



P.S. 095 THE GRAVESEND

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 095 THE GRAVESEND
ADDRESS: 345 VAN SICKLEN STREET, BROOKLYN, NY,
11223
TELEPHONE: 718-449-5050
FAX: 718-449-3047

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error!	Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) ... Error!	Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)	Error! Bookmark not defined.
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS	Error! Bookmark not defined.
Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error! Bookmark not defined.

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K095 **SCHOOL NAME:** P.S. 095 The Gravesend

SCHOOL ADDRESS: 345 VAN SICKLEN STREET, BROOKLYN, NY, 11223

SCHOOL TELEPHONE: 718-449-5050 **FAX:** 718-449-3047

SCHOOL CONTACT PERSON: Carolyn Telesmanich **EMAIL ADDRESS** CTelesm2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosa Maletta

PRINCIPAL: Carolyn Telesmanich

UFT CHAPTER LEADER: Georgia Nikoloudakis

PARENTS' ASSOCIATION PRESIDENT: Christine Schneider

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Opromalla, Neal

SUPERINTENDENT: Ann Marie Lettieri-Baker

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Carolyn Telesmanich	Principal	
Georgia Nikoloudakis	UFT Chapter Leader	
AGnese Distria	UFT Member	
Josephine Cohen	UFT Member	
Christine Schneider	PA/PTA President or Designated Co-President	
Julius Bowens	Parent	
Kim Khalaily	Parent	
Anna Marie Paunetto	Parent	
Rosa Maletta	UFT Member	
Antonia Gambino	UFT Member	
Linda Dalton	Parent	

Signatures of the members 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.

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

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.

PS/IS 95 IS located in Gravesend, a historical neighborhood in Brooklyn. It is a Pre-K- 8th grade school with a diverse population of 1012 students, and is unique in many ways. We are proud of the mutual cultural respect evident in our school community. From the years of 2005-2008, the school received a federal Magnet grant which allowed for Howard Gardner's theme of Multiple Intelligences to be infused throughout our school community. This helped to develop our understanding of differentiated instruction. This grant also made it possible to enrich our school with technology and arts related materials.

Administrators and several staff members had the opportunity to attend Confratute at the University of Connecticut during the summer of 2007. The group brought back knowledge on implementation of enrichment clusters(part of SEM), organized it for the school, and have had two successful years of it. We have been able to offer over 40 diverse clusters for our first to eighth graders to choose from and be part of an 8 week cycle. These clusters have been primarily based on arts, sports and technology. The culminating SEM Fair, combined with our Art fair, provides an opportunity for our school community to appreciate each others final projects/presentations. In addition we have also implemented another portion of the Renzulli's SEM, called Renzulli Learning, with our Gifted and Talented classes. This is an online differentiation engine designed to individualize activities/websites on each child's survey results. Another new initiative we are implementing schoolwide this year is the Socratic Seminar. This is an activity in which children dialogue with their classmates around open-ended questions. The focus of the seminar is to encourage critical thinking skills in our students. The process is both educational and social in nature. Inquiry groups are being created within our individual grades to translate patterns and data into instruction.

PS95 continues to provide our 7th and 8th grade students with a choice for the Arts component of their program. Each of these students were able to choose among Music, Dance(in our professional dance studio), Art and Computers(in our fully equipped computer lab). Students attend their choice class four times a week. Our Student GO is growing and our students are becoming more involved in community outreach through fund raisers and decision making.

PS/IS 95 prides itself in working with a variety of Art and cultural organizations. This year we will be working with Shubert Foundation, Setting the Stage for Student Success, and Ballet Tech. The Champs after school program provides recreational sports activities, including soccer and flag football, to our middle school population. A Thursday morning parent class and Saturday ELL program support our ELL learners. We host an annual Curriculum Night, Family Literacy and Math Night, Author celebrations and we are also planning a Technology Night. Our active PTA has monthly meetings and runs various fundraisers to provide our students with great activities and supplies, including an annual spring carnival. The principal has also implemented a bi-monthly principal-parent forum, providing our parents a scheduled time to voice their concerns.

PS 95 is expanding the PBIS program, which encourages positive behavior in our school community. Our mission statement was developed in tandem with the staff based on our school mantra of Respect, Responsibility and Safety:

Our goal is to acknowledge that every child is capable of great success. We believe in maintaining high expectations for all students by providing a safe, respectful environment that will nurture and

guide them towards becoming self motivated learners. Through this balance, each child will be encouraged to achieve excellence in the academic, physical, emotional and social realms.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 095 The Gravesend				
District:	21	DBN #:	21K095	School BEDS Code #:	21K095

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			

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	53	53	53		93.9	93.9	94.5
Kindergarten	119	117	132				
Grade 1	101	116	141	Student Stability: - % of Enrollment			
Grade 2	118	98	119	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	110	128	118		93.3	93.7	92.96
Grade 4	113	111	149				
Grade 5	123	114	111	Poverty Rate: - % of Enrollment:			
Grade 6	58	67	60	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	47	56	63			93.3	93.7
Grade 8	59	45	55				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	5	17
Grade 12	0	0	0				
Ungraded	2	15	5	Recent Immigrants: - Total Number			
Total	903	920	1006	(As of October 31)	2006-07	2007-08	2008-09
					4.0	7.0	3

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	23	32	49				
# in Collaborative Team Teaching (CTT) Classes	17	21	29	Principal Suspensions	43	25	TBD
Number all others	42	45	50	Superintendent Suspensions	1	6	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	149	190	194	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	9	0	10	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	69	74
				Number of Administrators and Other Professionals	8	18	19
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	6	11
	1	1	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.4	Percent more than two years teaching in this school	86.2	73.9	70.3
Black or African American	8.6	8.4	9.2	Percent more than five years teaching anywhere	74.1	66.7	67.6
Hispanic or Latino	31.9	33.0	34.8				
Asian or Native Hawaiian/Other Pacific Isl.	28.2	27.8	27.4	Percent Masters Degree or higher	88.0	83.0	88.0
White	31.0	30.5	28.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.1	94.5	96.4
Multi-racial							
Male	49.6	49.8	50.3				
Female	50.4	50.2	49.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. 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		√ ^{SH}	√	-			
Limited English Proficient		X	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

subject	7	8	6	0	0	0
----------------	---	---	---	---	---	---

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	▶
Overall Score	58.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	5.7	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 30% of the Overall Score)	13.3	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 55% of the Overall Score)	36.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	▶
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS/IS 95 continues to experience register growth and is now at 105% capacity. This recent population explosion has been contributed to by the assignment of two additional special education classes. Additionally, there has been an influx of ESL children many of whom are arriving with no previous schooling. However in spite of these challenges we have been able to increase the number of children meeting or exceeding standards from 61.9% in ELA in 2008 to 68.9% in 2009. In Math we have also shown growth from 78.9% of students meeting or exceeding standards in 2008 to 82.9% in 2009. We have also shown growth in the number of students making at least one year of progress in ELA and Math. ELA results show a growth of 61.9% to 78.9% and in math from 78.9% to 82.9%. This change has been made possible by moving children in levels 1 and 2 to greater proficiency levels. We attribute the improved data to the collaborative work of our instructional team, inquiry team and grade teams as well as our emphasis on professional development. Therefore:

- All members of the PS 95 Staff are held accountable for student progress and use both an assessment binder and data binder to track student progress and to inform instruction.
- Data is used regularly to assess student progress and new measures are adopted based on a careful analysis of teaching and learning.
- Professional development is an integral part of the environment, and occurs weekly for all staff especially new teachers
- Literacy coach and consultants from Literacy Support Systems model and demonstrate best practices regularly for new and experienced teachers
- Careful attention is paid to the needs of Special Education students and English Language learners. There is administrative support to help identify their needs early on in the school year and differentiation of instruction is provided in all classrooms.
- Clear expectations for student performance are based on the standards and organized into curriculum maps.
- A strong Arts Program in Music, Dance and Theater infuses the regular education program.

