



**PARKSIDE SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **15k130**  
**ADDRESS:** **70 OCEAN PARKWAY, BROOKLYN**  
**TELEPHONE:** **(718) 686-1940**  
**FAX:** **(718) 854-9756**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 130      **SCHOOL NAME:** Parkside School

**SCHOOL ADDRESS:** 70 Ocean Parkway

**SCHOOL TELEPHONE:** (718) 686-1940      **FAX:** (718) 686-1940

**SCHOOL CONTACT PERSON:** Maria Nunziata      **EMAIL ADDRESS:** MNunzia@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Erin Langstaff

**PRINCIPAL:** Maria Nunziata

**UFT CHAPTER LEADER:** Sandra Boyce-El

**PARENTS' ASSOCIATION PRESIDENT:** Kitty Martin

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 15      **SSO NAME:** ESO #3

**SSO NETWORK LEADER:** Joseph Cassidy & Alison Sheehan

**SUPERINTENDENT:** Anita Skop

## 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
Maria Nunziata	*Principal or Designee	
Sandra Boyce-EI	*UFT Chapter Chairperson or Designee	
Kitty Martin	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Pascarella	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anne Ilardi	Assistant Principal	
Erin Langstaff	Guidance Counselor	
Toni Musto	Member/ Parent	
Linda Hoff	Member/Parent	
Coleen Mingo	Member/Parent	
Tania Mota	Member/Parent	
	Member/	

***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.

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### **P. S. 130 School's Vision and Mission**

P.S. 130 is a diverse multicultural community dedicated to academic excellence. Through a rigorous, standards-based curriculum, we nurture the talents and abilities of each student. Opportunities are provided for each student to develop academic mastery, artistic expression and leadership capacities. The collaborative efforts of students, teachers, parents and members of the community promote and support a caring environment dedicated to high standards of excellence.

### **Executive Summary:**

Public School 130 is located in the Kensington section of Brooklyn and our goal is to insure the academic progress of all students.

Our diligent pursuit of excellence is demonstrated in steady gains in student performance. Our cultural and linguistic diversity enhances our social studies, humanities curriculum. Heterogeneous classes (in which children receive instruction designed to meet their individualized needs) enhance student learning. Opportunities for advanced/accelerated learning are part of our educational program. Our focus on the effective implementation of a balanced standard driven curriculum continues in its intensity with an emphasis on improving literacy and mathematics teaching and learning. Literacy instruction is literature based utilizing whole language strategies. Students receive large group, small group and individualized guided instruction in reading and writing for 150 minutes daily. Teachers use student assessment to plan guided instruction that is specific to the learning needs of students. Students are expected to develop the habits of avid readers, proficient writers and articulate speakers. During school year 2009/2010, we will continue to refine the alignment of our literacy curriculum with NYC ELS standards, accentuating Readers' and Writers' Workshop. Our focus will be on strengthening student *talk*. We plan to continue work on developing students' oral communication skills throughout the grades and across the curriculum.

Throughout the year we will continue to advance our academic programs in Reading, Writing and Math by providing rigorous professional development and support to teachers in the areas of Readers, Writers and math Workshop, Social Studies and Science. We continue to focus on NYC Standards to sustain the achievement – higher levels of proficiency for all students.

Our school has developed and maintains viable relationships and partnerships with a variety of community organizations. Foremost is our Arts partner, ArtsConnection. They will continue throughout the 2009/2010 school year to provide art experiences to our students sponsored by Project Art funds. We will continue to work with the ArtsConnection on the National Endowment for the Arts Inquiry Based Partnership Model that allows for teacher/artist collaborations that focuses on using theater arts to develop literacy. Students in grade pre-kindergarten through fifth are engaged in puppetry and storytelling. This work will bolster our school wide initiative to strengthen the oral English Language skills of our students. Other collaborative community based organizations at our

school include chess in the school which provides chess instruction to students and prepares them for city wide tournaments, Carnegie Hall partnership includes a graduate resident who provides music instruction for students as well as recorder lessons and trips for students and their families to classical music concerts at Carnegie Hall, Cooper Union College whose undergraduate students facilitate the PS 130 Annual Career Day in Math and Science and Engineering. Windsor Terrace Public Library provides students with library cards, class visits and educational programs. The library also houses our adult ESL classes. NYC Learning Leaders provides training for parent volunteers so they can work in the classrooms with students as well as volunteering for the PTA and school wide activities. NYC College of Technology provides ESL classes for parents of students at PS 130. Brooklyn Botanical Gardens provide teacher and student workshops. Music Outreach provides a series of music appreciation experiences to students in grades two and three. Educators for Social Responsibility (ESR) provides training to student mediators, peace corners, the 4R's and professional development to teachers in Peace Education Curriculum. We have also formed a partnership with University Settlement who provides afterschool services to more than 120 students Monday to Friday. This year we have also formed a partnership with Wellness in School Program. Currently they are providing GYM classes, cooking classes and the wellness café which provides a salad bar and in has introduced new menu items to enhance the nutrition of our students.

**Part B. School Demographics and Accountability Snapshot**

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 130 The Parkside								
<b>District:</b>	15	<b>DBN:</b>	15K130	<b>School BEDS Code:</b>	331500010130				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	68	58	69		93.8	94.4	TBD		
Kindergarten	76	91	79	<b>Student Stability - % of Enrollment :</b>					
Grade 1	85	72	98	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	78	84	68		93.6	93.6	TBD		
Grade 3	68	78	85	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	75	69	82	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	73	75	70		94.2	94.2	TBD		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	43	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	0	0		
Grade 12	0	0	0	<b>Suspensions (OSYD Reporting) - Total Number :</b>					
Ungraded	6	1	7	(As of June 30)	2007-08	2008-09	2009-10		
Total	529	528	558		0	0	0		
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	12	Principal Suspensions	6	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	9	8	Superintendent Suspensions	3	0	TBD		
Number all others	36	37	43	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0	
(BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	36	36	TBD		
# receiving ESL services only	62	57	55						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	9	Number of Administrators and Other Professionals	8	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	4	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(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	100.0	97.2	TBD
				% more than 2 years teaching in this school	80.6	86.1	TBD
				% more than 5 years teaching anywhere	69.4	77.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	94.4	97.9	TBD
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	17.4	15.7	15.2				
Hispanic or Latino	30.2	31.3	31.4				
Asian or Native Hawaiian/Other Pacific Isl.	29.7	28.6	26.2				
White			3.2				
<b>Male</b>	52.0	50.4	50.5				
<b>Female</b>	48.0	49.6	49.5				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	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						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	89.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	9.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	53.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.5						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**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?
- 

We conducted a comprehensive review of our school's educational program using our formative assessments which include: TC Reading Inventory, Writing on Demand, Words Their Way, EveryDay Math end unit check in progress, EveryDay Math end of unit open ended questions and Math Exemplars. Summative assessments include: teacher conferring notes, student anecdotal and student observations. These instruments of assessment were used to analyze student performance for this year, we also used it to compare student grade cohorts and summarize school wide trends.

The School Quality Review, School Report Card and Progress Reports for the past years were also used to notice school wide trends in all areas of school wide

The major findings from our comprehensive school audit are as follows:

**Professional Development:**

2008/2009 Progress Report Data indicates need for further enrichment for Levels 3 and 4 students with higher level comprehension strategies with reading, and for at-risk students with specific reading strategies. Thus PS 130 will have a focus on gathering whole school effective, consistent and balanced assessment data, leading to focus on aligning data to specific guided reading instruction, meeting needs of all students.

