to enhance the more proficient modalities. For additional assessments, see table 6.

| Level | K | 1 | 2 | 3 | 4 | 5 | TOTAL |
|------------------|----|----|---|----|---|----|-------|
| Beginner (B) | 10 | 6 | 2 | 3 | 0 | 0 | 21 |
| Intermediate (I) | | 6 | 4 | 5 | 0 | 3 | 18 |
| Advanced (A) | | 3 | 3 | 2 | 9 | 7 | 24 |
| Total Tested | 10 | 15 | 9 | 10 | 9 | 7 | 60 |
| TOTAL ELLS | 10 | 15 | 9 | 10 | 9 | 10 | 60 |

Table 5a

| Level | K | 1 | 2 | 3 | 4 | 5 | TOTAL |
|------------------|---|---|---|---|---|---|-------|
| LISTENING | | | | | | | |
| B | | 0 | 0 | 0 | 0 | 0 | 0 |
| I | | 3 | 0 | 0 | 0 | 1 | 4 |
| A | | 2 | 7 | 3 | 2 | 1 | 15 |
| SPEAKING | | | | | | | |
| B | | 0 | 0 | 0 | 0 | 0 | 0 |
| I | | 3 | 0 | 0 | 0 | 1 | 4 |
| A | | 2 | 7 | 3 | 2 | 1 | 15 |

| | | | | | | | |
|----------------|--|---|---|---|---|---|----|
| READING | | | | | | | |
| B | | 5 | 2 | 3 | 0 | 0 | 10 |
| I | | 7 | 4 | 5 | 0 | 3 | 19 |
| A | | 2 | 2 | 2 | 7 | 7 | 20 |
| WRITING | | | | | | | |
| B | | 5 | 2 | 3 | 0 | 0 | 10 |
| I | | 7 | 4 | 5 | 0 | 3 | 19 |
| A | | 2 | 2 | 2 | 7 | 7 | 20 |

Table 5b

Planning for ELLs

PS 45 recognizes the need and has developed for our ELL students an accelerated and intense program for English language development that is tied to the Core Curriculum. This program will allow students to communicate in English in a variety of settings using academic language. Activities are geared to make students think, using multiple solutions and strategies; build on prior knowledge to develop understanding and engagement. Furthermore, students will be able to participate in classroom discussions, communicate in-group work, ask questions freely, follow demonstrations, write their own ideas effectively, and read and respond to assessments. Teachers will provide lessons that offer pictures, demonstrations, diagrams, and experiments. To further understanding, teachers will revisit lessons continually. In addition, PS 45 will provide after school activities for our students who receive Academic Intervention Services, with special needs and our Students with Interrupted Formal Education.

PS 45 has a variety of instructional materials to support the learning of our ELL students. Based on the NYSESLAT data we have purchased materials to support all levels of proficiency. In the content areas, libraries are available to encourage independent reading across the curriculum. The following material has been ordered and will be used to assist instruction in the classrooms:

1. Getting Ready for NYSESLAT K-1 Student Pack (30 Student Books & 1 teachers Manual)
2. Getting Ready for NYSESLAT 2 Student Pack (30 Student Books & 1 teachers Manual)
3. Getting Ready for NYSESLAT 3 Student Pack (30 Student Books & 1 teachers Manual)
4. Getting Ready for NYSESLAT 4 Student Pack (30 Student Books & 1 teachers Manual)
5. Getting Ready for NYSESLAT 5 Student Pack (30 Student Books & 1 teachers Manual)
6. Opening Doors Activity Book/Teacher's Guide and Vocabulary Enrichment Workbook 10-Pack (K)
7. Opening Doors Activity Book/Teacher's Guide and Vocabulary Enrichment Workbook 10-Pack (1)
8. Opening Doors Activity Book/Teacher's Guide and Vocabulary Enrichment Workbook 10-Pack (2)
9. Opening Doors Activity Book/Teacher's Guide and Vocabulary Enrichment Workbook 20-Pack (3a, 3b)
10. Opening Doors Activity Book/Teacher's Guide and Vocabulary Enrichment Workbook 20-Pack (4)
11. Opening Doors Activity Book/Teacher's Guide and Vocabulary Enrichment Workbook 10-Pack (5)

Instructional materials based on improving a student's growth in the English language are used to prepare and move students from one proficiency level to another and ultimately to test out of the ELLs category.