We continue to lose half of our students in the fifth grade to schools within the district and outside who have gifted or specialized programs. The sixth grade class and the eighth grade class continue to struggle in making annual yearly progress. We provide AIS services in ELA and Math but as the work increases in difficulty some children need even more help than we can give. Progress reports keep the parents informed in between marking periods.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
Students performing at Levels 1 and 2 will improve their reading and writing skills, including students in all subgroups and Students with Disabilities and English Language learners will meet or exceed state standards as measured by Grade 3-8 formal assessments in English Language Arts. There will be at least a 3% improvement by June, 2010.	ELA GOAL
PS 95 students, including students in all sub groups and Students with Disabilities and English Language Learners , will improve by 3% in meeting or exceeding state standards on grade 3-8 formal assessments in Mathematics by June, 2010.	MATHEMATICS GOAL
English Language learners upon entering PS95 will pass the NYSESLAT exam in less than three years under the guidance of highly qualified teachers who scaffold learning through best practices. The number of students remaining in ELL classes after the fourth grade will be reduced by at least 3%.	ELL GOAL
Students performing at or above NYS standards will maintain or increase their annual yearly progress, as determined by results of NYS 2009-2010 standardized state exams.	maintaining high standards - GandT classes

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) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students performing at Levels 1 and 2 will improve their reading and writing skills, including students in all subgroups and Students with Disabilities and English Language learners will meet or exceed state standards as measured by Grade 3-8 formal assessments in English Language Arts. There will be at least a 3% improvement by June, 2010.</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>ENGLISH LANGUAGE ARTS</p> <p>Throughout the 2009-10 school year, all classes scheduled for daily English Language Arts Block (Grade K/90-minutes, Grades 1-5/ 120-minutes, Grades 6-8/90-minutes) to include readers’ and writers’ workshop, to meet all ELA Performance Standards. Use of Making Meaning Read Aloud Program in grades K-5. Fountas and Pinnell phonics program in Kindergarten and Grade1 .Use of Primary WRAP, Upper Grade WRAP, and DRA2 four times a year, to identify and diagnose individual areas of need, to guide differentiation of instruction. Use of Wright Group, National Geographic, Rigby Leveled Readers and other appropriate genre materials to develop reading skills, and continually reinforce objectives through spiraling. Student reading/writing portfolios in all classes, which will follow the student through all grades. Implementation of Ralph Fletcher’s Craft Lessons during the writing workshop. Genre standards-based rubrics will be used to measure student performance. Use of a variety of materials for test sophistication, including Rally and Words Their Way in grades 2-8 during the 37.5 minute extended daytime. A Saturday Academy for the ELL’s will focus on ELA. All students will independently read 25-30 books, and maintain a reading log. Implementation of Imagine Learning, a computer based program used with beginner level ELLs. Implementation of push-in AIS model to support at-risk learners in the classroom setting, including our ELLs and Students with Disabilities, in addition to their mandated services. Ongoing professional development provided by Administrators, Coaches, Literacy Consultant Team, Gifted and</p>

	Talented, AIS and ELL Specialists, Data Specialist and Inquiry Team members, for teachers to gather, analyze, and use data to support differentiation of instruction, tiered lesson planning, curriculum mapping, implementation of best practices through professional readings, use of the Socratic method to develop higher-order thinking skills, increased content knowledge, and use of the Learning Intervention Manual to set goals, objectives and intervention strategies. Implementation of in-house training for paraprofessionals to support differentiated instruction in the classrooms.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Literacy Coach, Literacy Consultant Team , Gifted and Talented Specialist
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Ongoing use of individual and guided reading and writing conference notes. Students will demonstrate growth by applying newly mastered skills and strategies during reading and writing workshops. Students will demonstrate growth by increasing their progressive scores on Acuity ITAs and Predictives by 3%, and demonstrating upward movement through the Fountas and Pinnell reading levels toward meeting the grade-specific Fountas and Pinnell level as measured by the Primary WRAP, Upper Grade WRAP, DRA2as recorded on the Monitoring for Results spreadsheet four times during the year. Individual goals will be set, reviewed and adjusted by students as necessary, a minimum of three times per year, based on the above assessments. Individual student reading and writing portfolios will also evidence student progress throughout the year, as measured by product assessment. A 3% increase in the number of students meeting the state designated performance levels on the State ELA Exams as measured by the number of students reaching Levels 3 and 4 by June 2010.

Subject Area
(where relevant) :

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	PS 95 students, including students in all sub groups and Students with Disabilities and English Language Learners , will improve by 3% in meeting or exceeding state standards on grade 3-8 formal assessments in Mathematics by June, 2010.
---	--

<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>Throughout the 2009-10 school year, all classes scheduled for daily Mathematics Block (Grade K/60-minutes, Grades 1-5/ 75-90-minutes, Grades 6-8/90-minutes) continuation of Everyday Math program, supplemented by the EDM Skills Link in grades K-5, continuation of Impact Math in grades 6, 7, and 8. Continuation of Progress Checks (EDM) and unit/chapter assessments (Impact) which will be administered at the completion of each unit or chapter to measure progress and identify individual areas of need. Teachers will adjust instruction to target areas of specific need as identified by the daily Recognizing Student Achievement Assessment and classroom/student observations. Individual results will be charted to determine areas in need of reinforcement through re-teaching, intervention, remediation and spiraling. Increased use of grade appropriate manipulatives and inquiry based learning activities to develop critical thinking (Higher Order Thinking Skills) and reasoning skills. Increased completion of EDM projects and enrichment activities. Student math portfolios in all classes, which will follow the student through all grades. Use of a variety of materials for test sophistication, including Kaplan Math Advantage and Glencoe's New York Review Series for grades 6-8 in the classroom, and Rally in grades 3-8 during the 37.5 minute extended day time. A</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Academic Intervention Specialists, Literacy Coach, Gifted and Talented Specialist</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing use of Recognizing Student Achievement Notes (daily in grades K-5), End of Unit Progress Checks including Open Response Question (EDM K-5), or Post-Chapter Tests (Impact 6-8), Mid-year and Final Assessments. Students will demonstrate growth by increasing their progressive scores on the above assessments, Acuity ITAs and Predictives by 3%, and demonstrating improved critical thinking and reasoning skills on Open Response Performance Tasks and/or Exemplars performance assessment tasks as measured against the problem-based rubrics. Individual goals will be set, reviewed and adjusted by students as necessary, a minimum of three times per year, based on the above assessments.</p> <p>Individual student math portfolios will also evidence student progress throughout the year, as measured by product assessments and open response problem solutions. A 3% increase in the number of students meeting the state designated performance levels on the State Math Exams as measured by the number of students reaching Levels 3 and 4 by June 2009. s</p>

**Subject Area
(where relevant) :**

ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>English Language learners upon entering PS95 will pass the NYSESLAT exam in less than three years under the guidance of highly qualified teachers who scaffold learning through best practices. The number of students remaining in ELL classes after the fourth grade will be reduced by at least 3%.</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>Three ELL teachers will continue to receive professional development to increase their skills and strategies and then turnkey to the staff.</p> <p>Imagination Learning, a self-monitoring program will support ELL's in the extended day in our computer lab.</p> <p>Imagination Learning will be available in classrooms for individual participation while students remain in their regular class.</p> <p>Instruction will be supplied using the push –in model with articulation time for classroom teacher and ESL Teacher</p> <p>Weekly Parent ELL classes will teach parents to support their children in Language acquisition skills</p> <p>Inter-visitations to other schools who have been successful in supporting ELL learners and families</p> <p>School-wide International Events using Multiple Intelligences through music and Dance</p> <p>Beginner and Intermediate ESL students will receive 360 minutes of ESL instruction as mandated.</p> <p>Use of River Deep software program in classrooms to develop language in grades 2-8 Advanced ELL students will be part of a 4/5 bridge class with an ELL licensed teacher who will use sheltered skills and strategies to help students become proficient, thereby passing the NYSESLAT test</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title III allocations to support Saturday Academy</p> <p>Title I allocations for Reading teacher</p> <p>Title II A3 Full Time ESL teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Even though our ELL population continues to grow, we will see less children remaining in the program after three years</p> <p>Junior High students will have been successful in passing the NYSESLAT</p> <p>There will be more participation in accountable talk by ELL children</p> <p>Informed decision making in assessing ELL children and referring to other more suitable placements</p> <p>More respect for varied cultures and appreciation of differences</p> <p>Data from ITA's and Predictive Assessments</p> <p>Data from Imagination Learning program</p>

