EDWARD EVERETT HALE-PS106

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
FINAL

SCHOOL: EDWARD EVERETT HALE PS 106
ADDRESS: 1314 PUTNAM AVENUE, BROOKLYN, NEW YORK 11221
TELEPHONE: 718-574-0261
FAX: 718-574-1050

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 106 **SCHOOL NAME:** Edward Everett Hale

SCHOOL ADDRESS: 1314 Putnam Avenue

SCHOOL TELEPHONE: 718-574-0261 **FAX:** 718-574-1054

SCHOOL CONTACT PERSON: Robert Flores **EMAIL ADDRESS:** rflores@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Robert Flores
PRINCIPAL:	Robert Flores
UFT CHAPTER LEADER:	Jacqueline Crespo
PARENTS' ASSOCIATION PRESIDENT:	John Gillian
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 32 **SSO NAME:** Community Learning Support Organization – Network 1

SSO NETWORK LEADER: Aida Orlando

SUPERINTENDENT: Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Robert Flores	*Principal or Designee	
Jacqueline Crespo	*UFT Chapter Chairperson or Designee	
John Gillian	*PA/PTA President or Designated Co-President	
John Gillian	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Yvonne Ballester	Member/ Assistant Principal	
Grace Fernandez	Member/ Assistant Principal	
William Colon	Member/ Teacher	
Elizabeth Montano	Member/ Teacher	
Kathy Gonzalez	Member/Parent	
Carmen Singfeld	Member/Parent	
Marilyn Gonzalez	Member/Parent	
Jahira Silfa	Member/Parent	
Naomi Rodriguez	Member/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.

School Vision and Mission

The staff and parents of PS 106 believe that all children can learn in a safe nurturing, supportive environment; instruction based on new performance standards; encouragement for responsible and respectful behavior that will enable our students to become lifelong learners. We also believe in addition to imparting academic subjects and skills, we must impart responsibility, respect and teach students to become independent learners. Therefore our goal is to provide a foundation that imparts social, emotional and intellectual growth so that students can succeed in their school, life and beyond.

PS 106 is located in the Bushwick section of Brooklyn, New York. It was built in 1893, and is currently a Title 1 school. This is a well-kept building and exemplifies the dedication and hard work of its staff and students. It houses Pre-K to fifth grade which includes self contained special education, bilingual, Collaborative Team Teaching classes and a freestanding ESL program. Students receive instruction in all the content areas as well as music, art and computers. Our technology is infused into all curricula areas through the use of classroom computers, mobile laptops and a state of the art Library Media Center. We also have Headsprout and Success Maker, computer-aided instruction programs, for grades K-5.

PS 106 has a staff of approximately 86 professionals and support staff, including one principal, two assistant principals, one Literacy coach, one Math coach, one ESL teacher, a SETTS teacher, a Speech teacher, special education guidance counselor, occupational therapist, physical therapist, a bilingual social worker, a bilingual school psychologist, paraprofessionals, two secretaries, one parent coordinator, one school safety officer, school aides and additional support staff. We have 100% of our teachers permanently assigned and 86% have a Masters Degree or higher.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to reach and exceed the State standards in ELA, Mathematics, Science and Social Studies. Our Title 1 Funded Program has one Reading and Math Specialist who provide direct push-in and pull-out services to students in grades three to five. Our Wilson Program has one AIS teacher who provides pull-out services to students in grades three to five. ELLs. Literacy and Math extended day program provides students with extensive opportunities to increase reading and math skills. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically.

We also have the 21st Century Advantage, a community based, after- school program in our school. Its personnel work with our students providing them with homework assistance and exposing them to extra-curricula activities.

Our Parent Coordinator provides resources for our parents through workshops and other activities to improve the school-home partnership. Parents are notified about meetings and workshops via letters sent home, telephone calls, and flyers hung around the school in the language of the parents.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 106 Edward Everett Hale								
District:	32	**DBN:**	32K106	**School BEDS Code:**	333200010106				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				

Enrollment				**Attendance** - *% of days students attended*:			
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*	2007-08	2008-09	2009-10
Pre-K	18	36	36		90.5	91.9	TBD
Kindergarten	86	81	114				
Grade 1	83	100	98	**Student Stability** - *% of Enrollment*:			
Grade 2	101	81	93	*(As of June 30)*	2007-08	2008-09	2009-10
Grade 3	111	92	82		89.7	88.5	TBD
Grade 4	91	111	98				
Grade 5	117	90	101	**Poverty Rate** - *% of Enrollment*:			
Grade 6	0	0	0	*(As of October 31)*	2007-08	2008-09	2009-10
Grade 7	0	0	0		94.1	97.0	TBD
Grade 8	0	0	0				
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:			
Grade 10	0	0	0	*(As of June 30)*	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	13	TBD
Grade 12	0	0	0				
Ungraded	6	1	11	**Recent Immigrants** - *Total Number*:			
Total	613	592	633	*(As of October 31)*	2007-08	2008-09	2009-10
					22	26	34

Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*			
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	50	50	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	23	23	23	Superintendent Suspensions	0	1	TBD
Number all others	15	17	15				
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*			
				(As of October 31)	2007-08	2008-09	2009-10
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10				
# in Transitional Bilingual Classes	106	101	142	**Number of Staff** - *Includes all full-time staff:*			
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2007-08	2008-09	2009-10
# receiving ESL services only	63	63	47	Number of Teachers	53	57	TBD