Progress Report Data indicates need for continued enrichment for Levels 3 and 4 students with higher levels working mathematically strategies with math, and for at-risk students with specific content focused strategies. Thus PS 130 will have a focus on gathering whole school effective, consistent and balanced assessment data, leading to focus on aligning data to specific guided math instruction, meeting needs of all students

School Quality Review indicated a need to provide teachers with professional development in the use of the latest technology to support instruction and provide a broad and engaging curriculum to enhance learning both within and outside the school day (inclusive technology)

**Literacy and Math Assessment:**

Quality Review, 2000/2007 and 2007/2008 focused to deepen the use of data to develop questions and answers about what the data reveals relative to student progress and so strengthen the monitoring of the school's progress towards meeting its goals.

Continue use of school-wide data system in all content areas that tracks and monitors students' progress and is able to be used to inform instruction.

School Quality Review 2007/2008 indicated "well-developed" use of gathering and analyzing data.

Progress Report indicated need for continuing and further refinement of this work to inform "Value-adding" needed with rigorous pedagogy in Literacy and Math.

### **Curriculum and Instruction:**

School Quality Review 2006/2007 indicated need to "refine goal setting and planning by expanding specific and measurable class, grade and subject goals that target actual and projected achievement"

Progress Report 2008/2009 indicated need for "Engagement" and "Academic Expectations" to increase from 7.0 to 7.5 and 7.8 to 8.3 respectively

### **Use of Resources/Development of Staff:**

Progress Report 2008/2009 indicates attendance rate improvement from 2008/2009 to 2009/2010 by .4% from 94.4% to 94.8% need to focus on tracking of long term absences and creation of attendance incentive programs.

## **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.

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### **PS 130 Annual School Goals 2009/2010**

#### **Goal 1: Using Data to Inform Teaching**

To facilitate teachers to utilize data more effectively in their planning and instruction to improve student achievement

\* By May 2010, 100% of teachers will have accessed data to inform their planning and teaching

**Description:** Focusing on using data to continuously improve students' achievement is an ongoing priority at PS 130 and aligns to the need to value-add further to the SQR criteria of, “ensuring teachers use school, class and student data to plan for and providing differentiated instruction that meets the specific needs of all the students in their charge” (SQR, 3.4) , and “ holding teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling” (3.3), based on assessment data.

#### **Goal 2: Differentiation**

To help teachers increase the level of differentiated instruction based upon identified learning needs, particularly according to cohort analysis

\* By May 2010, 100% of teachers will demonstrate specific differentiated teaching strategies

**Description:** Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) indicated the need to focus on best practices in curriculum and instruction. The 2007/2008 SQR data also indicated need for value-adding to the notion of “holding teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling and for creating a positive safe and inclusive learning environment” (SQR 3.3). Key Finding 2 on Instruction (Audit of Written, Taught and Tested Curriculum, NYC DOE & NYS DOE) also indicated the need to focus on best practices and differentiated instruction aligned to the School Quality Review findings which, though well-developed in the criteria score. indicated an ongoing and continuing need to “ensure teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge” (SQR 3.4), at a deeper and more rigorous level.

#### **Goal 3: Communication**

To increase the levels of communication amongst all school constituencies- teachers, parents, students, support staff

\* By June 2010, the School Environment score on Progress Report will indicate increased satisfaction with new communication practices

**Description:** Progress Report data indicated need to address all aspects of Communication with and among all constituents in school and classroom organizational capacity.

#### **Sub-Goals listed in Section VI Action Plan (see below)**





**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.

<b>Subject Area: Professional Development</b>				
<b>Informed by Data</b>	<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>
<p><b><u>P.S. 130 as a Professional Learning Community Mathematics:</u></b> <b><u>SQR 2007-2008</u></b> <i>5.6 School leaders and staff use each plan’s interim and final outcomes to drive the next stage in goal setting and improvement planning (P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b><u>SQR 2007-2008</u></b> <i>5.4 Teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals. (P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p>	<p><b>100% whole staff involvement in developing whole school improvement action plan based on “Breakthrough Framework” to drive successful phases of goal setting at administration and teacher level of planning/actions/monitoring and revising focused on meeting needs of students as identified by external and internal data sources and to feed to more specific CEP plans by May 2010 ( after monitoring and revising 2009/1010 plan)</b></p> <p><b>Math</b> <b>To increase by 2 % the number of Grades 4-5 students making a minimum of one year’s growth on the NYS Math assessment (from 79.3 % to 81.3%)</b></p>	<p>* School Leadership team, principal, assistant principal, coaches, professional development team, teachers, data specialist, and consultants, work together to develop an overview of plan.</p> <p>* June Planning 2010 will focus on the implementation of math program and schedule student assessment periods (P,A,P, Coach, AUSSIE Coach) as well as differentiated tiered EDM lessons, Guided Math sessions and student self-assessments as basis for students’ goal-setting</p>	<p>* Data analysis sessions each grade level May 2009 and math/lit planning committee retreat May 2010 Formalized plan complete by June 2010 for implementation for 2010-2011 school year * School Leadership Team revisions June – September * November 2009 Election Day revise and develop based on ongoing data of progress report. *Revise and edit December/ March/May</p> <p>* September 2009 – June 2010 Materials: P.A.P., Coach, Aussie, EDM lessons, Guided Math, Student Assessments, Previous Year’s School-wide Plan * September 2009 – June 2010 Materials:</p>	<p>Regular monitoring and revising of achievements in plan with all staff members 3 times a year (Sept/Jan/May)</p> <p align="center"><b>In 2010-2011, 100% teachers will use school-wide plan in teaching.</b></p>