Subject Area
(where relevant) :

**Maintaining high standards -
G&T**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students performing at or above NYS standards will maintain or increase their annual yearly progress, as determined by results of NYS 2009-2010 standardized state exams.</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>We will implement school wide the Socratic Seminar which was piloted by our Gifted and Talented classes as a result of the work of the Inquiry Team last year. All classroom teachers will be trained in using this method to support the listening and speaking standards using higher order thinking skills.</p> <p>Texts will be chosen by grade level inquiry teams and will be aligned to the curriculum and</p>

	standards.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Gifted and talented Coach, Literacy Coach
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Grade level inquiry teams will meet bi-monthly to study ARIS, ITA data and track the progress of thier students who have achieved standard and above standard measures of success. Formative assessments from Scantron, self-created teacher tests, results of DRA2 and Monitoring for results will help track the progress of these students amd teachers will make instructional adjustments based on these assessments.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	24	24	N/A	N/A				
1	28	28	N/A	N/A				
2	29	29	N/A	N/A				
3	27	26	N/A	N/A				
4	23	12						
5	33	18						
6	15	15						
7	20	18						
8	15	16						
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students in grades K-8 are provided with Academic Intervention services in ELA by two methods; 1) During 37 1/2 minutes during the early morning intervention, 2) by push in AIS providers within the school day. They receive these services 4 days per week in small group instruction. The providers work on guided reading as well as skill driven lessons based on individual and/or group need. They are grouped and delivery of instruction is based on the data available to the school from a variety of sources. ELA intervention is also provided to ESL students in our Saturday Academy each week for three hours. The instruction delivered in small groups along with use of technology. Emphasis is on all components of the NYSESLAT exam.</p>
<p>Mathematics:</p>	<p>Students in grades K-8 are provided with Academic Intervention services in Math by two methods; 1) During 37 1/2 minutes during the early morning intervention, 2) by push in AIS providers within the school day. They receive these services 4 days per week in small group instruction. The providers work on problem solving techniques as well as skill driven lessons based on individual and/or group need. They are grouped and delivery of instruction is based on the data available to the school from a variety of sources including but not limited to ARIS, Acuity and classroom assessments.</p>
<p>Science:</p>	<p>Students in grades 6-8 are provided with small group and/or one on one AIS services in the area of science on an as needed basis. Content area teachers in these grades have AIS periods built into their daily schedules in order to provide on-going support to any students that may be struggling in their content area. The groups are flexible and based on formal and informal assessment as well as on request of the students. They also service students on an as needed basis during the 37 1/12 minute sessions</p>
<p>Social Studies:</p>	<p>Students in grades 6-8 are provided with small group and/or one on one AIS services in the area of Social Studies on an as needed basis. Content area teachers in these grades have AIS periods built into their daily schedules in order to provide on-going support to any students that may be struggling in their content area. The groups are flexible and based on formal and informal assessment as well as on request of the students. They also service students on an as needed basis during the 37 1/12 minute sessions.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor meets with children based on their IEP instructions as well as on an as needed basis. One counselor meets with the mandated students in small group as well as individual based on the regulations of their IEP. Our other School Based Support Team provides services for at-risk and crisis situations as they arise. Both the counselor and the SBST also provide</p>

	service to any child whose parent may request such a service on an informal basis.
At-risk Services Provided by the School Psychologist:	The school psychologist provides services as needed. The psychologist provides services in a 1 to 1 setting. They also provide services for the evaluation process.
At-risk Services Provided by the Social Worker:	The school social worker provides services as needed. The social worker provides services in a 1 to 1 and small group setting as needed. They also provide services for the evaluation process and for crisis intervention.
At-risk Health-related Services:	OT, PT and speech services are provided as prescribed by individual student IEP

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.

P.S./I.S. 95
The Gravesend School
345 Van Sicklen Street
Brooklyn, New York 11223
Phone 718-449-5050
Fax 718-449-3047

Carolyn Telesmanich, Principal

Cecile Jamir, Asst. Principal
Laura Pessutti, Asst. Principal
Angela Teutschman, Asst. Principal

LANGUAGE ALLOCATION POLICY NARRATIVE
2009-2010

PART I: SCHOOL ELL PROFILE:

Public School 95, located in the Gravesend section of Brooklyn, is a Pre-K to 8 school serving a population of approximately 1010 students from culturally diverse backgrounds. The surrounding community is home to many immigrants, primarily of Asian, Russian, and Hispanic backgrounds. We currently have 3 certified ESL teachers and 204 ELL's. We have ELL's of the various proficiency levels throughout our Kindergarten through eight grade classes. Our ELL population make up over 20% of our total student population. Our LAP team is comprised of various members of our school community including administration, ESL teachers, common branch teachers, coaches, parents, service providers, and members of our support network.

PART II: ELL IDENTIFICATION PROCESS:

For all students that enter our school as first time entrants into the NYC school system, we follow the following protocol:

- When parents of these students come up to register, they are given the HLIS(Home Language Identification Survey) to complete. They wait in a designated area where they are greeted by one of our ESL providers, Beverly Carlozzi, who will conduct an informal interview to come up with an initial assessment. Interpreters, consisting of various staff members who speak Asian, Albanian, Urdu and Spanish are available to assist when necessary in this interview process. The HLIS is completed, signed by the parent, and given to the Pupil Account Secretary.
- The secretary will place the original HLIS in the student's cumulative folder while a copy is given to the designated ESL provider who will be servicing the particular grade of the student.
- THE ELS providers will make a determination from that survey and the LAB-R is administered to all new incoming students who meet the criteria within 10 days of school admittance. The LAB-R is administered by the school's ESL providers.

For Spanish speaking students, the Spanish Lab is administered. This test gives an indication of what level the student is at in their native Spanish language. For the older ELL's taking the Spanish Lab, we get an idea of their literacy level in their native language.

- The LAB-R results, along with analysis of the NYSESLAT, are analyzed to determine proficiency levels. Analysis is made of the various modalities' results, and we use the RMSR report to analyze progress over 3 years. All of this information will help to plan for instruction for all of our ELL's, with the purpose of helping them reach proficiency in all literacy areas.
- Letters in the various native languages go out inviting these parents new to our school system to a very important parent orientation presentation. This meeting usually occurs by the end of October. At this meeting, the principal and ESL provider will provide information which will ensure that parents understand the three ESL program choices available to them (TBE, DL, Freestanding ESL). They will be given brochures in their native language, and will have the opportunity to watch a DVD, in their native language, explaining the three ESL choices. Interpreters of various languages are available at this meeting.
- The parents will fill out a survey selecting their program of choice. ESL teachers will ensure that all parent surveys are returned by using a checklist. When all are returned, the ESL teachers, along with administration, tally and analyze the results.
- This procedure, namely the initial interview process and the viewing of the DVD, is ongoing throughout the school year so all parents new to the school system are offered the opportunity to understand all ESL choices, and decide which would be best for their child.
- Continuing entitlement letters in appropriate native languages are given out to all students that will be continuing to receive ESL services, as per their NYSESLAT results.