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	5	4	33	Number of Administrators and Other Professionals			12	12	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			4	4	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**					
(As of October 31)	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school			98.1	100.0	TBD
				% more than 2 years teaching in this school			81.1	77.2	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere			73.6	71.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*			87.0	86.0	TBD
American Indian or Alaska Native	0.5	0.3	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED			95.2	95.2	TBD
Black or African American	20.9	19.1	17.2						
Hispanic or Latino	75.7	76.0	78.2						
Asian or Native Hawaiian/Other Pacific Isl.	0.6	2.0	1.7						
White			0.0						
Male	49.3	50.5	50.7						
Female	50.7	49.5	49.3						
2009-10 TITLE I STATUS									
√	Title I Schoolwide Program (SWP)								
	Title I Targeted Assistance								
	Non-Title I								
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10		
				√	√	√	√		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY									
SURR School (Yes/No)		If yes, area(s) of SURR identification:							
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:									
	Phase			**Category**					
	In Good Standing (IGS)			Basic	Focused	Comprehensive			
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1				√				
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		**Secondary Level**	
ELA:	X	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	–				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	–	–	–				
White	–	–	–				
Multiracial							
Students with Disabilities	X	√	–				
Limited English Proficient	√	√	–				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	71.1	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.3	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.5	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	34.3		
(Comprises 60% of the Overall Score)			
Additional Credit:	6		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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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?

After reviewing our school data using the various assessments, school report cards, progress reports, quality review and quality review self-assessment documents, periodic assessments, ARIS, our Inquiry Team findings, surveys and our school interim benchmark assessments these were our major findings and highlights of our schools strengths, accomplishments and challenges:

- During the 2008-2009 New York State ELA assessment, we saw an increase of 3%-20% in our ELA scores compared to 2007-2008 in the 3rd and 4th grade in Level 3 and above.
- During the 2008-2009 New York State Math Assessment, we saw an increase of 1%-6% in our Math scores compared to 2007-2008 in our 3rd, 4th and 5th grade in Level 3 and above.
- After reviewing the schools data for the last three years (2006-2009), we noticed that our students in the 3rd grade have been continuously showing an increase in Level 3 or above in our New York State ELA.
- After reviewing the schools data for the last three years (2006-2009), we noticed that our students in the 3rd, 4th and 5th grade have been continuously showing an increase in Level 3 or above in our New York State Math assessment.
- Our greatest accomplishments over the last couple of years is the ability to continue to increase the number of students in our school reaching a Level 3 or above in the NYS ELA and Math assessment; ELL students have shown progress in all grades in their knowledge of the English language as indicated in the NYSESLAT where students are moving from Beginning to Proficiency in the speaking, listening, reading, writing and comprehension of the English Language; students have shown growth in meeting the standards for ELA and Math as indicated in the Predictive and ITA Interim assessments.
- The Inquiry Team collectively has worked to pinpoint the weaknesses and strengths of our students so that the Professional Development, Grade Planning and Grade Conferences focused on informing the teachers about our findings and developing a plan to help those students in their areas of weakness. We also analyze the data for our targeted group and our Special Education group to devise a plan that would be used during our after school program and school day to meet the needs of these students.

- PS 106 works collaboratively with 21st Century Advantage Program, a community based organization, to offer our students an after school program that helps our students with their homework and exposing them to extra-curricular activities.
- PS 106 provided all students and teachers the necessary materials needed to meet or exceed the NYS Standards. Every child, whether in general, special education or bilingual classes, has been held to the same expectations and are provided with support services from our various programs to assist them in overcoming their weaknesses or further enhance their learning.
- PS 106 implemented a Math Family Night in which students and parents work on mathematical problems. We have a great turn out during these events.
- PS 106 Administrators and its Academic Intervention Team and Inquiry Team work closely reviewing and analyzing the school data, students progress and planning future endeavors to assure the success of every student in meeting the state standards.
- PS 106 is still focusing on improving instruction in ELA for our Special Education classes. We have incorporated Story Town in the classes following the Balanced Literacy Approach to further guide the students on strategies and skills needed to make progress on the State Standards in ELA.
- After reviewing our data for the last two years (2007-2009) we noticed a slight decrease in our NYS ELA scores in the 5th grade. As the AIT and Inquiry Team analyzed the data and reviewed the test format, we have meet with the teachers to set smart goals, use mock ELA exams to monitor the students' strengths and weaknesses and use the information to differentiate instruction. Students are being serviced with a push-in/pull-out model by our Reading Specialist and AIS Teacher using the classroom data and the data from their own assessments.
- After reviewing our E-CLAS and EL-SOL assessment, teachers' comments, unit assessments and conferring notes, we noticed that students have moved up one or more Levels. We serviced our Early Childhood at risk students with Sing, Spell, Read and Write. Early Childhood teachers were trained on Story Town, our new balanced literacy reading program.
- Our most significant aid to the schools continuous improvement is the attendance of our after school program. During our after school program, we service approximately 145 students in 1st, 2nd, 3rd, 4th and 5th grade beginning in September unit April. Students receive instruction in Literacy, Math, Social Studies, Science and ESL. This provides our at risk students and ELLs with an enrichment program that prepares them for all our state assessments and the NYSESLAT.

SECTION V: ANNUAL SCHOOL GOALS

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

I. To improve students with disabilities performance in literacy as indicated on the New York State ELA Exam where one year of progress is demonstrated. In 2008-2009 school year, 39.0% of PS 106 students with disabilities made at least 1 year of progress. In 2009-2010 school year, we will improve the rate of our students making progress by 11%.