In addition, LEAP (Learning Through an Expanded Arts Program), provides hands-on active learning approaches to help teachers engage students of all ages and learning styles. Students will also engage in using Leap Frog and HEADSPROUT.

Resources and Support

At PS 45, our ELL instructional staff and administrators will attend a rigorous, researched based professional development series titled Quality Teaching for English Learners (QTEL). This professional development is specifically designed to increase standard based instruction for ELL students. It will show educators how to use scaffolding strategies for significant ESL academic development.

The ELL instructional staff also attends NYC Department of Education workshops specifically geared to educating ELL students. These teachers turnkey the strategies learned to the PS 45 staff. PS 45 also has a teacher leader, specifically focusing on teaching ELLs strategies for writing across content areas.

| Test | Grade | Level I | | Level II | | Level III | | Level IV | | Total | |
|--|-------|---------|----|----------|----|-----------|----|----------|----|---------|----|
| | | English | NL | English | NL | English | NL | English | NL | English | NL |
| ENGLISH | | | | | | | | | | | |
| English Language Arts | 3 | 1 | | 2 | | 5 | | | | 8 | |
| | 4 | 1 | | 2 | | 6 | | | | 9 | |
| | 5 | | | | | | | | | | |
| | 6 | | | | | | | | | | |
| | 7 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| Early Childhood Literacy Assessment System (ECLAS 2) | K | | | | | | | | | | |
| | 1 | | | | | | | | | | |
| | 2 | | | | | | | | | | |
| | 3 | | | | | | | | | | |
| NYC ELL Interim Assessments | 3 | | | | | | | | | | |
| | 4 | | | | | | | | | | |
| | 5 | | | | | | | | | | |
| | 6 | | | | | | | | | | |
| | 7 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYC ELA Interim Assessments | 3 | | | | | | | | | | |
| | 4 | | | | | | | | | | |
| | 5 | | | | | | | | | | |
| | 6 | | | | | | | | | | |
| | 7 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| MATH | | | | | | | | | | | |
| | 3 | 1 | | 2 | | 8 | | | | 11 | |
| | 4 | | | 1 | | 7 | | 1 | | 9 | |
| | 5 | | | | | 7 | | | | 7 | |

| | | | | | | | | | | | |
|-----------------------------------|--------------|----------------|----|-----------------|----|------------------|----|-----------------|----|--------------|----|
| NY State | 6 | | | | | | | | | | |
| | 7 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYC Interim Assessments | 3 | | | | | | | | | | |
| | 4 | | | | | | | | | | |
| | 5 | | | | | | | | | | |
| | 6 | | | | | | | | | | |
| | 7 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYSAA | Sp. Ed. | | | | | | | | | | |
| SCIENCE | | | | | | | | | | | |
| NY State Assessment | 4 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYSAA | Sp. Ed. | | | | | | | | | | |
| SOCIAL STUDIES | | | | | | | | | | | |
| NYS Test | 5 | 1 | | 1 | | 4 | | 3 | | 9 | |
| | 8 | | | | | | | | | | |
| NYSAA | Sp. Ed. | | | | | | | | | | |
| Test | Grade | Level I | | Level II | | Level III | | Level IV | | Total | |
| | | English | NL | English | NL | English | NL | English | NL | English | NL |
| NATIVE LANGUAGE ARTS | | | | | | | | | | | |
| Spanish LAB (for new admits only) | K | | | | | | | | | | |
| | 1 | | | | | | | | | | |
| | 2 | | | | | | | | | | |
| | 3 | | | | | | | | | | |
| | 4 | | | | | | | | | | |
| | 5 | | | | | | | | | | |
| | 6 | | | | | | | | | | |

Table 6

32K045

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-5th Number of Students to be Served: 63 LEP 716 Non-LEP

Number of Teachers 1 Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

School Description:

The Horace E. Greene Elementary school has 66 English Language Learners. One fully certified English as a Second Language teacher. We will enhance the instructional curriculum for ELLs to ensure that students meet and exceed the city and state learning standards. Staff members and parents participate in high quality professional development to enhance their teaching and learning, to improve children’s knowledge, performance and achievement in school. Our parent workshops will enable parents to reinforce instruction at home. Our school’s vision includes the creation of the learning community in which all members, students, staff and parents learn together during meaningful and educational experiences.