<p><b>SQR 2007-2008</b>  <b>5.3 Teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas</b>  <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b>  <b>3.4 Ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all of the students in their charge</b>  <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b>  <b>1.1. An objective, constantly updated, understanding of the performance and progress of each student, classroom grade level</b>  <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b>  <b>2.1 Engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals</b>  <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b>  <b>1.7 Training, management systems, and structures that support teachers in the use of school data to inform planning and instruction and to</b></p>	<p><b>Interim goal: All students in Grades K-5 will make at least one year’s progress in Mathematics, as measured by end of unit assessments and portfolio tasks’ rubrics (formative and summative) by June 2010</b></p> <p>* 100% of staff to continue implementation of formative and summative assessments in Math by coach, AUSSIE consultant, teacher mentors, classroom teachers and support staff</p> <p>* 100% of teachers will use flexible differentiated grouping for math instruction  * 80% of teachers will use tiered lessons in daily math instruction  * 80% of teachers will be able to analyze students mathematical thinking by understanding and utilizing the “Exemplar” rubric of the Process Strands</p> <p>* To implement <b>differentiated mathematics professional development program</b> to cater for 100% of teachers’ needs, accounting for various needs, interests and stages of teacher development in implementation of effective learning and teaching in Mathematics</p> <p>*100% of K-5 teachers trained and implement specific diagnosis of math growth points/</p>	<p>* Teachers will receive 8 days of PD (6 week cycles plus test prep/June Planning schedules) with AUSSIE consultant in workshop model instruction, differentiated Tiered Lessons, Guided Math lessons, Diagnosis of specific math needs, alignment of assessment data to instruction , Exemplars, games for intervention</p> <p>* Math coach will schedule teacher support to help analyze student work, model “the work shop model” and best practices, plan tiered lessons, plan for small group instruction, plan and coach EDM lessons, Math in the City and other Math ideas integrated with EDM, Sep 09 to June 10  * P.D. cycles and grade level meetings will focus partially on looking at “student work” collaboratively, inclusive of Exemplars and OR tasks  * P.D. on process strands of the standards  * Develop a bank of P.S. 130 student anchor papers for ongoing reference for teachers to confirm judgments and ongoing reference for students  * June Planning 2010 teachers will revise programs and implementations for next year</p> <p>* Audit all staff to ascertain professional development needs as well as focusing on strengths of staff to lead professional development or model/share best practices  * Using audit information as well as Principal’s/Assistant Principal’s/Math coach’s and AUSSIE consultant’s observations of needs, develop differentiated professional development program in Mathematics for 6 week cycles, with a focus on “teacher leadership and ownership of learning”, inclusive of intervisitations for grade level and inter-grade level teachers.</p> <p>* Coaching sessions in P.D. cycles to implement specific weekly outlines in relation to modeling scaffolding, children working with trial tasks, and time for children to analyze tasks</p>	<p>P.A.P., Coach, Aussie, EDM lessons, Guided Math, Student Assessments, Unit of Study</p> <p>* September 2009 – June 2010  Materials:  P.A.P., Coach, Aussie, EDM lessons, Guided Math, Student Assessments, Unit of Study</p> <p><b>September 2009 – June 2010</b>  Survey, student anchor papers for Exemplars and student samples from each class</p> <p><b>September 2009 – June 2010</b>  Materials: ECAM materials and list of students with special needs</p> <p><b>September 2009 – June 2010</b></p>	
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<p><b>track the progress of students</b> (P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</p> <p><b><u>P.S. 130 as a Professional Learning Community will meet for: LITERACY</u></b> SQR 2007-2008 1.1. ; 1.2; 1.3; 1.4 An objective, constantly updated, understanding of the performance and progress of each student, classroom grade level (P.S. 130 achieved “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</p> <p>SQR 2007-2008 1.7 Training, management systems, and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students (P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</p> <p>SQR 2007-2008 3.4 Ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all of the students in their</p>	<p>misconceptions with all students to ensure early identification and intervention and alignment of this data to daily/weekly instruction</p> <p>*To facilitate the setting of specific goals for 100% of students through analysis of the data, provide descriptive feedback for students focused on improvement and progress and continuously adjust instruction based on results of classroom assessments</p> <p><b>* Whole-school focus for 2009 on mental computation and number sense.</b></p> <p><b><u>Teachers as Learning Community</u></b></p> <p>* 100% of teachers set personal professional goals, aligned to formal observations’ priorities as well as Californian Standards of Teaching Profession</p> <p>*Provide professional development opportunities in Mathematics for Teachers new to grade/ beginning teachers</p> <p>* 50% of professional development schedules</p>	<p>with rubric and add on to their own work for improvement.</p> <p>* Focus some professional development sessions on introduction of Early Childhood Math Interview to all K-5 teachers to diagnose specific problems/ misconceptions and align to planning for Guided Math. Build on last year’s child study focus through more specific identification and analysis of needs (depending on teacher needs/requests)</p> <p>* Math coach to work with teachers not in lab site cycle to familiarize them with ECAM</p> <p>*Continue to build on child-study action research for all grade level teachers within lab site cycles with Math Professional Development 2009/2010 to facilitate teachers’ setting of goals for one student at-risk and one student requiring further enrichment</p> <p>* Teachers set personal professional goals at beginning of each lab site cycle, based on Californian Standards of teaching profession, becoming basis of individual professional development plan. These goals guide choices in differentiated professional development programs. At end of lab site cycles and aligned to formal observations with Principal/Assistant Principal, teachers complete goal setting target template based on Californian Standards of Teaching Profession, to establish professional development plan</p> <p>* Monitoring of goals discussed at post-observation discussions with Principal/Assistant Principal sessions</p> <p>* Professional Development sessions focused on all staff reviewing whole School Strategic Plan from 2009/10, highlighting achievements and continued areas of focus.</p> <p>* Grade level meetings to review plan and new assessment data, and develop goals/priorities from data</p> <p>* Literacy &amp; Math Committee reviewing plan and leading implementation of whole school review and implementation November 2009</p> <p>* Assistant Principal/ Coaches/Consultants to work with each new/beginning teacher</p> <p>* Individualized program for new teachers inclusive of curriculum and instruction focus, behavior management, PS 130 policies and guidelines</p>	<p>Materials: ECAM results, observations/conference notes, assessments, game suggestions</p> <p><b>September 2009 – June 2010</b></p> <p><b>September 2009 – June 2010</b></p> <p><b>Materials:</b> <b>Goal setting template, Californian Standards of teaching profession, School Strategic Plan</b></p> <p><b>September 2009 – June 2010</b></p>	
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<p><b>charge</b> <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b> <b>4.7 Create effective partnerships with outside entities that support the academic and personal growth of the students</b> <i>(P.S. 130 achieved a “well developed” in this category. We would like to revisit and assess our current needs to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b> <b>5.3 Teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas</b> <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b> <b>5.4 Teachers and faculty use the information generated by and other progress measures and comparisons to revise plans immediately in order to reach stated goals.</b> <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p> <p><b>SQR 2007-2008</b> <b>5.6 School leaders and staff use each plan’s interim and final outcomes to drive the next stage in goal setting and improvement planning</b> <i>(P.S. 130 achieved a “well developed” in this category. We would like to refine skills in order to maintain as well developed.)</i></p>	<p>consist of teacher choice to allow for differentiation of needs * 25% of professional meetings consist of DY0 planning. * 25% of professional meetings consist of modeled/coached lessons from AUSSIE and/or math coach.