** These entitlement letters are distributed by our ESL teachers to the individual students. Along with that letter is an invitation to the parent orientation meeting that will explain the different ESL choices available to the parents. At that meeting, parent selection forms will be distributed. The parents can fill out the form at that time or take it home to reflect on their decision. The parents then return the forms to the homeroom teachers, who forward it to the ESL teachers. A checklist is kept by the ESL teachers to ensure return of all forms. If any of the parents do not return this choice form, there would be follow up phone calls made from the ESL providers and/or office staff.

Upon analyzing the last few years of parent survey results, the majority of parents choose freestanding ESL. There are some parents that opt for the TBE or DL, and we supply them with information from the schools both in and out of district that offer these classes. This year, in particular, our parent survey choice results are as follows:

1ST CHOICE SELECTIONS

GRADE	CHOSE ESL	CHOSE DUAL LANGUAGE	CHOSE BILINGUAL
KINDERGARTEN	13 (SPANISH PARENTS) 4 (CHINESE PARENTS) 1 (URDU PARENT)	2 (CHINESE PARENTS)	7 (CHINESE PARENTS) 1 (BY DEFAULT-URDU)

	1 (RUSSIAN PARENT)		
1 ST GRADE	1 (RUSSIAN PARENT)		1 (CHINESE PARENT)
2 ND GRADE			1 (CHINESE PARENT)
3 RD GRADE	1 (CHINESE PARENT) 1 (SPANISH PARENT) 1 (RUSSIAN PARENT)		
4 TH GRADE	2 (CHINESE PARENTS) 1 (SPANISH PARENT)		1 (BY DEFAULT-CHINESE)
5 TH GRADE	1 (SPANISH PARENT)		1 (BY DEFAULT-CHINESE)
6 TH GRADE			1 (BY DEFAULT-CHINESE)
7 TH GRADE	1 (URDU PARENT) 1 (RUSSIAN PARENT)		

We put a great deal of emphasis on parent choice when choosing our school's ESL program. We are fortunate to have an active PTA and parent coordinator, who help with our parent outreach endeavors. We utilize our bilingual staff members to assist with interpretations, whenever necessary.

PART III: ELL DEMOGRAPHICS:

As of date of this report, we currently have 204 ESL students. The majority of them are those receiving 0-3 years of service (151). Seventeen of these students are Special Ed students. We have 34 ELL's receiving 4-5 years of service, of which 8 are Special Ed. We have 19 long term ELL's who have completed 6 years of service, 3 of them being Special Ed. While we have a very small percentage of long term ELL's, it is an area of concern for us, and continue to closely assess, monitor, and utilize new strategies to help them advance in language proficiency. Upon analyzing the NYSESLAT results of the long term ELL's, writing seems to be the deficient area. As this is also the case for most of our ELL's, all of our teachers are working with a literacy consultant from Literacy Support Systems in the area of teaching writing through the workshop model. (Specific professional development offered from this consultant can be found later in this report).

PROGRAMMING AND SCHEDULING INFORMATION

This year's Freestanding ESL program consists of both a push in and pull out model for grades Kindergarten through eighth grade. The push in helps to reduce the class size model, so small group instruction can be effective. In this model, the ESL teacher will assist her designated students in grasping the concepts being taught by the classroom teacher, with the support of ESL strategies. During pull out, grade specific content is being taught by the ESL provider with the support of ESL strategies. The ESL providers are familiar with and utilize grade specific curriculum maps. In addition, they articulate regularly with classroom teachers for other pertinent information regarding their ESL students. Also, during pull out classes, Kindergarten through 5th grade ELL students use On Our Way to English published by Rigby. This series follows the workshop model aligned with city and state standards.

We created a schedule that would allow our ESL students to receive their mandated minutes as per their proficiency levels, while providing them with support in all core areas. This is done by having the ESL provider scheduled to work with their designated students during periods when different core subjects are being taught. In this way, if they are pushing in or being pulled out at that time, they will be receiving support in the understanding of that particular lesson/skill. Since all teachers of the same grade are following the same curriculum map and/or scope and sequence for content areas, we can pull out students from the same grade and ensure that they will not be missing what is going on in the classroom. In addition, this set-up provides opportunities for the ELL's to receive support in the more challenging content, that would normally be difficult for them to grasp.

This year, we created a 4th & 5th grade bridge ESL class, made up of students in the Advanced Proficiency level as per the Spring 2009 NYSESLAT. This self contained class is run by an ESL licensed pedagogue who focuses on standards driven instruction delivered through ESL methodologies all day long.

Following are students' schedules for the Beginning and Intermediate proficiency levels. They will show how we provide the mandated instructional minutes as per CR Part 154 by push in and pull out models.

**SAMPLE STUDENT SCHEDULE FOR 3RD GRADER AT BEGINNING LEVEL –
2009-2010 ESL
PUSH/IN**

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:35-9:17	LITERACY	LITERACY	SOCIAL STUDIES (esl push-in)	LITERACY (esl pull-out)	
2	9:17-9:59	LITERACY (esl push-in)	LITERACY	MATHEMATICS (esl push-in)	LITERACY	LITERACY

3	9:59-10:41	LITERACY (esl push-in)	LITERACY	MATHEMATICS	LITERACY	LITERACY
4	10:41-11:31	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	11:31-12:21	SCIENCE LAB	ART	MUSIC	COMPUTER LAB	MUSIC
6	12:21 – 1:11	MATHEMATICS	MATHEMATICS (esl push-in)	LITERACY	MATHEMATICS	MATHEMATICS (esl pull-out)
7	1:11 – 1:53	MATHEMATICS	MATHEMATICS (esl push-in)	LITERACY	MATHEMATICS	MATHEMATICS
8	1:53 – 2:35	SCIENCE	SOCIAL STUDIES	SCIENCE	SOCIAL STUDIES	SCIENCE

SAMPLE STUDENT SCHEDULE FOR 6TH GRADER AT INTERMEDIATE LEVEL –
2009-2010 ESL
PUSH/IN & PULL OUT

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:35-9:17	ART (push-in)	SCIENCE	PHYSICAL EDUCATION	PHYSICAL EDUCATION	SCIENCE
2	9:17-9:59	SOCIAL STUDIES (push-in)	ART	SCIENCE (push-in)	SCIENCE	SCIENCE
3	9:59-10:41	ELA	ELA	MATH	MATH	ELA (push-in)
4	10:41-11:31	ELA	ELA	MATH	MATH	ELA (push-in)
5	11:31-12:21	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	12:21 – 1:11	MATH	MATH	ELA	ELA	MATH
7	1:11 – 1:53	MATH	MATH	ELA	ELA (push-in)	MATH
8	1:53 – 2:35	COMPUTERS	SOCIAL STUDIES (push-in)	SOCIAL STUDIES (push-in)	SOCIAL STUDIES	SOCIAL STUDIES

--	--	--	--	--	--	--

** Our 4th & 5th grade Advanced students receive many more minutes than required since they are in a self-contained classroom with an ESL licensed teacher.

Our Balanced Literacy workshop model ensures that students are taught at their instructional level. This allows for individualized and differentiated instruction. Our teachers utilize DRA, WRAP, monitoring for results, interim and informal assessments to individualize instruction for all students.

The focus with newcomers (0-3 years of service) is the BICS(Basic Interpersonal Communication Skills). Beginner and Intermediate students receive 360 minutes weekly of ESL instruction as mandated. These students have exposure to the English language using a variety of strategies including visuals, repetition, and Total Physical Response (TPR). These along with other strategies are used to develop natural English language acquisition. In addition, the four skills of listening, speaking, reading, and writing are included in all lessons in all content areas. Our beginner and early intermediate students have access to Imagine Learning, an interactive computer based early reading program that enhances instruction and tracks each students progress.