Instructional Program

P.S.45K’s Title III program provides English Language Learners with supplemental instruction through an extended day program. This instructional program will service nineteen (19) Long Term ELLs in grades 3-5. **Are these the only students for the after school program? Then there can only be one teacher. This is not what you say below and your budget is not aligned to the narrative.** The purpose of the program is to move eighty percent (80%) of our Long Term ELLs one level towards proficiency. Eighty percent or (8 out of the 11) Advanced students will achieve proficiency by the 2010 NYSELAT and Eighty percent or (6 out of 8) Beginners and Intermediate students will move one level towards proficiency by 2010 NYSELAT.

| Proficiency Level | Grade 3 | Grade 4 | Grade 5 |
|--------------------------|----------------|----------------|----------------|
| Beginner | 1 | 1 | 0 |
| Intermediate | 1 | 2 | 3 |

| | | | |
|-----------------|----------|----------|----------|
| Advanced | 5 | 5 | 1 |
|-----------------|----------|----------|----------|

Long Term ELL's

The Extended Day program specifically addresses ESL instructional literacy strategies to improve reading and math performance. Extended Day is scheduled for two days per week (Tuesday and Wednesday) from 2:30 p.m. to 3:45 p.m. for 25 sessions. The Extended Day program will service approximately 10-15 students per group. There will be three groups. Our certified ESL and three ELL teachers will service the students for 75 minutes per session. Students will be grouped based on their proficiency levels. This is at no cost to Title III. In addition the Title III will fund the Thursday Afterschool ELL program. The program will run from January to June from 2:30 p.m. to 4:00 p.m. for twenty sessions. There will be three groups of 10-15 students for grades 1-5 with three certified common branch teachers and a certified ESL teacher pushing in to support the ELL students for thirty minutes per group. Differentiated instruction will be provided to meet individual specific needs and ultimately prepare students to meet the standards of the English Language Arts and Math assessments for New York State. Copies of supplementary instructional materials will provide enhanced ELA and Math instruction.

Students will use HEADSPROUT Early Reading during the after school program, a research-based balanced phonics-based online reading instructional program. This program has built in assessment and performance reports that are generated and provided to teachers, parents and academic intervention service providers to track progress. Based on students' progress, HEADSPROUT adapts instruction to meet every child's needs. The program provides students with experience involving more than 90 phonetic elements and more than 100 sight words. Within the 80 sessions of the program, students move from single word comprehension to building meaning and inferential text comprehension. Students' mastery of the skills and strategies offered in this program is necessary to further success on standardized assessments. This program and headphones will be purchased with Title III funds to support the program

In addition, this school year the self-contained ELL classes will be involved with focused supplementary direct instruction in the academic areas of Reading and Writing with the LEAP Consultant Program purchased with Title III funds. The consultant for LEAP will service the Title III students four days a week for three hours a day. To support the various supplemental programs, we have purchased general instructional supplies such as chart paper, markers, post-its, crayons, pencils and certificates.

Professional Development

The ESL specialist will have ongoing training in the BETAC – Bilingual ESL Technical Assistance Center throughout the school year. During common prep periods and/or Chancellor's Professional Development days, the ESL specialist will turnkey learning from the BETAC training with teachers servicing ELL students, which includes teachers of cluster programs. The Community Learning Support Organization provides monthly ELL workshops for teachers.

Topics are as follows:

- Understanding Second Language Acquisition and Instructional Strategies for Enriching Literacy
- Strategies for Enriching Language Instruction
- Instructional Strategies for ELLS

The Department of Education also offers professional development opportunities. Topics are as follows:

- Language Development
- Strategies to assist ELLs on the English Language Assessment

At P.S. 45K, the majority of the staff is highly qualified and certified teachers. In order to best service our students, the Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State performance and learning standards and achieve higher scores on all city and state assessments. Teachers will be paid Trainee rate for participating in the professional development workshops and the teacher trainer will be paid per session rate. Teachers will have the opportunity to attend workshops provided by the city.

Teachers working in the supplementary instructional program will receive six sessions of professional development after school on Thursdays, 2:40- 3:40 p.m. and Saturdays 10:00 a.m. to 11:00 a.m. Topics to address during these professional development sessions:

1. One one-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on state assessments.
2. One one-hour professional development session will be devoted to the instructional strategies needed to increase achievement of ELLs on NYS ELA and the NYSESLAT.
3. One one-hour professional development session on language development.
4. One one-hour professional development session on differentiated instructional strategies needed to prepare ELL students to meet the state standards and gain clear understanding of the NYSESLAT.
5. Two one-hour professional development sessions devoted to Scaffolding across the Disciplines: Types of Scaffolding.