</p> <p style="text-align: center;"><b>Literacy</b></p> <p>*80% of staff facilitates the setting of goals for students through analysis of the available data. Provide descriptive feedback for students focused on improvement and progress to continuously adjust instruction based upon results of classroom instruction. *To provide specific professional development focused on aligning curriculum, instruction and progress monitoring for ELL’s, struggling readers, students with disabilities *Extend intensive intervention work to struggling 3<sup>rd</sup> graders for at least first half of school year.</p> <p>*To develop a set of criteria to select a new staff PD design for literacy (May-June 2009) *Define the roles &amp; responsibilities of literacy coach for in-house part of PD (May-June 2009) *To investigate various options available to replace TC as a method to meet all staff members’ PD needs in order to continue literacy progress (May-August 2009) *Define other PD consultant(s) that complement literacy coach’s roles based upon results of investigation (Sept 2009) * To ensure focus on differentiation with teachers’ professional development aligned to individual classroom needs</p> <p>*Revisit the current writing unit calendars and decide if there needs to be reduction of number of publications</p>	<p>* Further opportunities for teachers to choose their own professional development based on needs of students and individual needs of teachers *Professional Development should allow for DY0 planning time to prepare assessments that are aligned to standards. *Modeling/Coaching of lessons, activities, and assessments by AUSSIE consultant and math coach</p> <p style="text-align: center;"><b>Literacy</b></p> <p>* June Planning 2009 will focus on the implementation of literacy programs and schedule student assessment periods (P.A.P. Coach, TC Coach) *Share at SLT meeting, with parents at PTA meeting, with staff at faculty conference, and with SAF and Network leader * Engage in revision processes as necessary</p> <p>* Professional development in grade level meetings on implementation of comprehension rubric, focusing on specific higher-level comprehension strategies * Professional development focused in implementing consistent school-wide understandings about students’ goal-setting in Reading and Writing Workshop * Extra prep coverage given to teachers for student assessment *Establish Committee to investigate current alignment of curriculum to State Standards, review CEP and evaluate school’s data to look for gaps in written curriculum, effectiveness of curriculum maps, taught curriculum in ELA, especially focused on ELL’s *Review components of the 21 Powerful Designs for Professional Development (ASCD) to decide upon elements to use for defining new PD framework * Continue to encourage and develop differentiated PD in the same fashion as the Math PD for 2008/2009.</p> <p>*Use PD to realign the connection between students’ work and use of assessment (writing). * Designate PD sessions to analyze students’ work to know exactly what to do and where to go.</p>	<p style="text-align: center;"><b>Literacy</b></p> <p>* June Planning 2008 &amp; June Planning 2009 * Literacy Coach * Grade level Teachers, Principal, Assistant Principal, students *Committee Members: Principal, Data Specialist, Parent, School Leadership team (including two members of Data Inquiry team) * Staff, PTA, SAF, SLT, Network Leader * <b>Aligning data to instruction templates inclusive of intervention teachers as well as classroom teachers</b></p>	<p style="text-align: center;"><b>Literacy</b></p> <p>*2008-2009 Literacy Units of study include dates for literacy assessments and implemented by 100% of teachers- formal observations notes indicate evidence of this practice * Agendas of August Professional Development indicate literacy focus * Student literacy data is collected and monitored: Sept, Nov, Jan, Mar and June and mapped on Learning Directions * Goals set by students for each unit-Students able to articulate their goals and discuss their progress * Students progress monitored monthly through analysis of ongoing and end of unit assessments * Revisions to curriculum mapping indicate more specific detailing of skills and strategies to be mastered at each grade level and student outcomes to be attained. * <b>Students’ comprehension rubrics indicate Level 3 and 4 students challenged with higher level comprehension strategies</b></p>
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	<ul style="list-style-type: none"> <li>*To implement whole-school training in grammar and punctuation instruction.</li> <li>*To ensure all teachers across grade levels are aware of processes to use with Word Study in order to create a standardized approach across grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>* Collaboratively research how to get students' reading levels more in line with state standards.</li> <li>* Get PD with Donald Bear and discuss word study/Words Their Way, to address concerns about accurate assessment, management, and application of student learning.</li> <li>*Discuss ways in which we could incorporate other word study programs to effectively teach our students.</li> </ul>		
<b>Subject Area: Assessment Literacy</b>				
<b>Informed by Data</b>	<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>
<p><b>1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level”</b></p> <p>(P.S.130 achieved a well-developed in this category. We would like to refine these skills in order to maintain as well-developed.</p> <p><b>1.5 a measurement of performance and based on the school’s own past performance, and among students, classrooms, grades and subject areas”</b></p> <p>(P.S.130 achieved a well-developed in this category. We would like to refine these skills in order to maintain as well-developed.)</p>	<p><b>* 100% of staff continue to implement Whole School formative and summative data student assessment plan across grade levels and monitor students’ outcomes five times year by June 2010.</b></p> <p>Aims of Learning Directions data base program include:</p> <ul style="list-style-type: none"> <li>* Allow gathering and creation of authentic ways of analyzing student data in order to plan for instruction and meet the needs of individual students in math and ELA, as well as recording student progress in a more effective manner</li> <li>*Giving teachers and administration information in a more effective, efficient teacher friendly way.</li> <li>*Teachers will be able to synthesize this data into the instruments that will allow them to look at students across a continuum in ELA and math.</li> <li>* Teachers will have an easy access to the gamut of entry points at which to plan to meet the needs of individual students.</li> <li>*Teachers will be able to differentiate instruction for small groups and individualized instruction.</li> <li>*Teachers will continue to show increased competence in identifying students’ proximal zone of development and forwarding plans to increase their learning.</li> </ul>	<ul style="list-style-type: none"> <li>* School staff retreat to review current state of all assessment internal and external to school.</li> <li>* Implement DYO status from NYCBOE for Math and Literacy.</li> <li>* Continue implementation of data base assessment gathering onto from Learning Directions spreadsheets.</li> <li>* Monitor ongoing implementation with teachers and ascertain any further refinements in consultation with “Learning Directions”</li> <li>* Negotiate with Learning Directions as to faster return rate</li> <li>* Grade meetings to focus on analysis and use of assessment to adjust teaching to meet each student’s needs</li> <li>* Literacy/Math coaches, staff developers to facilitate data analysis and use of data to align to instruction during PD days and grade conferences</li> <li>* Change current overall scoring of Exemplars to focus instead on individual process strands for each Exemplar task. Change learning directions to match. Teachers to use all process strands score and OR scores each marking period to inform report card and to inform next steps in problem solving teaching</li> <li>Create a “notes” section for teachers to indicate scaffolding, partnerships, or group work on Exemplars spreadsheet.</li> <li>*Allow extra time (assessment preps) for Pre-K teachers who are just starting to use LD spreadsheets.</li> <li>*Diagnose all students K-2 and at risk students (lowest third) grades 3-5 with Early Childhood Assessment in Mathematics to inform appropriate activities for each student during guided math and differentiated tiered lessons.</li> <li>*Utilize information gathered from ECAM assessments through differentiated instruction or small group activities.</li> </ul>	<ul style="list-style-type: none"> <li>* By September 2010, for 5 marking periods, assessment information recorded by staff and given to “Learning Directions” staff</li> <li>* Every five marking periods, teachers will have individual student information reports from “Learning Directions”</li> </ul>	<p>Student assessment data is collected and monitored: Sept, Nov, Jan, Mar and June and electronically mapped on Learning Directions spreadsheets</p> <ul style="list-style-type: none"> <li>* Spreadsheets analyzed by teachers to inform adjustments needed for teaching</li> <li>* Agendas of grade level meeting to refine the consistency in analysis of math and literary to inform instruction moderated by literacy and math coaches.</li> <li>*Schedule meetings at the end of each assessment period to discuss student progress by grade level.</li> <li>*Plan for the alignment of literacy and math assessment for the school calendar year</li> </ul>