For the more proficient ESL students, we continue to use ESL strategies to build their vocabulary and improve their grammar skills. Two of the specific strategies utilized are the CALLA and CALPS (Cognitive Academic Language Proficiency Skills) approaches.

For students who are long term ELL's, their performance is analyzed by their classroom teacher in conjunction with their ESL provider to decide if there is a problem other than language that might be delaying their progress in language acquisition. After three years of service, these students are eligible for an extension of services which entitles them to continue receiving services. They also participate in extended day academic programs which supplement the core curriculum and our mandated ESL program. ELL's will also be exposed to test sophistication strategies to better prepare them to meet performance standards as measured by city and state standardized exams. This past Summer, ELL students had the opportunity to attend summer school (Title III) for supplemental instruction. For ELL students who are at risk, or who have been retained in grade, summer school is provided through Tax Levy ELL monies.

In our school, we do not have any SIFE students. We also do not have a NLA/Bilingual program.

For students who have reached proficiency, they may transition into a reading AIS program, if that evaluation is made. These ELL's will also continue to receive testing accommodations for two years after reaching proficiency. This ensures that they receive transitional support after regular ESL services are no longer provided.

All ELL's in our building are afforded equal access to all our school programs. They will take part in Ballroom Dancing, Champs (afterschool physical education program), and any other arts-based program our budget allows us to bring in. During the school day, they are scheduled for art, music, and/or dance.

We have many instructional materials available to support ELL's. We currently have five laptop carts, as well as two fully equipped computer labs. This allows for all day access to technology for our ELL's. Imagine Learning is set up on classroom computers to help with differentiation during the day. Our ELL's at the beginning and intermediate levels use Imagine Learning during their time in extended day.

In addition, all classrooms have leveled libraries to individual instruction. Our resource room has leveled guided reading books for teachers to use with their students. This ensures that our students are taught reading at their instructional level. All classrooms have a listening center, so students are exposed to fluency and repetition. Our resource room has tapes in different languages that teachers can use in their listening centers to aide in native language support.

We are planning for an ESL Saturday academy that will focus on our Beginner and Intermediate ELL students in grades 1-5 that have not reached proficiency in Reading and Writing modalities as per their NYSESLAT results. The theme of the academy will be The World of Words, and the focus will be on reading and writing through Reader's Theater, use of community resources, and use of various texts.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

We have a monthly Professional Development calendar for all staff members. ESL teachers attend grade meetings weekly with the teachers of the grades they service. Each month has a different focus, giving all teachers support in various areas from our literacy coach and administration.

September's focus was Curriculum Mapping and Data Analysis

October's focus is Setting Goals and Data Analysis

Our ESL providers provide PD for the staff during Brooklyn Day and at times throughout the year. On Election Day, all teachers will also be exposed to Socratic Seminar methods (shared inquiry) and use of scantron to assess students. Both will be beneficial for ELL students.

Incorporating ESL strategies in the classrooms will be part of our PD calendar in the near future months.

ELL personnel will also take part in training provided by our network. This training will then be turnkeyed to all staff members at future PD's.

All staff members are encouraged to use the ESL resources available through the DOE site.

This year, all staff members, including ELL personnel will be working with a literacy consultant from Literacy Support Systems in the areas of reading and writing. Areas of focus from these consultants will include use of ESL strategies in the classrooms. These workshops will provide ELL teachers with continuous training in writer's workshop, conferencing, and guided reading. Administration will also be trained from these consultants.

Since we are a Pre-K -8 school, we offer all of our students support in transitioning from elementary to middle school, as well as middle to high school. For our ESL students, we make sure that all letters sent home regarding the application process are translated into the appropriate languages. We also have both a curriculum night and meetings for parents offering information about these important transitions. There are interpreters available at all these meetings.

PARENTAL INVOLVEMENT

Here at PS 95, we are constantly thinking up ways to involve parents, as we value them as a part of our community. We also understand the need to assist our ELL parents in acquiring the English language so they can help their children at home. All activities for parents are coordinated in conjunction with our PTA, parent coordinator, and other staff members. One of our most important parent activities are the weekly ELL (English Language Learners) parent workshop, which have been running for about 5 years now. These weekly workshops came about as a result of the high population of non English speaking parents. It is run by our parent coordinator and family assistant. At these workshops, parents get training in learning the English language, both grammatical and functional. It has proven to be a worthwhile learning experience for all parents who attend, and we are thrilled to be able to help parents become more proficient and functional in the English language. Our ELL parents have taken part in multicultural celebrations at our school, and get invited to the various celebrations we have throughout the school year. Parents are invited up periodically to observe their childrens' classrooms and to appreciate the project displays that we put up during the year. We are planning a Literacy and Mathematics family night which offers all our parents nights of fun with their children, while learning important math and literacy skills.

We continuously use the Language Translation and Interpretation Services provided by the DOE for all letters going home. This ensures equity to all our ELL parents.

Through regular parent meetings delivered by both the principal and PTA, parents are provided a forum for concerns and can offer suggestions for workshops they would find useful. This year, through these informal surveys, parents would like to have technology workshops so they can utilize the parent component of ARIS. They would also like to be involved in arts and skills based workshops. Two of the community based organizations that PTA is looking into for parent workshops are Music For Many and SMI (Street Math Investigations).

Our PTA website keeps parents abreast of school happenings. It offers parents many links to academic help and neighborhood activities. In addition, the website offers a link to post any comments/concerns/suggestions they may have.

All parents will continue to be involved in the Learning Leaders Program where they will have the opportunity to be trained, and then volunteer in the classrooms on a regular basis.

All parents will be involved in the Urban Advantage Program where they will be able to go on trips with their children to learn about methods of scientific investigation. These trips to museums and zoos provide our parents with cultural appreciation.

All of these parental involvement activities come out of the wants and needs of the parents as indicated through conversations and informal surveys at Principal meetings, PTA meetings, and conversations with our Parent Coordinator.

PART IV:ASSESSMENT ANALYSIS

At PS 95, we use a plethora of assessment tools to monitor early literacy development. Teachers of grades Kindergarten through two use DRA which assesses letter/sound recognition, fluency, and comprehension. In addition, this year, our Kindergarten and first grade are using a Fountas and Pinnell Phonics program which has a comprehensive assessment piece. Grades 3-8 use WRAP, which assesses fluency and comprehension. Imagine Learning also has an assessment piece which tells us how much time spent on the site, lessons completed, phonemic awareness progress, letter recognition progress , word recognition progress, fluency, reading comprehension and areas of Literacy Development(conversation phrases, listening comprehension, and vocabulary)

Upon analyzing the different pieces of data, we notice that our ELL's are deficient in reading and writing, as per the specific assessment benchmarks. The results of these assessments are brought and analyzed at grade meetings with teachers, our literacy coach, and administration. Strategies are discussed for specific areas of deficiency.

Patterns in our NYSESLAT modalities results show our ELL's, regardless of level, are not becoming proficient in the areas of reading and writing. Due to this, our students in the older grades are remaining in the Intermediate and Advanced levels.

An instructional decision was made to make writing our instructional focus this year. The aforementioned consultant is working with our teachers in the area of writing. In addition, the literacy coach meets regularly with teachers of all grades, including the ELL teachers, to enhance the understanding of reader's and writer's workshop, as well as training in data analysis.

In regards to our ELA data, most of our 3-8 grade students fall in Level 2. None of our ELL students are in Level 4, and the 4th grade has the highest amount of students in Level 1. This is a concern of ours and the instructional team is constantly analyzing all assessments of these students to determine which skills are not being mastered, and devising intervention strategies.

In Mathematics, we are happy to report that most of our ELL's fall into Level 3, and we have 5 ELL's in Level 4. We assume that the fact that they can take the test in their native language allows them to meet/exceed the standards.