Parental Involvement

P.S. 45K's Title III program will provide parents and guardians of ELLs with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education and learning of their children at home. In order to best meet parents' needs, we will have all workshops orally translated. We will also translate all notices to inform parents of workshops and the written material to aid in facilitating parent workshops. We will accommodate parents' diverse schedules by planning a series of two-hour workshops on a variety of topics (times to be announced).

Three workshops will address the following:

- Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments.
- Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment.

- Parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards. ESL teacher, Parent Coordinator, Math and Literacy coaches, and/or administrators will facilitate parent workshops.

This component is at no cost to Title III.

32K045

Form TIII – A (1)(b)

School: HORACE E. GREENE - P.S. 45K

BEDS Code: 333200010045

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

| Allocation Amount: \$15,000.00 | | |
|--|------------------------|--|
| 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) <ul style="list-style-type: none"> - Per session - Per diem | \$6,831.42 | <u>After School Program</u> 4 teachers x 1.5 hours x 20 session x \$49.89 = \$5,986.80 Professional Development 4 teachers x 6 hours x \$22.72 = \$545.28 1 teacher trainer x 6 hours x \$49.89 = \$299.34 |
| Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | \$5,000 | Learning through an Expanded Arts program (LEAP) Consultant Program Four days a week Three hours a day 19 sessions for the year |
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$1,168.58 | <i>Consumables for students, writing supplies, Headphones</i> – to support the HEADSPROUT computer-based literacy program <i>Books on Tape</i> – to support language development and comprehension |
| Educational Software (Object Code 199) | \$2,000 | HEADSPROUT language development software school program for the Title III ELL students |
| Total | \$15,000.00 | |

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.

Based on the Home Language Identification Survey and the Parent-Teachers Association Survey, we have identified the primary languages parents are communicating at home with their children.

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.

After compiling the data, we discovered that there was a need for written translation of English documents to Spanish. Also, there will be a need for an oral translator at the various parent meetings and workshops. Also an oral translator is available for parent meetings with teachers, guidance counselor, and school nurse regarding information about their child's education.

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.
Written translation services will be provided by in-house school staff.
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.

Oral translation services will be provided by in-house school staff.

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>.
- *Upon registration, all parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language.*
 - *At the entrance of the main office entrance a sign in each of the covered language indicating the availability of interpretation services.*
 - *In the event of an emergency, the school safety plan includes procedures to ensure parents have access to communicate with school staff.*

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: | \$841,914 | \$102,285 | \$944,199 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$8,419 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$1,022 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$42,095 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | \$1,058 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | \$84,191 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | \$10,229 | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **89.4%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2009-2010. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey.**

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.

TITLE I **PARENTAL INVOLVEMENT POLICY**

P.S. 45K supports ongoing parental involvement by encouraging meaningful participation in the school community through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher Conferences, Academic Fairs, and all other meetings supporting the social and academic growth of child(ren).

The administration has arranged for the Principal and/or Assistant Principals to be available on any morning by appointment as early as 10 a.m. and as late as 5 p.m. in the evening (Principal Only). All Parent Teacher Conferences have an evening session for parents who are working during the school day. It is the policy of the school that any parent can request an appointment through the Parent Coordinator and receive an appointment in a timely fashion with any member of the school community.

A number of events and meetings will take place throughout the school year that allows parents to be involved directly in school activities through;

1. School Leadership Team SLT – meets every second Saturday of the month
2. Parent Association – meets every second Saturday of the month
3. Title 1 parent representation
4. Academic Learning Fairs – Literacy (March ’10), Math (April ’10) and Science (May ’10)

The P.S. 45K Parental Involvement Policy is designed to:

- Provide parents with an overview of the school's curriculum and objectives that will help them understand specific programs in which their children are participants
- Provide parenting skills training which will help parents learn additional ways of assisting their children at home with a variety of reading and math strategies
- Provide the opportunities for parents to obtain literacy skills and/or ESL training if English is not their native language
- To encourage a mutual environment of respect and dignity for each member of the Horace E. Greene community
- To increase parent involvement and develop current and future parent leadership
- Enhance and provide an opportunity for the articulation between parents and all staff to be ongoing
- Ensure that information about Title I and other programs, policies and initiatives are shared
- Provide information regarding Title I programs and their implementation during monthly meetings and allow for meaningful discussion and consultation regarding the expenditures of the Title I Funding, particularly the minimum 1% to be earmarked for parent involvement activities and workshops.
- Train parents in the use of technology and the Internet to enable them to access their children's homework; communicate with teachers; and review information posted regarding their child's academic growth (ARIS Link)

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.