	<p>*Identify and analyze all State assessment data according to NCLB categories and develop implications for practice</p> <p>* To access school-wide data to specifically identify school-wide focus group and target population through analysis of data for Data Inquiry Team</p> <p>*Continue focus on: Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required (SQR)</p> <p>Push-in model needed for DIT.</p> <p>*TC Reading Assessment packet for Levels M, O, and R continue and grades 4 and 5 could develop assessment packets for other levels at collaborative meetings.</p> <p>* Training needed in running records.</p> <p>* Include on Learning Directions spreadsheet the September reading level of the previous year.</p> <p>* Need to collaboratively fine-tune writing assessments to align to the writing units of study, inclusive of a generic writing continuum.</p>	<p>* Data Inquiry Team to continue to utilize data base to further monitor and revise</p> <p>*Data Inquiry team work to focus on further skills' analysis, planning of interventions and focus on Grade 4 students' writing and listening skills during extended time.</p> <p>* Facilitate teachers to set goals/make plans to reach goals for students- grade level meetings through "looking at student work" and setting goals/plans; regular goal modification with monitoring student work, create "next steps" – teaching points based on data.</p> <p>* Facilitate students to set goals for Literacy and Math and regularly monitor their own progress at the end of each unit</p> <p>*Facilitate teachers to access and analyze assessments and diagnostic measures of progress and comparisons eg. Grade level meetings to analyze assessment data, set goals and adjust teaching plans and to show minimum bottom-line assessment</p> <p>*Provide copies of individual LD Student Data to out-of-classroom intervention teachers (resource, ESL, AIS, etc.)</p> <p>*DIT for each grade using baseline assessments in reading and math.</p> <p>*Can parents be made aware of when individual assessments will be given? Will they be able to look at student assessments after they are graded?</p> <p>*Can parents receive individual copies of LD spreadsheets for their child?</p> <p>* <i>Student Progress</i>: analyze data with ITT tool; for each grade custom filter each student who made progress between -.25 and +.1; students who did not make a year's progress or who may slip back in this year (if number of students small, broaden range); identify these students within AIS programs/ other programs in schools/ classrooms to ascertain monitoring and revising of plans needed; develop action plans for this cohort; identify these students with class teachers and plan and set goals for them within classroom</p>	<p>* Data Inquiry Team – Fourth Grade teachers, Literacy Coach, Reading Intervention teacher, Data Specialist</p> <p>* Coaches/staff developers facilitating professional conversations about periodic assessments after publication; facilitating planning and setting goals from this analysis; follow-up conversations about student's progress</p> <p>* AIS team to analyze data further; class teachers and AIS team members to hold ongoing discussions about student's progress and monitor and adapt plans and teaching accordingly</p> <p>* Teachers plan for and monitor extra intervention specific to students needs after analysis of student data</p> <p>* Data Specialist to complete analysis of data with ITT tool</p> <p>* AIS team and class teachers utilize filtered analysis to re-check plans and goals for specific students and monitor progress accordingly</p> <p>*In September 2009, out-of-classroom intervention teachers (resource, AIS, etc.) will have individual LD spreadsheets for the students they are working with.</p> <p>*Provide LD spreadsheets with new classes to teachers in June, or prior to the first day of school in September.</p>	<p>*Teachers utilizing assessment templates, planning documents and monitoring student's progress on weekly basis.</p> <p>* Records of student's progress collected each month by administration and monitored for progress</p> <p>* Students improving in text level and acquisition of specific comprehension strategies</p> <p>* <b>ELA Progress indicator</b> value rises from 69.5% to 71%. Reflects better than 92.4% against peers and 92.2% against city horizon</p> <p>* <b>ELA Performance indicator</b> value rises from 79.9% to 81.9%. Reflects better than 92.6 % against peers</p> <p>* Level 3 and 4 students challenged with higher level comprehension strategies</p> <p>* AIS team develop, monitor and reflect on their work and progress with students- half yearly and at end of year; discuss with Principal and Assistant Principal.</p> <p>* All students tracked as to <u>progress</u> in Literacy and Math</p> <p>* Data Inquiry Team tracks progress of 21 fourth grade students who scored Level 2 on State ELA exam. Interim goals and students' goals set with reading intervention teacher indicate progress from September 2009 through June 2010.</p>
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<b>Subject Area: Classroom Teaching</b>				
<b>Informed by Data</b>	<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>
<p><b>Mathematics</b> <u>State and City Audit of the Written, Taught and Tested Curriculum in Math indicates in Key Finding 2: Instruction There is limited use of best practices and differentiated instruction by teachers. Need to value add.</u></p> <p>SQR indicates in Quality Statement 2 – Plan and Set Goals that the school is well developed in 2.1 – 2.7. Need to value add.</p> <p>SQR indicates in Quality Statement 5-Monitor and Revise that the school is well developed in 5.1, 5.3 and 5.6. Need to value-add</p> <p>Progress Report indicates 79.3% of students in Grades 4 and 5 achieving one year's progress</p> <p>SQR 2007-2008: <i>“1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students”</i></p> <p>(P.S.130 achieved a well-developed in this category. We would like to refine these skills in order to maintain as</p>	<p><b>To increase by 2.2 % the number of Grades 4-5 students making a minimum of one year’s growth on the NYS Math assessment (from 74.8 % to 77%)</b></p> <p><i>Interim goal: All students in Grades K-5 will make at least one year’s progress in Mathematics, as measured by end of unit assessments and portfolio tasks’ rubrics (formative and summative) by June 2010</i></p> <p>* As part of Math DYO (Design Your Own) Assessment, all teachers are to use components of Whole School Assessment Framework: Every Day Math Unit Progress Check Written Assessment; Portfolio tasks (“Exemplars” &amp; Open Response Tasks &amp; Observations) to analyze and establish student math goals. * Engage students in regular self-assessment through students’ setting of goals and monitoring progress so they have ownership of their success * Focus on differentiation of instruction through tiered student activities within workshop model, guided math and differentiated use of various goal setting templates within each classroom particularly for ELL and special education students.</p> <p>* By November 2009 specifically diagnose and plan for students’ needs in mathematics for all students K-2 in counting, numeration,</p>	<p>*Implement goal setting templates for each unit of study and facilitate students setting realistic specific goals for learning and continued and ongoing monitoring of achievement of these goals * Differentiate the use of various goal-setting templates within each classroom, particularly for ELL and special education students</p> <p>* Workshop Model templates with differentiated student activities To incorporate Aussie/Math coach modeling/demonstrations/coaching of differentiated lessons, games, and activities using Workshop Model 50% of PD time *Aussie/Math coach providing professional development in analyzing the DYO data to incorporate appropriate mini-lessons and to form small group instruction so teachers may better implement instruction * Coaching of differentiated student activities aligned to, and informed by assessment data * Ensure daily lessons cater specifically for each students needs through tiered lessons and differentiated instruction * All teachers implementing Guided Math sessions on weekly basis as well as daily differentiated tiered student activities during Workshop Model lessons *Consistent scaffolding and modeling of the Exemplar tasks and Open Response tasks in all grades *All teachers grades 1 – 5 continue introducing/tagging the Open Response at the beginning of each unit and referring to it as the class works through the unit</p> <p>*Implement the Early Childhood Assessment in Mathematics (ECAM) with all students K-2 and at risk students (lowest third) grades 3-5 informing appropriate activities for each</p>	<p>* EDM Assessment templates in Assessment Binders</p> <p>* Differentiated goal-setting templates</p> <p>* Differentiated goal-setting templates</p> <p>* Classroom teachers/ Math Coach/Consultant</p> <p>*Learning Directions Spreadsheets</p> <p>*Math Coach *Collection of student anchor papers for reference/modeling * Charted Open Response Tasks</p> <p>* ECAM Student Booklets *ECAM teacher kits including class summary sheets</p>	<p>TARGET PROGRESS REPORT: * <b>Math Progress indicator</b> value rises from 79.3% to 81.3%. Reflects better than 97% against peers and 95.2% against city horizon * <b>Math Performance indicator</b> value rises from 96.8 % to 97.8%. Reflects better than 92.3% against peers and 93.4 % against city horizon</p> <p>* 100% of teachers have completed their Learning Directions Spreadsheets and are using them to plan for instruction</p> <p>*Math Coach schedule reflecting team planning and teaching in classrooms * 100% of classrooms will have the current unit’s Open Response displayed with post-it prompts</p> <p>*ECAM student booklets will be filled out *ECAM class summary</p>