The success of our ELL program is evaluated through the results of all assessments, formal and informal. As our ELL's make up 20% of our population, we realize the need to help them achieve proficiency in all content areas. In addition, we use the results of our quality review. In the overview area of our 08-09 Quality Review, particularly in what the school does well, it states that "The school strategically utilizes resources based upon student performance data to provide a broad curriculum, including the arts, to address areas identified as in need, such as the progress of English Language Learners." We are proud of this, and we will continue to use our resources to focus on our ELL subgroup.

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)

grades 1 - 5

Number of Students to be Served:

LEP 100

Non-LEP 0

Number of Teachers 6

Other Staff (Specify) administration (1 AP),

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

We are planning on implementing a Saturday Academy for our Beginner and Intermediate ELL students in grades 1 - 5. The program will run from January 2010 through May, from the hours of 9:00 A.M - 12:00 P.M. The theme of the academy will be The World of Words. The focus will be on reading and writing, as it pertains to the NYSESLAT exam. The review of our ELL data shows that our students have the most difficult time reaching proficiency in the areas of reading/writing. Of the 100 ELL students in grades 1-5, in the beginner and intermediate levels, 71 did not gain proficiency in the Reading and/or Writing modality. We will use a variety of texts, including newspapers, magazines, Reader's Theater, as well as exposing them to community resources (library, supermarkets, etc). Students will have the opportunity to take what they are reading in text and apply to world around them.

For this program, we will have 6 teachers and 1 administrator. Through school wide, district wide, and city wide postings, we will fill the 6 teacher vacancies. We will hire 3 ESL teachers and 3 CB teachers. They will work collaboratively through team teaching and push-in models to provide direct instruction to the students. The administrative vacancy will be filled with a licensed supervisor with ESL training.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

We will purchase supplies for our program for teachers and students. The purchase of a school wide license for Teachscape software will provide samples of modeled lessons, and best practices in ESL. The 3 ESL licensed teachers will work collaboratively with the administrator and common branch teachers each week for one hour of professional planning. This time will be spent utilizing the practices and skills from Teachscape and other professional resources to plan lessons and activities that are tailored to the needs of our targeted ESL population. We will also have ESL teachers turn-key information and skills acquired from school, district, network and citywide trainings they have been part of.

Each week that the program is in session there will be a one hour planning and PD time for these six teachers and 1 administrator. The common branch teachers will be trained in Imagine Learning which an ELL software program we are already using without ELL students. they will learn the functions of the program and how it is used to support the students and to analyze the data that the program provides. Teachers will also be made familiar with all components of the NYSESLAT exam. We will work collaboratively to plan how to incorporate ESL methodology and strategies into all classroom activities, and work on sheltering instruction for the ELL learners. Professional development topics include; Sheltering Instruction, Vocabulary Deveoplment, Differentiation of Tasks by Language Proficiency Level, Word Study and Spelling for ELL's.

Form TIII – A (1)(b)

-

School: PS 95

BEDS Code: 332100010095

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$29,420.00	<p>\$21,093.00 per session to purchase highly qualified staff and including 6 teachers and 1 administrator.</p> <p>60 hours x 7 staff members (including supervisor)</p> <p>45 hours of direct instruction provided by each of the 6 teachers</p> <p>15 hours of Planning and Professional Development for 6 teachers and 1 Administrator</p> <p>60 hours of Supervision of planning and instruction as well as Professional Development of teachers by administrator.</p> <p>\$8,327.00 - supplies and materials (including books, newspapers, magazine, art supplies, Reader's Theater, professional resources and texts to support planning and development of teacher's ELL skills as well as schoolwide license of Teachscape software to support aand enhance teacheing and learning for our ELL students.</p>

Purchased services - High quality staff and curriculum development contracts	21093.00	60 per session hours including direct instruction of ELL students, lesson planning, and professional development hours for each of the 6 teachers and 1 administrator (including fringe).
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2,327.00	Supplies for students and professional resources for staff including books, newspapers, magazines, art supplies, Reader's Theater materials.
Educational Software (Object Code 199)	\$6,000.00	Teachscape school wide license to be used as a resource for all teachers working with ELL students.
Travel	0	N/A
Other	0	N/A
TOTAL	58,840	

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.

We conducted our assessment of oral and written translation needs by both using our ELL demographics data, as well as surveying parents to find out what language they would prefer to receive information from the school in. We also asked our classroom teachers to report which materials they felt would be beneficial to translate into various languages represented in their classroom community.

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.

Findings for written translation needs indicate: Teachers felt that any notices sent home should be translated into the students' native languages. Parents' responses also reveal that they would like all notices sent home to them to be in their native languages.

Findings for Oral interpretation: Parents would like an interpreter primarily for communicating with their child's teacher, especially at Parent Teacher afternoon/evening conference. In addition, they would like interpreters at PTA and other school meetings, as well as parent workshops.

The principal shared these findings to staff at a faculty conference and to the parents at the principal-parent forum.

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.

We will continue to utilize The Translation and Interpretation services provided by the DOE. We have a protocol in place where items to be translated are given to our parent coordinator in a timely manner. Translation services will include translation of letters, notices, flyers, and newsletters sent out from our school. This service assists us in continuing to meet the needs of all our non-English speaking parents.

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.

We are very fortunate to have a number of bilingual staff. We have staff members that speak Spanish, Mandarin, Russian, Albanian, and Italian. We ask our staff members to assist us in oral translations during parent/teacher conferences, PTA meetings, and any other time parents come up and need an interpreter.

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>.

As per Section VII of Chancellor's Regulations A-663, we provide our parents with a copy of the Bill of Rights and Responsibilities, which explains their rights regarding translation and interpretation services.

There are posted signs in our front lobby in each of the covered languages indicating the availability of interpretation services.

Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

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:	718241	363112	1081353
2. Enter the anticipated 1% set-aside for Parent Involvement:	7182		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3631	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,912.05		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		18,155	
6. Enter the anticipated 10% set-aside for Professional Development:	71,824.10		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		36,311.20	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
96.4%

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.

Funds have been set aside and we encourage our newest teachers to continue their pursuit of finalizing their educational requirements. We also provide professional development in house in various content areas. This instructional component can happen during the day involving our coaches and consultants.

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

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

Title I Parent Involvement Policy for P.S. 95

P.S. 95 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P.S. 95's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;
- provide parents with the information and training needed to effectively become involved in planning and decision making;
- increase their understanding of their right to support their child's education by being involved in the educational process;
- increase the role of the home in enriching education and improving student achievement; and
- develop positive attitudes toward the entire school community.

P.S. 95's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. Our school community will conduct an annual evaluation of the

content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the P.S. 95 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement, P.S. 95 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Section 1118 of Title I, Part A;
- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed; and

P.S. 95 will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Conference;
- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- supporting or hosting OFEA District Family Day events;
- continuous ELL parent workshop for ELL parents (weekly)
- encouraging more parents to become trained school volunteers through Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter; and
- providing school planners for daily written communication between school/teacher and the home.

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

SCHOOL - PARENT COMPACT for P.S. 95

P.S. 95 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

P.S. 95 staff will:

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:
 - ∅ using academic learning time efficiently;
 - ∅ providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
 - ∅ respecting cultural, racial and ethnic differences;
 - ∅ implementing a curriculum aligned to State standards;
 - ∅ offering high quality instruction in all content areas; and
 - ∅ providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- address communication issues between teachers and parents by:
 - ∅ conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- Ø convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
 - Ø arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
 - Ø ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
 - Ø involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
 - Ø providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
 - Ø ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.
- provide parents reasonable access to staff by:
 - Ø notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
 - Ø providing for Open School activities that include observations of classroom activities.
 - provide support to parents by:
 - Ø assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
 - Ø sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
 - Ø supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child's extracurricular time such as, afterschool extra learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow the school's rules and regulations and discuss this Compact with my child;
- volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child's education. I will;
 - Ø communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 - Ø respond to surveys and notices when requested;
 - Ø become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
 - Ø participate in or request training that the school offers on teaching and learning strategies whenever possible;
 - Ø take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - Ø share the responsibility for the improved student achievement of my child.