TITLE I SCHOOL-PARENT COMPACT

Role of the Title I Educators:

The Title I teacher understands the importance of a good school environment where every student will learn. The teacher's role is important in providing a quality educational experience for all students. The following responsibilities are to be carried out by all teachers of the school community:

1. To insure the partnership between school and home, keep an open line of communication with parents/guardians and other teachers on the academic progress of all students.
2. To teach the state and city core curriculum to all students.
3. To individualize instruction to meet the needs of each child.
4. To keep parents/guardians informed of all parent meetings and workshops.

In order to improve parent/guardian participation, we will distribute the parent-friendly version of the Department of Education's document "What Your Child Should Know" at the September's "Get Acquainted with Your Child's Teacher" evening. Parents will be informed on information regarding the testing process, formal and informal assessments that will be administered throughout the school year. Parents will also receive an overview of the curriculum and expectations. Follow-up meetings will be held throughout the school year to provide parents with pertinent information related to their child(ren)'s educational growth.

To increase parent involvement and participation in the home-school collaboration, we propose the following:

- Parent Coordinator will provide monthly meetings and workshops to be held during the school day and on Saturdays in conjunction with curriculum specialists
- Development of support groups for parents whose child(ren) are in danger of retention
- Ongoing articulation of support of nearby shelters
- Computerized training program to enable parents to retrieve their child(ren)'s academic assessment scores at home (ARIS Parent Link, ACUITY, etc.)
- To encourage parents to join the Learning Leaders program

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. Addressed on pages 12-16
2. Schoolwide reform strategies that: Addressed on pages 13-17, Addressed in Action Plans 1-5 on pages 18-26
 - 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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff. In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2009-2010. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Addressed on pages 6, 13 and 16
5. Strategies to attract high-quality highly qualified teachers to high-need schools. In order to attract high-quality teachers to P.S. 45K, we seek input from colleagues, highly qualified staff members, and/or attend hiring fairs for teachers.
6. Strategies to increase parental involvement through means such as family literacy services. Addressed on pages 13, 15 and 16
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.

Addressed on pages 6

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. Addressed on page 13
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.
Addressed on pages 12-16, Addressed in Action Plans 1-4 on pages 18-23, 26
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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: School in Good Standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. *The Administrative, Inquiry, Instructional and School Leadership teams assessed Key Finding 1A to find if it was not relevant to our school's educational program. The committees met at their regular intervals from January to June (Admin. Team: once a week; Inquiry Team: once a week; Instructional Team: twice a month; SLT: once a month). The Staff Developer of Literacy and Academic Intervention Liaison were members of all committees excluding the Administrative. The Data Specialist was a member of all committees excluding the SLT. The English as a Second Language teacher was also present. During the meetings, administrators shared informal and formal observation, walkthroughs, and environmental surveys from all classes including self-contained ELL classes. The focus was on the Balanced Literacy instruction and state standards based instruction. We followed the Teacher's College format and the Balanced Literacy format of the Pearson's Anthology program. In addition, the Staff Developer, ESL teacher and AIS teacher shared agendas and materials from workshops provided to new and experienced teachers as well as turnkey information from workshops attended focused on small group instruction, use of technology, and differentiated instruction*

CURRICULUM MAPS/TAUGHT CURRICULUM: Are aligned with state standards to support teaching and learning. Teachers were provided with New York Teacher's Reference and Critical Thinking Guides to assist with the instruction of all curriculum areas of the appropriate grade. The Guide also provides specific support for ELL instruction. The administration ensures that the taught curriculum is aligned with the ELA state standards. Teachers provide instruction in the area of writing in all curriculum areas and there is a stress on speaking and listening. Accountable Talk takes place throughout the school day across all curriculums. Both written and spoken presentations are evident in all grades. Students share their presentations with peers and across grades. During parent fairs, students share learning as well as display projects resulting from curriculum instruction.