<p>well-developed.)</p> <p><u>Literacy</u> SQR 2007-2008 Quality Statement 2-Plan and set goals: School leaders and faculty consistently use data to understand each students learning steps and to set suitably high goals for accelerating each students learning. (P.S. 130 achieved a well-developed in this category. We would like to refine these skills in order to maintain as well-developed.)</p> <p>3.4 “ensure that teachers use school, class, and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge.” (P.S. 130 achieved a well-developed in this category. We would like to refine these skills in order to maintain as well-developed.)</p> <p>Key Finding 1 of the Written, Taught, and Tested Curriculum in ELA and Mathematics recommends focus on</p>	<p>and for at risk students 3-5</p> <p>* By January 2010 specifically diagnose and plan for students’ strategy and automaticity needs in mathematics for all students K-2 in addition/subtraction and for at risk students 3-5 in all operations</p> <p>* Implement PAN Grant action research in Grade classrooms focused on item analysis</p> <p>*By June 2009, each grade level 1-5, identifies and chooses OR and Exemplar tasks that best fit the content in the unit of study</p> <p>* By June 2009, each grade level K-5 develops specific scaffolded outlines of supporting students writing mathematically</p> <p><b>Literacy</b> * <b>To increase by 2% the number of students making a minimum of one year’s growth on the NYS ELA assessment (from 69.5% to 71.5%)</b> <b>Interim goal: All students in Grades K-5 will make a minimum of one year’s growth on running records as measured by Fountas and Pinnell levels by June 2</b> <i>As part of Literacy DYO (Design Your Own) Assessment, teachers to use Teachers College Reading Assessment, Words Their Way, and Teachers College Narrative Continuum Rubrics to analyze and establish student literacy goals.</i> * Engage students in regular self-assessment, setting and monitoring of goals and progress so they have ownership of their success * Teachers analyze and use the results of the TC Reading Assessment to establish student reading goals and adjust teaching as necessary * Teachers analyze and use the results of Words Their Way Program to establish</p>	<p>student during guided math and differentiated tiered lessons.</p> <p>*Implement various instruments for diagnosing students’ mathematical understanding such as the Booker Profiles and the Basic Facts Inventory informing appropriate activities for each student during guided math and differentiated tiered lessons</p> <p>*Trial pilot PAN interview tools with one teacher</p> <p>*Planning sessions in June 2009 for each grade level to develop yearly overview of expectations inclusive of unit appropriate OR and Exemplar tasks per month</p> <p>* Planning sessions in June 2009 develop specific weekly outlines in relation to modeling scaffolding, children working with trial tasks, and time for children to analyze tasks with rubric and add on to their own work for improvement.</p> <p>* Teachers will receive a certain # of days of PD (yet to be determined) with consultants in reading assessment, writing assessment and word study * Teachers will participate in professional development days that focus on word study, reading and writing assessments from August 09 to May 10 (P, A.P.) * Teacher support by Principal, A.P, Coach and staff developers during school year * June Planning 2010 teachers will revise programs and implementations for next year</p> <p>*Implement goal setting templates for each unit of study and facilitate students setting realistic specific goals for learning and continued and ongoing monitoring of achievement of these goals * Differentiate the use of various goal-setting templates within each classroom, particularly for ELL and special education students. * Differentiate instruction and provide support for ELL and special education students. * Focus on differentiation through tiering student activity component of workshop model lessons</p>	<p>*Coverage for the professional development of teachers around the implementation of ECAM * Booker Profile Kit *Addition, Subtraction, Multiplication Inventory Sheets * Professional Development on ways to implement and analyze the Booker Profiles and Basic Fact Inventory</p> <p>* PAN grant funds</p> <p>* Planning templates</p> <p>* Templates for Literacy database * Range of differentiated goal-setting templates</p>	<p>sheets will be filled out *Guided math groups will reflect findings from the ECAM and other diagnostics</p> <p>* Basic Fact Inventory sheets will be filled out for individual students</p> <p>* A yearly overview of unit appropriate Exemplars and OR tasks</p> <p>* A yearly scaffolded outline of teaching problem solving on periodic basis</p> <p><b>ELA Progress indicator</b> value rises from 69.5% to 71.5%. Reflects better than 92.4% against peers and 92.2% against city horizon <b>* ELA Performance indicator</b> value rises from 79.9% to 81.9%. Reflects better than 92.6% against peers</p> <p>* Level 3 and 4 students challenged with higher level comprehension strategies</p> <p>*Half yearly monitoring of achievement of goals of Literacy PD</p>
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<p>Taught curriculum, and ELL learners.</p>	<p>students word study goals and adjust teaching as necessary as well as incorporate other word study programs as needed to supplement (i.e. Fountas &amp; Pinnell, Month by Month Phonics)</p> <ul style="list-style-type: none"> <li>* Teachers analyze and use TC Writing Continuum Rubrics to establish student narrative writing goals and adjust teaching as necessary</li> <li>* Engage students in regular self-assessment through students' setting of goals and monitoring progress so they have ownership of their success</li> <li>* To develop whole-school grammar policy (scope and sequence).</li> <li>* Classroom libraries – updated and added upon.</li> <li>* Focus on teaching comprehension more in-depth.</li> <li>* Meet needs of higher level students via book clubs and inter-classroom partnerships.</li> <li>* Continue using column headings from spreadsheets to inform and differentiate teaching of individual students.</li> </ul> <p>* Teachers analyze and use TC Writing Continuum Rubrics to establish student narrative writing goals and adjust teaching as necessary</p>	<p><b>a) Reading:</b></p> <ul style="list-style-type: none"> <li>*Systematize reading practices across the school to maximize all students' achievement through focus on implementing and analyzing running records to inform specifically targeted daily guided reading sessions</li> <li>* Guided Reading and/or strategy lessons including small group instruction sessions daily within Literacy Block revised daily according to students' needs</li> </ul> <p>* Engage students in regular self-assessment through students' setting of goals and monitoring progress so they have ownership of their success</p> <ul style="list-style-type: none"> <li>* By the end of the 2009-2010 school year, classroom libraries will be updated and added upon.</li> <li>* Ongoing: focus on teaching comprehension more in-depth-use of comprehension rubric to monitor progress</li> <li>* Beginning September 2009 - Meet needs of higher level students via book clubs and inter-classroom partnerships.</li> <li>* Beginning September 2009 - continue using column headings from spreadsheets to inform and differentiate teaching of individual students.</li> </ul> <p><b>b) Writing:</b></p> <ul style="list-style-type: none"> <li>* <b>Small group sessions based on TC Writing Continuum rubrics revised according to students' needs</b></li> <li>* <b>Engage students in daily writing practices within the different genres across the grades</b></li> </ul> <p><b>Technology</b></p>		
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**Subject Area: Intervention & Assistance**