PS 106 will continue to provide workshops to all school pedagogues by the Literacy and Math Coach on analyzing and setting smart long/short term goals using various assessments. Instructional support staff as well as the Literacy Coach will provide services using the push-in/pull-out model.

II. To improve English Language Learners performance in literacy as indicated on the New York State ELA Exam where one year of progress is demonstrated. In the 2008-2009 school year, 27.3% of PS 106 English Language Learners made at least 1 year of progress. Indicating that 72.2% of our English Language Learners did not make at least 1 year of progress. In the 2009-2010 school year, we will improve the rate of our students making progress by 12%.

PS. 106 will continue to provide workshops to school pedagogues by key personnel on analyzing and setting smart long/short term goals using various assessments. The ESL Teacher, Reading Lab Specialist and AIS Teacher provide services using the push-in/pull-out model

III. To improve English Language Learners performance in mathematics as indicated on the New York State Math Exam where one year of progress is demonstrated. In the 2008-2009 school year, 23.1% of PS 106 English Language Learners made at least 1 year of progress, indicating the 76.9% of our English Language Learners did not make at least 1 year of progress. In the 2009-2010 school year, we will improve the rate of our students making progress by 13%.

PS 106 will continue to provide workshops to all school pedagogues by the Literacy and Math Coach on analyzing and setting smart long/short term goals using various assessments. Instructional support staff as well as the ESL Teacher and Math Specialist will provide services using the push-in/pull-out model.

IV. To increase the numbers of teachers participating in the schools Inquiry Process. During the 2008-2009 school year, 50% of Grade 4 Teachers were involved in the schools Inquiry Process. For the 2009-2010 school year, we will expand the inquiry members by engaging 100% of our Grade 4 Teachers in the Inquiry Process using the literacy policy established by administration and instructional support staff.

PS 106 will continue to provide the school pedagogues professional development on ARIS and schedule meetings with the fourth grade teachers to select a targeted group of students. The fourth grade teachers will keep track of students work, progress and areas of weakness.

V. To develop teachers' expertise in effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction. For the 2009-2010 school year, 50% of our teachers will engage in professional development around differentiated instruction that addresses the needs of students with various learning styles and reading levels, will demonstrate differentiated instruction in observed lessons and walkthroughs and classrooms will exhibit resources to support differentiated instruction.

PS 106 will provide workshops on differentiated instruction to school pedagogues that focus on the various learning styles, levels and interests. Teachers will differentiate instruction in the different content areas in their class as well.

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**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To improve students with disabilities performance in literacy as indicated on the New York State ELA Exam where one year of progress is demonstrated. In 2008-2009 school year, 39.0% of PS 106 students with disabilities made at least 1 year of progress. In 2009-2010 school year, we will improve the rate of our students making progress by 11%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Administration and coaches will provide professional development on analyzing data and setting smart long/short-term goals for students with disabilities using action plans.** • **Literacy Coach and instructional support staff will provide push-in services for students with disabilities** • **Teachers will administer, analyze and set goals based on the ITA's, Predictive Assessments and mock ELA Assessments.** • **Teachers will use ITA's, Predictive Assessments and mock ELA Assessments to track and project student's progress and performance through the use of the performance indicators.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Title 1 funds** • **Coaches and consultants will provide training on ARIS** • **Professional Development on data analysis, action plans and smart goals**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **New York State ELA test results for 2009-2010 will indicate an 11% increase for students with disabilities making progress in ELA.** • **ITA's administered in November and March will be analyzed to track students strengths and weakness in order to provide them with the skills and strategies needed to make gain from one Tier to the next.** • **Predictive Assessment administered in January will be analyzed to determine if the students have made adequate progress in their areas of weakness so that we can continue to adjust or modify our goals to meet these needs.** • **Mock ELA Assessments administered three times for the 2009-2010 school year will be analyzed**

	and compared to track the students with disabilities progress which will show a projected increase of 5% from one mock test to the next as we adjust the class goals for students still not showing adequate progress. • **Story Town Unit assessments will be analyzed to track students' progress in order to differentiate instruction according to the needs of each individual student who has not scored 80% on any given unit assessment.** • **Special Education Teachers Data from the two ITA assessments in ELA, the one Predictive Assessment , Story Town Monthly Unit Assessments and the three ELA Mock Test will show a progression of growth within each assessment from 1 Tier or Level to the next.**

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**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To improve English Language Learners performance in literacy as indicated on the New York State ELA Exam where one year of progress is demonstrated. In the 2008-2009 school year, 27.3% of PS 106 English Language Learners made at least 1 year of progress. Indicating that 72.2% of our English Language Learners did not make at least 1 year of progress. In the 2009-2010 school year, we will improve the rate of our students making progress by 12%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Administration, coaches and bi-lingual instructional support staff will provide professional development on analyzing data and setting smart long/short term goals for English Language Learners through the use of actions plans.** • **ESL teacher, Reading LAB Specialist and AIS Teacher will provide push-in/pull out services to English Language Learners.** • **Teachers will administer, analyze and set goals based on the ITA, Predictive Assessment and mock ELA Assessment results.** • **Teachers will use ITA's, Predictive Assessments and mock ELA Assessments to track and project student's progress and performance through the use of the performance indicators.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Title 1 Funds** • **Coaches, Title I Reading Specialist, AIS Teacher and ESL teacher will provide Professional Development** • **Title III** • **PCEN/LEP**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **New York State ELA test results indicate a 12% increase for English Language Learners making progress.** • **ITA's administered in November and March will be analyzed to track students' strengths and weaknesses in order to provide them with the skills and strategies needed to make gain from one tier to the next.** • **Predictive Assessments administered in January will be analyzed to determine if the students have made adequate progress in their areas of weaknesses so that we can continue to adjust or modify our goals to meet these needs.**