ELA MATERIALS:

- ❖ **Classroom libraries – more than 300 books per class (30% of literature leveled)**
- ❖ **ELL Classes – books on tape, Leapfrog, big books program, NYSESLAT and Beyond program**
- ❖ **Technology Programs – HEADSPROUT, ComFit, Accelerated Reading, access to Smartboards and computers**

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? **The evidence that supports this finding is as follows:**

- ***There was an increase in the percentage of students scoring at levels 3 and 4 of all grades on the Winter '09 ELA Assessment***
 - ***16% grade 3 (62%)***
 - ***11% grade 4 (80%)***
 - ***8% grade 5 (79%)***
 - ***ELL Students showed significant gains***

With the assistance of the following:

- ***Of the past three years there has been consistent growth in the area of literacy***
- ***Teachers were involved in professional development supporting literacy instruction throughout the school year.***
- ***Support in use of technology and small group instruction in the area literacy instruction was provided throughout the year from the following support groups: Teacher's College, Rigby, Pearson, CLSO, Department of Education Teaching and Learning, STEM Grant Program, UFT Teacher Center, ComFit Consultant, Accelerated Reading Consultant and Staff Developer***
- ***The ESL teacher and ELL classroom teachers attended the QTEL workshops and turnkey information to the entire staff during faculty, grade conferences and Chancellor's Days***

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. *The Administrative, Inquiry, Instructional and School Leadership teams assessed Key Finding 1B to find if it was not relevant to our school's educational program. The committees met at their regular intervals from January to June (Admin. Team: once a week; Inquiry Team: once a week; Instructional Team: twice a month; SLT: once a month). The Math Coach was a member of all committees excluding the Administrative. The Data Specialist was a member of all committees excluding the SLT. During the meetings, administrators shared both their informal and formal observation data on mathematic instruction. In addition,*

the Math Coach shared agendas and materials from workshops provided to new and experienced teachers focused on small group instruction, use of technology, and use of hands-on materials. We discussed computer-based programs purchased to support learning.

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

Applicable Not Applicable

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

- *There was an increase in the percentage of students scoring at levels 3 and 4 of all grades on the Winter '09 State Math Assessment*
 - *4% grade 3 (87%)*
 - *2% grade 4 (92%)*
 - *10% grade 5 (95%)*
 - *ELL students showed significant gains*

With the assistance of the following:

- *Of the past three years there has been consistent growth in the area of mathematics*
- *Teachers were involved in professional development supporting mathematics instruction throughout the school year.*
- *Support in use of technology and small group instruction in the area mathematics instruction was provided throughout the year from the following support groups: CLSO, Department of Education Teaching and Learning, STEM Grant Program, UFT Teacher Center, ComFit Consultant, Accelerated Math Consultant, Math Coach and AIS teacher*

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.

KEY FINDING 2: INSTRUCTION

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

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. *The Administrative, Inquiry, Instructional and School Leadership teams assessed Key Finding 2A to find if it was not relevant to our school's educational program. The committees met at their regular intervals from February to June (Admin. Team: once a week; Inquiry Team: once a week; Instructional Team: twice a month; SLT: once a month). The Staff Developer of Literacy and Academic Intervention Liaison were members of all committees excluding the Administrative. The Data Specialist was a member of all committees excluding the SLT. During the meetings, administrators shared both their informal and formal observation data on Balanced Literacy instruction. We followed the Teacher's College format and the Balanced Literacy format of the Pearson's Anthology program. In addition, the Staff Developer and AIS teacher shared agendas and materials from workshops provided to new and experienced teachers focused on small group instruction, use of technology, and use of hands-on materials. We discussed computer-based programs purchased to support learning i.e. HEADSPROUT, ComFit and Accelerated Reading.*

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

Applicable Not Applicable

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

- ***There was an increase in the percentage of students scoring at levels 3 and 4 of all grades on the Winter '09 ELA Assessment***
 - ***16% grade 3 (62%)***
 - ***11% grade 4 (80%)***
 - ***8% grade 5 (79%)***
 - ***ELL Students showed significant gains***

With the assistance of the following:

- ***Of the past three years there has been consistent growth in the area of literacy***
- ***Teachers were involved in professional development supporting literacy instruction throughout the school year.***
- ***Support in use of technology and small group instruction in the area literacy instruction was provided throughout the year from the following support groups: Teacher's College, Rigby, Pearson, CLSO, Department of Education Teaching and Learning, STEM Grant Program, UFT Teacher Center, ComFit Consultant, Accelerated Reading Consultant and Staff Developer***
- ***The ESL teacher and ELL classroom teachers attended the QTEL workshops and turnkey information to the entire staff during faculty, grade conferences and Chancellor's Days***