<p><b>Informed by Data</b></p>	<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>
<p><b><u>Mathematics</u></b> 2008-2009 Progress Report indicates</p>	<p><b><u>Mathematics</u></b> * Challenge Levels 3 and 4 students to extend</p>	<p>* Continue Tuesday/Thursday Math Intervention (Levels 1 and</p>	<p>* Math Coach</p>	<p>* <b><u>Math Performance</u></b></p>

<p>95.4% of students achieving level 3 or 4 and average change in student proficiency for level 3 and 4 students is 0.03, indicating the need for further enrichment</p> <p><b>State &amp; City Audit: Key Finding 6: Professional Development-Special Education</b></p> <p><i>School personnel have insufficient understanding of or capacity to implement the range and types of instructional approaches to improve student achievement.</i></p> <p><b>SQR Quality Statement 2-Plan and Set Goals</b> that the school is well developed for statement 2.3 <i>identify and improve the performance and progress o those students in greatest need of improvement.</i> Need to value add.</p> <p><b>SQR Quality Statement 5-Monitoring and Revise:</b> The School is well developed for statements 5.3, 5.4 and 5.5. Need to value add.</p> <p><b>SQR Quality Statement 2- Planning &amp; Setting Goals</b></p> <p>2.2 focus on each student,...whose performance or progress has been identified by the school</p> <p>2.3 identify and improve the performance and progress of those students in the greatest need. (Need to continue addressing these specific needs)</p>	<p>their thinking and reasoning skills mathematically</p> <ul style="list-style-type: none"> <li>* Cater for students' mathematical needs specifically</li> <li>* Ensure continued alignment of intervention services to meet each student's needs.</li> <li>* By November 2009 specifically diagnose and plan for students' needs in mathematics for all students K-2 in counting, numeration, and for at risk students 3-5</li> <li>*By January 2010 specifically diagnose and plan for students' strategy and automaticity needs in mathematics for all students K-2 in addition/subtraction and for at risk students 3-5 in all operations</li> </ul> <p><b>Literacy Data Inquiry Teams:</b></p> <p><b>Data Inquiry Team: Social Emotional. 14 teachers with 20 students</b></p> <ul style="list-style-type: none"> <li>* Create a caring, safe whole school community</li> <li>* Facilitate Morningside Center 4R's Program (Reading, Writing, Respect and Resolution) to further develop PS 130's focus on the "whole child", developing students' academic, social, emotional and academic competence</li> </ul>	<p>2) &amp; Saturday Academy as Math Enrichment (Levels 3 &amp; 4)</p> <ul style="list-style-type: none"> <li>* Continue Math Club after-school for students identified as Requiring further challenge</li> </ul> <p>Ensure whole school intervention is structured within three levels of intervention including tier one within classroom intervention; tier two push-in intervention and tier three pull-out intervention. Insure regular monitoring of students at risk, and re-planning for students at risk.</p> <ul style="list-style-type: none"> <li>*Implement the Early Childhood Assessment in Mathematics (ECAM) with all students K-2 and at risk students (lowest third) grades 3-5 informing appropriate activities for each student during guided math and differentiated tiered lessons.</li> <li>*Implement various instruments for diagnosing students' mathematical understanding such as the Booker Profiles and the Basic Facts Inventory informing appropriate activities for each student during guided math and differentiated tiered lessons</li> <li>* Grade binders of math games with focused skills/strategies for each grade</li> <li>* Continue Data Inquiry</li> <li>*Introduce 4 R's (Reading, Writing, Respect and Resolution) Program integrating conflict resolution within language arts curriculum K-5</li> <li>* Facilitate peer mediation to build leadership skills and train students to actively mediate conflicts between peers</li> <li>* Peace Helpers/Peace Corners: Train younger students as peace helpers</li> <li>*Lunch Clubs: Facilitate ongoing lunch club to further develop interpersonal skills of specific students</li> <li>* K-5 &amp; After-School Program: Using "Resolving Conflict Creatively" curriculum, facilitate development of skills of active listening, assertiveness, handling feelings, negotiation, mediation, celebrating differences and standing up to bias.</li> </ul>	<ul style="list-style-type: none"> <li>* Math Cluster teacher</li> <li>* Teachers</li> <li>* ECAM Student Booklets</li> <li>*ECAM teacher kits including class summary sheets</li> <li>*Coverage for the professional development of teachers around the implementation of ECAM</li> <li>* Booker Profile Kit</li> <li>*Addition, Subtraction, Multiplication Inventory Sheets</li> <li>* Professional Development on ways to implement and analyze the Booker Profiles and Basic Fact Inventory</li> <li>* Morningside Center staff developers</li> <li>* Classroom Teachers</li> <li>* Intervention Team</li> </ul>	<p><b>indicator</b> value rises from 96.8 % to 97.8%. Reflects better than 92.3 % against peers and 93.4 % against city horizon</p> <ul style="list-style-type: none"> <li>*ECAM student booklets will be completed</li> <li>*ECAM class summary sheets will be filled out</li> <li>*Guided math groups will reflect findings from the ECAM and other diagnostics</li> <li>*Basic Fact Inventory sheets will be filled out for individual students. Students will monitor own progress in gaining automaticity throughout year.</li> <li>* Students self assessments/survey continue to indicate confidence in PS130 as safe environment</li> <li>* Progress Report Learning Environment Survey will indicate increased confidence in Safety and Respect score from 8.3 to 8.5</li> </ul>
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<p>Staff Developer has noted students' need to improve fluency in reading</p> <p><b>SOR Quality Statement 3-</b></p> <p><b>3.4 ensure that teachers use school, class and student data to plan and provide differentiated instruction that meets the specific needs of all students in their charge (well developed 2007/008 but need to continue focusing in this area to ensure all students' needs are met)</b></p> <p>City &amp; State Audit: <b>Key Finding 1 of Written, Taught and Tested curriculum in ELA and Mathematics recommends focus on Instruction- taught curriculum</b></p>	<p><b><u>Data Inquiry Team involving Whole School : Reading (Focus on Fluency)</u></b></p> <p><b><u>Possible Data Inquiry Team: Reading (Grade 5)</u></b></p> <p><b><u>Continue DIT from 2008/2009 to Grade 5</u></b></p> <p>* Challenge Levels 3 and 4 students to extend their critical thinking and reasoning skills</p> <p>* Explore other early childhood literacy programs by the end of September 2009 to be implemented by October 2009 (specifically for the morning intervention)</p> <p>* Ensure continued alignment of intervention services to meet each student's needs at three levels of intervention including tier one within classroom intervention; tier two push-in intervention and tier three pull-out</p> <p>* Extend DIT (Date Inquiry Team) work to ALL testing grades (3-5) as a push-in model to help at-risk students develop strategies.</p>	<p><b>*Introduce DIT processes and stages to implement year-long action research involving all teachers with one child case study per teacher focused on improving fluency of reading</b></p> <p>* Continue DIT 2008/2009 monitoring and tracking last year's cohort</p> <p>*Regular faculty meetings focused on DIT work following DIT processes</p> <p>* Ms. Shack to push-in more as opposed to pulling out and involved in data inquiry team planning/</p> <p>* Investigate a Data Inquiry Team for each grade level</p> <p>* Fluency case studies for Data Inquiry Teams to investigate studying more students</p> <p>* Grade binders of math games with focused skills/strategies for each grade</p> <p>* Continue Monday/Wednesday Literacy Intervention (Levels 1 and 2) &amp; Saturday Academy as Literacy Enrichment (Levels 3 &amp; 4)</p> <p>*Analyze student reading levels to prioritize and rotate early morning groups as needed.</p> <p>*Continue having second intervention teacher (out of classroom teachers and paraprofessionals) in early childhood classroom before school during literacy intervention</p> <p>*Analysis of student data to indicate student's needs and align appropriate intervention services through PPC planning and setting goals and actions; classroom teachers planning and setting goals and alignment of instruction</p> <p>* Utilize data on Learning Directions to inform teachers Level 1 intervention with struggling writers and stronger writers</p> <p>* Grade level meetings to share writing samples and develop professional judgments and consistency in scoring as well as planning for instruction from writing pieces, utilizing a variety of strategies such as writing prompts for homework to ensure all students' needs are met</p> <p>* Research and implement appropriate reading intervention programs</p>	<p>* All teachers</p> <p>* DIT Reading (Fluency)</p> <p>* DIT Reading (Grade 5)</p> <p>* Literacy Coach</p> <p>* Teachers</p> <p>* Data Specialist</p> <p>* PPC team</p> <p>* Classroom teachers</p> <p>* Data Inquiry Team</p> <p>* Classroom Teachers</p> <p>* Data Specialist</p> <p>* Learning Directions spreadsheet</p> <p>* Reading Intervention Programs (e.g. Wilson, Foundations, Earobics, Voyager, Imagine Learning)</p>	<p><b>* ELA Performance indicator value rises from 79.9% to 81.9%. Reflects better than 92.3% against peers</b></p> <p>* Continued monitoring of each student indicates progress in specific areas</p> <p>* PPC/Data Inquiry team meetings indicate continued monitoring and renewed setting of goals as students progress</p>
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<b>Subject Area: School &amp; Classroom Organization</b>				
<b>Informed by Data</b>	<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>
	<p><b>* To increase the students' attendance rate at PS 130 by 0.2%</b> * Increase attendance practices to give students best opportunity to learn full curriculum and thus maximize student achievement further</p> <p>* To increase parent and teacher survey response rates can better indicate the complete values at PS 130 and thus increase scores for engagement, communication and academic expectations on "School Environment" of Progress Report</p> <p>* Increase students' knowledge of healthy living</p>	<p>*Schedule common grade level preparation periods during the regular school week (scheduling extra time for all grade levels to look at problem solving tasks and student needs and plan from these for lessons in guided math) * Bulletin Board display: Post class attendance on bulletin board monthly * Rewards for students monthly and end-of-year * Lateness/ Pick-Up issues-Parent letters, parent communication, * Attendance issues: class ceremony as an award/ really praise regular attendance * <b>Post weekly attendance in staff memo</b> * <b>Discuss lateness and attendance at PTA meetings</b></p> <p>* Inform community of survey through newsletter, email, postcards * Administration to receive survey from DOE and send out to appropriate agency</p> <p><b>*To alleviate confusion on survey, have parent translators in all languages at PS 130 and have computers available there as well</b></p> <p>*Schedule talks by School Nurse about healthy eating</p>	<p>* AP/P to establish/ maintain Bulletin Board *Display celebrating monthly progress</p> <p><b>* AP/P to post <u>weekly</u> attendance in staff memo</b></p> <p>*September 2009 to June 2010</p> <p>*September 2009 to June 2010</p>	<p>* <b>TARGET PROGRESS REPORT:</b> Progress Report: Attendance value rises from 94.4% to 94.6%. Reflects better than 67.5 % against peers. * Weekly Bulletin Board displays * Perfect attendance incentives( certificates and rewards) * Attendance increases monitored monthly through weekly print-outs</p> <p><b>TARGET PROGRESS REPORT:</b> Progress Report Parent and Teacher survey returns indicator rises from 87% (parents) and 83 % (teachers) to 89% (parents) and 85 % (teachers). Reflects better than 47% (parents) and 75% (teachers) against citywide.</p>
<b>Subject Area: Home, School &amp; Community Partnerships</b>				