	• **Mock ELA Assessments administered three times for the 2009-2010 school year will be analyzed and compared to track our ELL students' progress which will show a projected increase of 5% from one mock test to the next as we adjust the class goals for students still not showing adequate growth.** • **Bilingual Teachers Data from the two ITA assessments in ELA, the one Predictive Assessment , the three ELA Mock Test, teacher observation and informal test will show demonstrated growth from 1 Tier or Level to the next.**

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): **Mathematics**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To improve ELL students' performance in mathematics as indicated on the New York State Math exam where one year of progress is demonstrated. In the 2008-2009 school year, 23.1% of PS 106 ELL students made at least 1 year of progress, indicating the 76.9% of our Ell students did not make at least 1 year of progress. In the 2009-2010 school year, we will improve the rate of our students making progress by 13%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Administration, coaches and bilingual instructional support staff will provide professional development on analyzing data and setting smart long/short term goals for ELL students through the use of action plans.** • **ESL Teacher and Math Lab Specialist will provide push-in/pull-out services for ELL students.** • **Teachers will administer, analyze and set goals based on the ITA, Predictive Assessment and mock Math Assessment results.** • **Teachers will use ITA's, Predictive Assessments and mock Math Assessments to track and project students' progress and performance through the use of the performance indicators and strand.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Title 1 Funds** • **Title III Funds** • **PCEN/LEP** • **Parent Coordinator, Literacy and Math Coach, Title I Reading and Math Lab teachers, AIS teacher and ESL teacher will provide workshops and meetings**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **New York State Math test results for 2009-2010 will indicate a 13% increase for ELL students making progress in Math.** • **ITA's administered in November and March will be analyzed to track students' strengths and weaknesses in order to provide them with the skills and strategies needed to make gains from one Tier to the next.** • **Predictive Assessments administered in January will be analyzed to determine if the students have made adequate progress in their areas of weakness so that we can continue to adjust or modify our**

	goals to meet these needs. • **Mock Math Assessments administered three times for the 2009-2010 school year will analyzed and compared to track the bilingual students' progress which will show a projected increase of 5% form one mock test to the next as we adjust the class goals for students still not showing adequate progress.** • **Bilingual Teachers Data from the two ITA assessments in Math, the one Predictive Assessment, the tree Math Mock test, teacher observation and informal test will show a continuous progression of growth from 1 Tier or Lev el to the next.**

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): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To increase the numbers of teachers participating in the schools Inquiry Process. During the 2008-2009 school year, 50% of Grade 4 Teachers were involved in the schools Inquiry Process. For the 2009-2010 school year, we will expand the inquiry members by engaging 100% of our Grade 4 Teachers in the Inquiry Process using the literacy policy established by administration and instructional support staff.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Continue Professional Development on the use of ARIS.** • **Scheduled periods for Grade 4 Teachers to meet with administration and coaches to analyze the data of targeted students.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Title 1 Funds** • **Coaches and Administrators will meet with 4th grade teachers**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Teachers in Grade 4 in conjunction with school administration, literacy coach and instructional support staff will meet periodically to identify the targeted group of 4th graders for inquiry in ELA and Mathematics based on last years state ELA and Math assessments. Students continued progress and needs will be based on the ITA and Predictive Assessments.** • **Agendas and attendance sheets from schedule monthly meetings, instructional data from the ITA and Predictive Assessments showing the targeted students progress and continued areas of weakness, modified/ adjusted goals and students work indicate that 100% of the 4th grade teachers are involved in the inquiry process.**

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): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To develop teachers' expertise in effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction. For the 2009-2010 school year, 50% of our teachers will engage in professional development around differentiated instruction that addresses the needs of students with various learning styles and reading levels, will demonstrate differentiated instruction in observed lessons and walkthroughs and classrooms will exhibit resources to support differentiated instruction.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Continue training on the use of ARIS.** • **Meet with teachers and coaches in regards to how the data from Everyday Mathematics, E-CLAS-2, Story Town Theme/Benchmark Assessments and Units of Study design/determine targeted lesson planning.** • **Offer Professional Development in teaching students' with various learning styles, levels and interests.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Title 1 Funds** • **Literacy Coach, Math Coach and Administrators provide Professional Development**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Teachers weekly lesson plans and monthly unit plans are developed using differentiated strategies to consider students' various learning styles, levels and interests to set grade and class goals by 50% of the teachers.** • **Teacher observations and walkthroughs done throughout the year reveal the incorporation of differentiated instruction through content, process and product in 50% of the classrooms.** • **Libraries are leveled and possess a variety of genres in each classroom.**