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.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent

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

of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **The Administrative, Inquiry, Instructional and School Leadership teams assessed Key Finding 2B to find if it was not relevant to our school's educational program. The committees met at their regular intervals from February to June (Admin. Team: once a week; Inquiry Team: once a week; Instructional Team: twice a month; SLT: once a month). The Math Coach was a member of all committees excluding the Administrative. The Data Specialist was a member of all committees excluding the SLT. During the meetings, administrators shared both their informal and formal observation data on mathematic instruction. In addition, the Math Coach shared agendas and materials from workshops provided to new and experienced teachers focused on small group instruction, use of technology, and use of hands-on materials. We discussed computer-based programs purchased to support learning.**

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? **The evidence that supports this finding is as follows:**

- **There was an increase in the percentage of students scoring at levels 3 and 4 of all grades on the Winter '09 State Math Assessment**
 - 4% grade 3 (87%)
 - 2% grade 4 (92%)
 - 10% grade 5 (95%)

With the assistance of the following:

- **Of the past three years there has been consistent growth in the area of mathematics**
- **Teachers were involved in professional development supporting math instruction throughout the school year.**
- **Support in use of technology and small group instruction in the area mathematics instruction was provided throughout the year from the following support groups: CLSO, Department of Education Teaching and Learning, STEM Grant Program, UFT Teacher Center, Accelerated Math Consultant and Math Coach**

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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. *The administration and school leadership teams assessed Key Finding 3 to find if it was relevant to our school's educational program. The committee met at their regular intervals from April to June (Admin. Team: once a week; SLT: once a month). During the meetings, teacher turnover was analyzed as well as the rate of new and transfer teachers of the past three years. Data was gathered from the Payroll Secretary and later shared with the school community. It was determined that the Teacher Experience and Stability Audit findings were not relevant to our school's educational program.*

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? *The evidence that supports this finding is as follows:*

- *The average teacher salary was \$73,254 for the 2008-2009 school year, which was one of the highest in the district.*
- *In the past three years there were no teacher transfers. Two teachers were terminated due to incompleteness of certification requirements. One teacher was excessed due to register lost*
- *Teachers were hired to fill vacancies due to the following: register growth, retirements, and added classes (CTT).*
- *The percentage of teachers with two or more years at the school was 85% in 2008-2009 and 79% in 2007-2008.*

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. *The Administrative, Inquiry, Instructional and School Leadership teams assessed Key Finding 4 to find if it was not relevant to our school's educational program. The committees met at their regular intervals from January to June (Admin. Team: once a week; Inquiry Team: once a week; Instructional Team: twice a month; SLT: once a month). The Staff Developer of Literacy and Academic Intervention Liaison were members of all committees excluding the Administrative. The Data Specialist was a member of all committees excluding the SLT. The English as a Second Language teacher was also present. During the meetings, administrators shared informal and formal observation, walkthroughs, and environmental surveys from all classes including self-contained ELL classes. The focus was on the Balanced Literacy instruction and state standards based instruction. We followed the Teacher's College format and the Balanced Literacy format of the Pearson's Anthology program. In addition, the Staff Developer, ESL teacher and AIS teacher shared agendas and materials from workshops provided to new and experienced teachers as well as turnkey information from workshops attended focused on small group instruction, use of technology, and differentiated instruction*

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? *ELL classroom teachers and the ESL teacher received and turnkey information regarding ELL instruction. All entitled ELL students received appropriate curriculum instruction and assessment data was analyzed to further promote quality, individualized instruction. The ESL teacher and ELL classroom teachers attended QTEL training and received professional development. The*

information from the training was shared with classroom teachers and administration. ELL classroom teachers, have been consistent over the last three years to maintain quality instruction. Furthermore, the extended day provided for ELL instruction in small groups that enhanced learning. ELL classroom teachers were actively involved in all staff development throughout the school year

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. *All Testing data, when available, were shared at staff conferences early in the school year. When an ELL student was admitted from another country, state or district, the school secretary researched and shared the information regarding the student's proficiency level, time in the United States, if applicable, and type of program the student was enrolled in. The Data Specialist and ESL teacher received the information and provided the ELL student with proper placement. On-going observation and assessment was provided to all ELL students. Planning to provide for special needs of the Ell learner was done at staff conferences and grade conferences.*

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?. *All entitled ELL students received appropriate curriculum instruction and assessment data was analyzed to further promote quality , individualized instruction. The ESL teacher and ELL classroom teachers attended QTEL training and received professional development. The information from the training was shared with classroom teachers and administration. ELL classroom teachers, have been consistent over the last three years to maintain quality instruction. Furthermore, the extended day provided for ELL instruction in*

small groups that enhanced learning. ELL classroom teachers were actively involved in all staff development throughout the school year.