STUDENT'S RESPONSIBILITIES

I will:

- attend school regularly and be on time for school;
- complete my homework and turn in all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to solve disagreements or conflicts peacefully; and
- always try my best to learn.

Student Signature _____

Parent /Guardian Signature _____

This Parent Involvement Policy and School-Parent Compact were distributed for review by _____ on _____.

The final versions of these documents will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance: continued implementation of the Balanced Literacy approach and the Everyday and Impact Mathematics programs to address the large number of students lacking basic skills in both reading and mathematics; providing even more intensive professional development that ensure teachers learn strategies to meet the needs of all our students; continuing the use of the On Our Way to English Program, as well as the Imagination learning on-line program for our ELL's.

We are also constantly striving to improve instruction for our special education students by increasing AIS services to them and providing intense professional development to the Special Ed teachers. This 2009–2010 CEP will reflect an effort to address the achievement of all students, with a special emphasis on the low academic achievement of our at-risk, special education, ELL populations and the continued professional growth of pedagogues.

2. Schoolwide reform strategies that:

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

The ongoing assessment of students, both formal and informal, help guide instruction to target the needs of all out students. The use of Acuity and Aris provide item skills analysis, which help in this endeavor. Differentiation of instruction ensures teaching to the various modalities. Teachers are familiar with standards in all core areas. Curriculum maps are followed and revised, as needed. All of these venues ensure opportunities for all our children to meet and exceed state standards.

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

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

During our extended day program for our at-risk students, we use materials that are research based including Rally for ELA and Math, and Words Our Way to supplement the Balanced Literacy and Everyday Math curriculum. We were able to provide our ELL's with a Summer Program and will implement a Saturday Program for them offering additional opportunities for language acquisition and development of our growing ELL population. The Socratic Method of questioning and the Renzulli learning technology System was introduced to gifted and talented teachers for use with their students to promote higher order thinking, listening, and speaking skills .

- o Help provide an enriched and accelerated curriculum.

We continuously strive to supplement our curriculum with new and innovative programs that support critical thinking and enhance learning. We are utilizing programs such as Making Meaning, Imagination Learning for our ELLs, Fountas and Pinnell Phonics Program. Teachers of all grades received training on conducting Socratic Seminars on curriculum based themes/ideas. In addition, we tailor our instruction after analyzing all of our data, including our DRA and WRAP results.

- o Meet the educational needs of historically underserved populations.

We strive to meet both educational and cultural needs of all our children. To build background knowledge, our teachers arrange field trips which promote culturally diverse appreciation. Such trips include Ellis Island, various museums including The Jewish Museum, Museum of Natural History, and the Tenement Museum, to name a few. Also, through our Shubert Grant, we are able to purchase discounted Broadway theater tickets to expose our students to live theater.

In addition, our 7th and 8th grade Math students will be piloting a new computer based program called Study Island, a standards based program which allows the students to work at their own pace. This program also provides data used to assess the students. As previously mentioned, Imagination Learning is used for our ELL population,

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

Any of our students who are at risk are offered AIS services on 6 week cycles. These AIS providers meet regularly to discuss progress of these students and adjustments in various teaching strategies and/or programs are made as needed. At risk students are provided extra instruction during extended day where programs such as Rally (for Literacy and Math) and Words Their Way(for Literacy) are used as per their needs demand.

Our graduating 8th graders are paired up with staff mentors to help in the high school application process. In addition, we are continuing our PBIS program, which assists in positive behavior throughout our school community.

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

All of our aforementioned programs and initiatives are implemented in order to ensure improvements of all our students on all levels.

3. Instruction by highly qualified staff.

To assure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade meetings. Our Literacy and Gifted and Talented coach are highly qualified, and work with our staff to improve instructional techniques. We will continue to encourage our faculty to pursue their graduate credentials in CORE areas of need, specifically language arts (reading), mathematics, social studies and science. Currently 100% of our staff is fully licensed and 83.1% have attained a masters degree or higher.

At this time, Middle school faculty is fully licensed in their core subject areas.

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.

Our monthly Professional Development calendar ensures all of our teachers support in data analysis, grade inquiry team focuses. literacy, math, and ESL instruction. We provided added support with a Literacy Coach, Gifted and Talented staff Developer and Literacy Consultants. In addition, professional development for new teachers is provided every Friday in a collegial setting facilitated by our literacy coach and literacy consultants..

Our Administrative team will provide additional professional development in other areas, including: classroom management techniques, planning and time management, using data to drive instruction and using a variety of assessment tools and techniques such as ARIS, Scantron and Acuity. In addition we will offer parent workshops on the core curriculum areas to solidify a home school partnership. Evening meetings to address eighth grade promotional policy, introduction to grade specific curriculum, and parent ARIS training are also provided.

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

We have posted positions on Open Hire to expand our search for licensed personnel. We interview certified candidates and work with Human Resources to staff our K-8 school. We seek and hire licensed subject area teachers in all content areas. Once hired, we provide ongoing professional development to increase their professional learning.

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

Our Parent Coordinator and PTA play an active role in increasing parental involvement by providing various workshops throughout the year. These workshops are planned in conjunction with the Literacy Coach AIS teachers, ESL teachers and administrators. A Pre-K Social Worker provides workshops for Pre-Kindergarten parents. We are continuing our Weekly ELL Workshops for our ESL parents to improve their language skills and ensure the strengthening of the home-school connection. In addition, we plan to continue to host Curriculum Night, Literacy Night, Author celebrations and informative meetings for parents held on an as need basis such as the new eighth grade

promotional policy. Special presenters and consultants have been provided by the PTA. A PTA monthly newsletter keep our PS 95 families informed of important school events. Implementation of our Translation and Interpretation plan to reach all ESL parents is supervised by the Parent Coordinator. PTA plans and offers opportunities for parents to volunteer and be part of various events including fund raisers, picture day, Spring Auction, carnival, NYC Fire Prevention Program, 8th Grade graduation Events, Toys for Tots, Santa's Visits, Homework Help Line etc).Parent representation in our School's Leadership Team ensures parental input in important academic decisions. School Messenger, a programmed telephone service, informs parents of daily attendance, immunization requirements and upcoming school events in English and other languages.

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.

We have three Universal Pre-K classes. This program facilitates the students' transition to elementary school through highly structured, developmentally appropriate informal "play" activities. The curriculum includes Everyday Math and the components of balanced literacy . It utilizes an interdisciplinary approach to develop critical thinking and pre-literacy skills and concepts in all curriculum areas. It also fosters social and emotional development by nurturing socialization skills, feelings of self-esteem, independence, and responsibility and awareness of the school environment. To assist children in their transition from the Pre-K program to Kindergarten, each spring we schedule workshops for the parents of the Pre-K students. At these workshops our Kindergarten teachers describe their goals and expectations, and explain how Kindergarten differs from Pre-K. Suggestions are given as to what parents can do with their children to prepare them for a positive Kindergarten experience. Our Family Assistant works with parents of Pre-K students to ensure a smooth transition.

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.

During weekly grade/subject meetings teachers discuss assessments used in Literacy, Math and other curriculum areas. Preparation ,Administration and Interpretation of the assessments are clearly defined and discussed. The data is used as a tool to drive instruction. Individual student action plans and goals are based on this data.these meetings also provide an opportunity for classroom teachers to analyze these assessments with the supoort of the coaches and/or administration.

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.

Weekly Academic Intervention Services meetings are held to discuss at risk students and to choose appropriate service providers to plan strategies. These service providers address specific student needs and plan a course of action for a specified period of time. These students are reassessed every six weeks. Team members include Administrators, School Psychologist, Social worker, AIS intervention teachers, the SETTS provider and IEP teacher.