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	1	0		
1	29		N/A	N/A		0	1	
2	14		N/A	N/A	1	0	1	
3	37	19	N/A	N/A		0		8
4	32	18	**32**		1	0		2
5	36	29		**36**		0		1
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	**Wilson is a multi-sensory language reading program provided 5 days a week during the school day. Phonics is the basic component of this program. Targets struggling students in general education, special education and English language learners. The Title I Reading Program is provided to at risk students, targeted population and students in need of improvement for 3rd, 4th and 5th grade students twice a week on a push-in/pull-out small group instruction. The instruction is based on accumulative data, school wide focus and teacher recommendation.**
Mathematics:	**Our Title I Math Program services students in the 3rd, 4th and 5th grade classes which includes Special Education and Bilingual students. The Math Lab teacher has a pull-out/push-in program in which he works with a small group or whole class two to three days a week.**
Science:	**We have a Science Cluster teacher who services all of our Fourth Grade classes. She works closely with our fourth grade teachers in preparing our students for the Science Assessment.**
Social Studies:	**Our service providers who work with our Fifth grade classes, prepare the students for the Social Studies exam on document based questions and short answer responses.**
At-risk Services Provided by the Guidance Counselor:	**Individual and group mandated counseling services during the school day. Works with at risk as requested by the PPC team and Principal. The group size and length of time is in accordance to the students need. The purpose is to guide students to fulfill his/her potential in the best of circumstances.**
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	**Provide emotional support, verbal therapy and play therapy for the students in need of emotional support or at risk services during the school day. Teacher and parent support.**
At-risk Health-related Services:	**Provide individual health instruction for at risk children. Bi-yearly asthma classes to groups of students. Day to day prevention and intervention during the school days.**

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

NCLB/SED requirement for all schools

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

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 176 LEP _____ Non-LEP

Number of Teachers 8 Other Staff (Specify) _____

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.

P.S. 106K is an elementary school located in a low socio-economic community in the Bushwick section of Brooklyn. It's part of the Community School District 32/Network 1. It has a total population of 640 students of which 176 are LEP. The goals of P.S. 106 are to provide all ELLs with a high quality education within the context of a language rich environment that will allow the students to meet the content and performance standards while acquiring English proficiency. We implement comprehensive transitional bilingual and freestanding ESL programs in accordance with CR Part 154 and Title III guidelines for approximately 160 ELLs. Since our main language group is Spanish speaking, there is one bilingual transitional class (Spanish and English) in Kindergarten, first, second, third fourth and fifth on each grade level to meet the linguistic and academic needs of this population (as per Part 154's stipulation of parental notification and options/choice) as well as two bilingual special education class for first and second grade ELLs with special needs. These classes follow the 12:1:1 model. There is one ESL teacher who services entitled students whose parents chose ESL as the instructional program for their children, students with special needs whose IEPs indicate the need for ESL service, and ELLs whose L1 is other than Spanish and whose parents refused the transfer option. The ESL teacher services the ELLs using the Pull-out/push-in model. All bilingual and ESL teachers are fully certified. All of our ELLs are provided with differentiated instruction to meet and exceed city and state learning and performance standards. Student gains are measured by all standardized assessments in addition to the ELE, LAB-R and the NYSESLAT.

Our school vision is one in which we believe that all children can learn in a nurturing, supportive environment in which we impart not only academic subjects and skills, but also responsibility, respect and the metacognitive skills to students to become lifelong learners. Therefore, our goal is to provide a foundation that imparts social, emotional, and intellectual growth so that students can succeed in their school life and beyond. We help our ELLs "lower the affective filter" so that they feel comfortable and confident enough to take the risk and navigate new learning including L2. In addition, staff members and parents participate in high quality professional development that is research based to enhance their teaching and learning, so as to improve children's knowledge, performance, and achievement in school. All materials used for instruction and professional development will be the most updated available and also research based.

P.S.106's Title III program will use the Title III funds to implement supplemental instruction in an After School Program on Tuesdays and Thursdays. The instructional programs will service ELLs in grades 1-5 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT or LABR with an emphasis on comprehension and writing, those who scored levels 1 and 2 on the city and state math exams, ELLs in 1st and 2nd grade that performed below level on E-CLAS and/or EL SOL, observation and student portfolios in math (for students in grades 1 and 5), and students targeted to take New York State ELA exam. In addition, part of the funds will be set aside for classes to provide intensive support for fourth grade ELLs on Tuesdays and Thursdays who will take the New York State Science test during the Spring. ELL students will be instructed using L1 in Science and Math to prepare students for the state exams given in their Native Language and ESL using the latest research based methodologies that increase language fluency and proficiency—scaffolding, content area, thematic approaches that support multi-sensory activities. ELLs will be instructed in math using activity based instruction with specialized vocabulary and structures emphasized. ELLs will be instructed in Science emphasizing strategies needed to perform well on the state exams. The use of L1 will support and help students transfer concepts and linguistic features to L2. Our After-School Program will consists of 5 bilingual licensed teachers (5 bilingual groups) beginning February 2, 2010 and ending June 3, 2010. The program will meet for 30 days every Tuesday and Thursday for 2 hours each day (Total of 60 hours) from 3:00 PM to 5:00 PM. We will be servicing 75 bilingual students in our transitional classes. The Assistant Principal in charge of the 3rd, 4th and 5th grades will oversee the After-School Program. The teachers will be using Getting Ready for the NYSESLAT by Atanasio, Exploring Math and NY Times Reading and Writing Kits for 3rd, 4th and 5th grade, EDM Explorations for 1st and 2nd grade and thesauruses. Our Saturday Academy will have 2 bilingual licensed teachers servicing 2 mixed groups of opted out ELL students in grades three to five beginning January 30, 2010 and ending May 22, 2010 for 14 sessions for 3 hours. The teachers will be using the Getting Ready for the NYSESLAT and the thesauruses. Our Saturday Academy will be servicing 30 of our ELL students who participate in our free standing ESL program.