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. PS 45K is dedicated to the proper educational instruction of ELL students. By reviewing assessments, ensuring standard-based classroom instruction and appropriate staff development and planning, all teachers will be empowered to utilize the data from standardized tests and monitor students' performance and growth. ELL and ESL teachers will continue to attend District and Central workshops to improve ELL instruction and analysis of data .

There is still a minor need for assistance from the Division of Teaching and Learning as well as the Brooklyn ISC to further assist with the interpretation of data and specific planning for the instruction of Ell students.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. A school committee was formed to analyze whether the Key Finding of 6.1 was relevant to P.S. 45K. The committee members included the PTA president, principal, data specialist, IEP teacher, AIS teacher, assistant principal of special

education, guidance counselor and Intervention/Prevention teacher. The committee met on three Saturdays for two hours per session. During the sessions, we discovered that many of the IEP's goals and objectives of Learning Disabled students were not aligned to what they would be assessed on when scheduled to take the state exams, we also discovered that there was a greater need for additional professional development in this area. Upon completion of research, information was shared first with all classroom teachers of students with IEP's, then with the entire school community. We found the finding to be relevant to our school

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? The evidence that supports this finding is as follows:

- Based on teacher surveys, the need for training in IEP development and planning was high
- Additional professional development in differentiated instruction was a need based on formal and informal observations.
- The consistency of teachers in special education self-contained classes.
- General education teachers are in need of further understanding and support in developing IEP goals and objectives for their students with IEP's.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. Although our school will not require additional support from central, our Network Leader and Network Support Specialist for Students with Special Needs will provide support where necessary. The IEP teacher and Assistant Principal of Students with Special Needs will analyze IEP's closely with all classroom teachers. Training in writing IEP goals and objectives will be ongoing throughout the school year. The school will focus on aligning the student's goals and objectives with state assessments. The assistant principal supervising special education (who was a former Special Education Supervisor) will provide in-house training for staff during faculty conferences, grade conferences, and Chancellor Days.

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. *A school committee was formed to analyze whether the Key Finding of 7.1 was relevant to P.S. 45K. The committee members included the PTA president, principal, data specialist, IEP teacher, assistant principal of special education, guidance counselor and Intervention/Prevention teacher. The committee met on three Saturdays for two hours per session. During the sessions, we discovered that many of the IEP's goals and objectives of Learning Disabled students were not aligned to what they would be assessed on when scheduled to take the state exams. Upon completion of research, information was shared first with teachers of students with IEP's, then with the entire school community. We found the finding to be relevant to our school.*

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? *During our research the following was discovered:*

- *Students who were identified as Learning Disabled, should have been categorized as Emotionally Disturbed.*
- *Parents were allowed to negotiate the type of setting for their child prior to signing paperwork.*
- *The promotional criteria for students with IEP's did not align with the ELA state assessment. A student in 5th grade according to his IEP needed only to meet third grade level skills. Where is the cut off line for third grade on a 5th grade assessment?*
- *Behavioral plans were not evident for most students. There were only indications of whether a student was in need of counseling.*

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. *Although our school will not require additional support from central, our Network Leader and Network Support Specialist for Students with Special Needs will provide support where necessary. The IEP teacher and Assistant*

Principal of Students with Special Needs will analyze IEP's closely with classroom teachers. Training in writing IEP goals and objectives will be ongoing throughout the school year. The school will focus on aligning the student's goals and objectives with state assessments.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
At this time, we have 32 students living in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Because many children are registered and quickly transferred due to the fact that they reside in the neighborhood temporary. The Attendance Team (Parent Coordinator, AIDP person, Family Worker) will continue to articulate with parents to stress the importance of good attendance. We also will provide incentives to students with perfect and improved attendance for the month. The Educational Director of the shelters has worked closely with the school to monitor attendance and academic progress. We expect this relationship to strengthen for the benefit of the students. The Attendance Team members will articulate weekly with the director.

Part B: FOR NON-TITLE I SCHOOLS

8. 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).
9. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
10. 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.

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