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.

The Federal, State and Local programs for which our school receives allocations are as follows: Tax Levy, Title I SWP, EGCR State , ERSSA Academic Intervention, State AIS, State Standards, State Magnet, PCEN LEP, Part 154 LEP, Title III, Title II B Math, Project Arts, Title II D Grant. As a Schoolwide Programs school, we are able to commingle our funds to support our instructional program for the benefit of all students by creating the needed intervention positions to lower our teacher to student instructional ratio.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

n/a

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

n/a

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

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

n/a

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

n/a

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

n/a

4. Coordinate with and support the regular educational program;
n/a

5. Provide instruction by highly qualified teachers;
n/a

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

n/a

7. Provide strategies to increase parental involvement; and
n/a

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

n/a

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

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

English Language Learners – All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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

- Applicable
- Not Applicable

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

PS 95 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading,

shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

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

In the middle school grades, teachers continue to use the structures and components of Balanced Literacy. Though the emphasis shifts from learning to read to reading to learn, students in middle school continue to refine, advance, and apply their reading, writing, listening, and speaking skills to build knowledge about new subject matter.

Furthermore, our most recent test results in ELA show growth. Schoolwide we have increased levels of standard work from 61% in 2008 to 69.7% in 2009.

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.

N/A

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.

PS 95 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

The PS/IS 95 New York State Curriculum Alignment Committee will review the content strands of measurement and geometry and number sense and operations in order to uncover any gaps that may exist in the intended curriculum. We will then revise grade level specific maps to include stronger foci in each of these areas. Professional development will be provided by the Math Coach to teachers in the math department to ensure understanding of the curriculum areas in need or in deficit. Summative and formative assessment results will be used to determine student understanding in these as well as in other areas. Formal and informal observation will be used to assess teacher's depth in the delivery of all content in the area of mathematics including measurement and geometry and number sense and operations.

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

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

Applicable Not Applicable

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

PS 95 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate

mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

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

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

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

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order

Impact Mathematics is both a comprehensive program, including the strands of number and operations, proportional reasoning, geometry, probability, and data, as well as a program focused on the development of algebraic thinking. The publication of *Algebra for Everyone* by NCTM in 1990 put forth the view of algebra as the gateway course, a course that must be part of the background of all employees. Therefore, algebra must be taught on a broadened scale, where students come to it with an appropriate mathematical background and disposition. In *Impact's* approach to algebraic thinking, they relied on the research reported in the National Council of Teachers of Mathematics Algebra Working Group (1995), *Algebra in the K–12 curriculum: Dilemmas and possibilities*, pointing to the inaccessibility of the traditional algebra curriculum, generally taught as a stand-alone course in the 9th grade. In *Impact Mathematics*, student understanding of the algebra strand—interwoven with and related to the other mathematical strands—evolves over a three-year period, allowing such important ideas as patterns, functions, proportional reasoning, and algebraic structure and skills to develop and become familiar over time. The algebra strand is based on the highly successful Australian program, *Access to Algebra*, developed by Curriculum Corporation, which provided an algebra curriculum relevant to students' lives, more inclusive of the interests and experiences of middle school students. *Impact Mathematics* is unique, then, in its comprehensive, standards-based, developmental approach, while completing a full year of algebra by the end of the third course. Finally, the authors of *Impact Mathematics* recognize that mathematics has developed as an extension and a codification of ways of thinking that are natural to us all. To that aim, *Impact Mathematics* is written to help students use and sharpen their own logical thinking, learn to be comfortable with the abstractions

that give mathematics its power, develop their ideas and mathematical imagination, and acquire the skills that support their good thinking and the ability to express their ideas clearly to others.

Furthermore our results show growth from 78.2% in 2008 to 82% in 2009:

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.

N/A

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.

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

Informal observation will be used to assess student engagement.

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

- Applicable Not Applicable

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

As stated, PS 95 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes teacher directed mini lesson

Teacher directed mini-lesson 10-15 minutes (20%)

Active engagement 5-10 minutes (13.3%)

Share 5 minutes (6.6%)

Independent practice 30-45 minutes (depending on grade level)

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

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

Student Engagement Checklist 2008/2009
School-wide Informal Observations

Category	Observation	Comments
Whole Class Instruction: Rug Area -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed – not the same hands all the time -Student responses to queries are positively validated	<input type="checkbox"/> Yes to all <input type="checkbox"/> Yes to some <input type="checkbox"/> Not really	
Independent Work -All students are working productively on assigned task	<input type="checkbox"/> Yes to all <input type="checkbox"/> Yes to some	

<ul style="list-style-type: none"> -Students know what to do when “they are done” -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Not really</p>	
---	-------------------------	--

:

yesyes

<p style="text-align: center;">Independent Work</p> <ul style="list-style-type: none"> -All students are working productively on assigned task -Students know what to do when “they are done” -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction
<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials
<p style="text-align: center;">Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience
<p style="text-align: center;">Student Accountability</p>

<ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately 	
<p style="text-align: center;">Metacognition</p> <ul style="list-style-type: none"> - Students are given opportunities to share their thinking -Students are held accountable for their learning – they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored – being “right” is important and misunderstandings are discussed 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>
<p style="text-align: center;">Self Esteem – Building Toward Intrinsic Motivation</p> <ul style="list-style-type: none"> - Children are self-directed and self-motivated -Children who need to be “pushed” are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a “why should I?” attitude – children perform because they understand that learning is important 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>

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.

N/A

2B – Mathematics Instruction

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

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

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

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

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

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

Applicable Not Applicable

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

This finding is not relevant to PS 95 for the following reasons:

PS 95 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

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

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent

practice does not include “busy work.” At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

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

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

y

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

Student Engagement Checklist 2008/2009
School-wide Informal Observations

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

<ul style="list-style-type: none"> -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 		
<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

yy

<p style="text-align: center;">Student Accountability</p> <ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>
--	--

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

N/A

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Year to year teacher turnover rate is evaluated by the school's administrative Cabinet. To date, this school does not have a high turnover rate with a minimal number of new teachers joining the school organization each year. The retirement rate allows for the introduction of new staff members.

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

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

Applicable Not Applicable

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

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

2008	5	7.2% (5/69)
2007	9	15.6% (9/58)
2006	3	5% (3/60)

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

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

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs. ELL teachers have been trained to use Imagination Learning, an online program to enhance instruction and track progress of individual students. ELL teachers deliver professional development to classroom teachers and articulate with them about individual student progress.

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

Applicable Not Applicable

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

PS 95 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, last school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers. this year we will be working with teachscape, an online professional development program that enables teachers to observe lessons and read about the planning and execution of those lessons.

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

N/A

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

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

Applicable Not Applicable

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

PS 95 received an overall score of proficient for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education

teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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

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

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

Applicable Not Applicable

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

PS 95 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

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

N/A

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

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

Please respond to the following questions for Key Finding 7:

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

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

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

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

Applicable Not Applicable

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

PS 95 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Teachers at PS 95 have received Mel Levine training and know how to write and use functional behavioral plans for students for whom this is a necessary intervention. In addition, PS 95 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by staff, students, and parents. All students at PS 95 know what is expected of them behaviorally and academically, and also know the consequences for not being prepared, safe, respectful, or responsible. Parents support the school's efforts and teachers do not belittle, berate, or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, so as not to repeat them in the future.

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

N/A

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/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.)

5

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

The students in temporary housing will be provided with basic school supplies, school books and trade books that are needed to complete their daily academic studies. They will also be given personal hygiene items, counseling services, academic intervention and transportation based on their needs. Parental involvement activities and outreach efforts to identify and support the parents or guardians of STH will also be provided by our school.

Part B:
For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

NA

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

NA

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

NA