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

P.S. 106's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards and how to achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops/study groups will be paid at the trainee rate and teacher trainers will be paid at per session rate. Facilitators for the professional development sessions will include school administrators, LSO, ESL teacher, Math and Literacy coaches, librarian, and teachers in specialized fields. Professional Development was provided during the summer to bilingual teachers in grades 2-5 to jump start the 2009-2010 school year.

Topics that will be addressed during these professional development sessions and tentative dates are as follows:
During the week of August 24-28, 2009 from 9:00 AM – 12:00 PM (3 hour sessions)

- Philosophy of a Transitional Program – who is entitled and when students exit
- Development of smart goals for Native Language Arts and ESL
- Collaborative Team Teaching
- Differentiated Instruction
- New comers and students with interrupted or little schooling
- Program schedule – ESL mandated hours and Native Language in content areas

Form TIII – A (1)(b)

School: PS 106 **BEDS Code: 333200010106**

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	$19,157.76	**After-School Program: 5 teachers x 2 hours x 30 sessions x $49.89 (w/fringe) = $14,967.00** **Saturday Academy: 2 teachers x 3 hours x 14 session x $49.89 (w/fringe) = $4,190.76**
Purchased services - High quality staff and curriculum development contracts.	0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$ 7,460.95	**NY Times Reading and Writing – 3 Kits at $499 = $1, 497.00** **NYSESLAT – 15 sets if Level 1-5 = $3,692.95** **Exploring Math – 3 Kits at $449.00 = 1,347.00** **Thesauruses – 61 at $15.40 = $924.00**
Educational Software (Object Code 199)	0	
Travel		
Other		
TOTAL	$26,618.71	

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.

   At PS 106, our main languages are English and Spanish with a few students speaking Haitian Creole and Arabic. All materials going out to parents are translated to assure parents understanding and involvement. We look at agendas, parents' notification letters, parents attending PTA meetings, Parent Coordinators logs, Parent/Teacher Conference attendance sheets, after school, evening and Saturday activities attendance and ESL attendance sheets.

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.

   Our school adheres to the needs of our parents. Whenever the need arises, we are able to use community resources to assist us in translation for languages other than Spanish. This allows for on going communication between parents, staff and administration.

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.

   At PS 106, we do in-house translations and use community personnel as the need arises. All documents are translated in a timely fashion.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

   Oral interpretation is done in-house. Many of our pedagogues, IEP team as well as our administration speak two languages (Spanish).

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

   The school translates information on a timely fashion using in-house personnel and community personnel as needed. In addition, we use parent volunteers and translation telephone services for languages other than Spanish.

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:	$733,622.00		$733,622.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	$7,509.00		$7,509.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___95.2%_____

   This information was taken from page 6 of the School Demographics and Accountability Snapshot for the 2008-2009 school year.

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.

   The school is providing teachers with in house Professional Development in the areas of Literacy, Math and Writing. Topics provided for our teachers are analyzing data to drive instruction and set grade and class goals, Differentiated Instruction, Classroom Management , use of NYSESLAT results to set goals for our ELLs, .

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

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

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

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

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

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.

   According to the performance of children in relation to the State academic content and student academic achievement standards, our students will continue to receive the Balanced Literacy Program, our Early Childhood classes, Third Grade Classes, Bilingual Classes and Special Education classes will use Story Town using the Balanced Literacy Model, Everyday Math and Math Counts, Harcourt Science

Program in Grades K-5. Teachers will use the assessment data from the ELA and Math Predictive, ELA and Math ITA and NYSTART Report to differentiate instruction to meet the needs of each individual student in our general education, special education and bilingual education classes. The Harcourt Science Program will provide the students with a hands-on and inquiry based approach. The Harcourt Social Studies Program provides the students with document based questions, graphs and visuals that promote higher critical thinking skills.

2. Schoolwide reform strategies that:

   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in all the content areas using the data (formal and informal) for flexible grouping, differentiated instruction, academic intervention services, curriculum mapping and Blooms Taxonomy on higher order thinking skills.
   b) Use effective methods and instructional strategies that are based on scientifically-based research on best practices that:
      - Increase the amount and quality of learning time, such as 371/2 minutes extended school year, after-school programs such as SES and Literacy/Math After- School Program, Saturday Academy and summer programs and opportunities that will enhance at our risk students and students with disabilities proficiency in Literacy and Math
      - Help provide an enriched and accelerated curriculum to include technology.
      - Meet the educational needs of historically underserved populations by providing them with academic intervention services and Title 1 Programs that will focus on their strengths and weaknesses.
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

   As of September 2009, all the teachers at our school will be certified therefore meeting the NCLB requirements as highly qualified teachers. Recruitment will be done at the many job fairs being held through out the city.

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.

   The professional development will be conducted by highly qualified instructors for 2009-2010. It will be focused and intense, not erratic. All workshops will reflect the standards for professional development. Sessions in literacy, math, acuity, differentiated instruction, analysis of data, action plans will be provided as well as ESL strategies that can be used in the classroom. Supervisory observations and walk through will ensure that teachers are implementing strategies and techniques learned from our research based professional development.

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

   Provide a safe, friendly and nurturing environment. Provide teachers with quality professional development opportunities in our school, network or city. Supervisors will provide continuous assistance and support, holding individual as well as group conferences. Lead teachers will provide support and assistance as buddy teachers and partners to our new staff members on each grade level.

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

   Parent Coordinator plans workshops appropriate to the needs of our parents which include housing, immigration laws, citizenship, identity theft, community organizations, health and workshops on helping their children succeed, school and city policies and school services. We are planning to continue these workshops and increase parental involvement through the use of our library.

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.

   Provide research based professional development for Kindergarten teacher. Provide school based Pre-K the opportunity to visit our Kindergarten classes as well as outside preschool programs. Conduct parent and teacher articulation sessions.

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.

   Provide teachers with professional development on the desegregation of data using the NYSTART Report, ELA and Math Predictive, ELA and Math ITA to differentiate instruction based on the needs of each student. Included in the data will be informal assessments such as running records, conferencing, homework, portfolios, unit testing in Math, Science and Social Studies, teacher made test and ELA/Math mock tests.

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.

   The AIT meet weekly to discuss the progress of students already identified as PIPs or students in need of additional assistance. During these meetings, we also discuss other students who have been identified as having difficulty mastering the proficiency or advanced levels of academic achievement. The information is secured from the NYSTART Report, ELA and Math Predictive, ELA and Math ITA and classroom teacher input. These students receive services appropriate to their needs. Services are provided by the Wilson Program, Early Intervention, Title 1 Reading and Math Lab teachers, SETTS and IEP team.

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.
    21st Century Advantage after school program for all grades.
    Title 1: Math and Reading Labs and one reduce size class teacher
    PCEN: Paraprofessionals in the Early Childhood Special Education classes, ESL teacher

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: Corrective Action – Year 1 **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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

   A review of the data from our pre-populated School Demographics and Accountability Snapshot, indicates that our Special Education classes have not meet AYP in ELA.

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

   In order to enable students in the subgroup to achieve their academic potential, we have purchased Story Town a research based, developmental reading and language arts program for our special education classes. The foundation of this program is its high-quality children's literature, as well as informational text. It reflects current, confirmed research and prioritizes and sequence essential skills and strategies. The program features an organized, direct approach to teaching reading. We are also meeting with the special education teachers during their common PREP to discuss test taking strategies that can be implemented in their classrooms to prepare the students for our state assessment. The students are being serviced by our AIS, Title I Reading Specialist and Literacy coach in a push-in model to collaboratively teach with the Special Education teacher to better meet the needs of each individual student.

[1] School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement

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

   (a) Provide the following information: 2009-10 anticipated Title I allocation = $733,622; 10% of Title I allocation = $0

   The 10 percents of the Title I funds for professional development will be used on a series of workshops for our special education teachers on Story Town. The workshops will address the essential components of reading, read aloud as a valuable strategy, small group instruction, running records data and reflecting on best practices.

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

   The teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development involves the selection of mentors in the school who have demonstrated mastery of pedagogical skills, content knowledge and teaching experience. The school will maintain records on the mentoring experience, names of the new teachers and their mentor, types of activities and the hours provided to each new teacher. The new teachers will do interclass visitations to observe their mentor instructing their class in the various content areas and meet with their mentor to go over strategies and techniques in planning for their daily lessons. The mentor will observe the new teaching instructing the class in order to provide suggestions, strategies and techniques they can implement in their class.

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

   Parents are notified about the school's identification for school improvement during parent meetings and by letters distributed in the school to their child in the appropriate languages.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

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

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

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

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

The process used by our school to assess whether this finding is relevant to our school is:

- Measurement and evaluation cycle in which teachers and students are observed to collect evidence of teaching and learning practices.
- Examine the evidence to analyze teachers and students strengths and weaknesses.
- Instructional planning focusing on what and how to teach the skills and strategies in our ELA standards.
- Creating a curriculum outline based on our standards.
- Executing standards-based instruction that best meets the needs of all our students.

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

☐ Applicable x 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?

Our ELA program is a Comprehensive Balanced Literacy Approach which is a component of the Chancellor's Children First Initiative. Our Early Childhood classes, Third Grade, Special Education classes and Bilingual classes implement Story Town a balanced literacy thematic units of study and our 4th and 5th grade classes implement Grade Developed Units of Study which are aligned to the New York State English Language Arts Standards and encompasses the areas of reading such as decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension which motivates the students to read. The Early Childhood classes also use the writing component of Story Town that encompasses spelling, handwriting, text production and composition which motivates the students to write.

Our 3rd, 4th and 5th grade General, Bilingual and Special Education classes implement the Write Source a resource program integrated into our writing curriculum along with grade developed units of study which are aligned to the New York State English Language Arts Standards and encompasses the areas of writing such as spelling, handwriting, text production and composition which motivates our students to write.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The process used by our school to assess whether this finding is relevant to our school is:

- Analysis of formal and informal assessment
- Grade planning

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

☐ Applicable x 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?

Our math program, Everyday Math, is aligned with the New York State content strands. In an effort to supplement the weakness found in EDM from the SEC data with regards to the alignment to the process strands, we do the following:

- Review standards, alongside the EDM curriculum, during our June planning and grade conferences.
- Designing of Pacing Schedules that modifies the sequence of lessons to be taught.
- Review the process and content strands to supplement the curriculum with additional tools, such as March to March Coach.
- Students are provided and required to utilize a Problem Solving Strategies Checklist with a Rubric.
- Students are required to provide written and oral explanations when solving a problem.
- Analyze teachers and students strengths and needs through the use of Unit Assessments and teacher observations.
- Meet with special education teachers on the EDM units looking at performance indicators, strands and benchmark NYS test items to modify program to students needs and personalizing the exam on skills taught.

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

KEY FINDING 2: INSTRUCTION

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

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

2A – ELA Instruction

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

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

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

The process our school engages in to assure that our findings are relevant to our schools educational program is to continue to use the evaluation and measurement cycle.

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

☐ Applicable x Not Applicable

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

The evidence that dispels the relevance of this finding is as follows:

- Our school uses "The Model" a three part workshop approach. First, the teachers describe and model a critical skill or strategy to students in a 10-15 minute mini- lesson. Second, students practice the skill and/or strategy presented in the mini-lesson during their independent or small group work. While the students are involved in their task, the teacher meets with individuals, small, flexible groups and /or partners offering customized or differentiated guidance and feedback on the use of the skill and/or strategy taught. Thirdly, the teacher in a 5-10 minute share session guides the students in a discussion about the skill and/or strategy used during their independent/small group work. During this time, the students share how applying the skill/strategy affected their reading and/or writing.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) 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.

The process our school engages in to assure that our findings are relevant to our schools educational program is through our formal and informal observations. The administration conducts walkthroughs throughout the year, and discussions on the workshop model used in the classrooms are discussed during the teachers' common prep planning period and grade conferences.

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

☐ Applicable x Not Applicable

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

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

The evidence that dispels the relevance of this finding is as follows:

- Follow workshop model which entails 25 minutes of direct instruction.
- Students exercise 45 minutes of individual and group activities.
- 90 minute Math period daily.
- Activities are differentiated per group.
- Work station activities are assigned.
- Hold Math Bees throughout the year.
- Provide a Family Night in which parents and students are able to solve mathematical problems through games and play.
- Computers have been placed in 90% of our classrooms.
- Rolling laptops are available for use by teachers and students on each floor.
- Students are assigned math problems by the classroom teacher using a variety of computer programs (for example: Acuity and Success Maker).
- Computer teacher incorporates math strategies and skills during his daily lessons with Aha Math, a computer program.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The process our school has to assess whether this finding is relevant to our school's educational program is to look at the number of years our staff has been teaching in our school compared to the teachers who have asked for transfers.

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

☐ Applicable x 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?

These findings are not relevant to our school as indicated in our School Demographics and Accountability Snapshot which states that we have 77.2% of our teachers more than two years teaching at our school.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The process our school has to assess whether this finding is relevant to our school's educational program is to review our Professional Development agendas and attendance sheets as well as our Faculty Conferences to indicate the time and staff attending or presenting information on these workshops.

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

☐ Applicable x 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?

The evidence that dispel the relevance of this finding to our school's educational program is through our turnkey training provided by staff members who attended workshops on ELLs. Another evidence is the strategies learned during these workshops and implemented in the classrooms as observed by the administration.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The evidence that dispel the relevance of this finding to our school's educational program is through our turnkey training provided by staff members who attended workshops on ELLs. Another evidence is the strategies learned during these workshops and implemented in the classrooms as observed by the administration.

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

☐ Applicable x 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?

The evidence that dispels the relevance of this finding in our school's educational program is through formal and informal observations, use of data to drive and differentiate instruction and grade conferences to discuss and analysis the data from our yearly assessments.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The process our school has to assess whether this finding is relevant to our school's educational program is to review the professional development workshops provided to our staff on IEP's, differentiated instruction, analysis of data and review of materials provided by the school.

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

☐ Applicable x Not Applicable

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

The evidence that dispels the relevance of this finding to our school's educational program is:

- During our faculty conferences, teachers are given an overview on the information contained in each of the pages of the IEP.
- Special Education teachers are provided by outside Special Education consultants with detailed information on the creation of an IEP with emphasis on writing the page 6 goals aligned to the standards.

- During Professional Development teachers are provided with information on accommodations for all assessments for students with an IEP.
- Teachers, especially our general education teachers, are informed annually on the promotional criteria for their IEP students.
- Special Educations teachers are sent to the NYSAA workshop to familiarize them on how to prepare the students' portfolio for alternate assessments.
- All teachers are provided with workshops on ways to improve individualized instruction according to the needs of each student.
- Teachers are informed on implementing an individual behavioral modification contract and SAPIS worker provides individual and group intervention for students with more severe needs and teachers are provided with a school contract on students behavior to be sent home and signed by parents.

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.

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.

IEPs and teachers' lesson plans based on the IEP goals of each student are reviewed by relevant school personnel. Lessons are planned in accordance with city, state standards and grade level tests. The assistant principal in charge of testing sees that all testing accommodations and modifications are followed. When needed, a behavioral intervention plan(page11) is written and followed by school personnel.

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

☐ Applicable x 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?

Observations by supervisors, coaches and the special education liaison that all aspects of the IEP is adhered to. Parents are given separate progress reports (along with report cards) indicating the students progress in meeting IEP goals.

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.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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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.)

   There are 5 Students in Temporary Housing who are currently attending our school.

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

   We are planning to provide these students with Academic Intervention Services which include Reading LAB, Math LAB, AIS, extended day and after school programs that will strengthen their literary and math skills and counseling.

Part B: FOR NON-TITLE I SCHOOLS

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

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.