Informed by Data	<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>
	<p>* Continue to build partnerships with <b>Community Organizations, including</b> Arts Connection, Chess in the School, University Settlement after school program, Music Outreach, Learning leaders, Windsor Terrace Public Library, Jones Day Law Firm, Brooklyn Center for the Arts, Carnegie Hall, Brooklyn College, PENCIL, Conflict Resolution, Brooklyn Museum, Windsor Terrace Alliance</p> <p>* Continue extra enrichment/differentiation</p> <p><b>* To increase by .2% the Communication score on 2009/2010 Progress Report by June 2010.</b></p> <p>* Continue focus on strong communication with parents, to promote strong liaisons within school community</p>	<p>* Students experience and explore variety of art materials and techniques as outlined in New York City’s Blueprint for the arts and utilize community partnerships to complement visual arts program.</p> <p>* Monthly sharing of school news</p> <p>* Principal’s newsletters</p> <p>* Use of Bulletin Boards in Office and foyers for further information</p> <p>* Family Workshops</p> <p>* Continue implementing Parents’ perception surveys</p> <p>*Develop Parent e-mail distribution list</p> <p>*Add to P.S. 130 Web Site w/ monthly grade updates/free resources for family recreation</p> <p>*Parent as Reading Partners</p> <p>*Parent as Math Partners</p> <p>*Class Parent</p> <p>*Suggested Parent/Teacher Meeting Directly After School</p> <p>*PTA meeting at the library to discuss levels/ characteristics of each level</p> <p>*Cycles of teacher facilitated parent workshops in literacy, math , ESL</p> <p>*Grade News Letter</p> <p>* Increase parent participation through classroom trips (Financed by School)</p> <p>*Increase number of neighborhood trips across the grades</p>	<p>Visual Arts teachers Classroom teachers Community partnerships listed. Parent coordinator</p> <p>Principal and Assistant Principal</p> <p>Parent Coordinator Principal</p> <p>Monthly Meeting</p> <p>Alternate Afternoons , Evenings, and Days</p> <p>Explore options of schedule</p>	<p><u>TARGET PROGRESS REPORT</u> Academic Expectations score to increase from 7.8 to 8.0</p> <p><u>TARGET PROGRESS REPORT</u> Progress Report Learning Environment score for Communication to increase from 7.0 to 7.2</p> <p>Internal school parent and student surveys indicate increased satisfaction with all aspects of school focus.</p>

## **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				
K	20	20	N/A	N/A	0			
1	30	30	N/A	N/A	3			
2	29	29	N/A	N/A	5		1	
3	36	36	N/A	N/A	5			2
4	35	35	30	0	4		1	3
5	25	25	0	30	6		1	2
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Students in kindergarten, first and second grade are invited to Early Morning Program (Voyager) and participate in pull-out reading during the day and or afterschool. Students in grades three, four and five who are Level 1 and Level 2, are invited to the Early Morning Program and or afterschool programs during the school year. Literacy coach also leads a push-in intervention program during test prep, working with small groups of students during reading instruction</p>
<p><b>Mathematics:</b></p>	<p>Students in kindergarten, first and second grade receive at-risk math instruction during the Early Morning Program (guided math). Students in grades three, four and five who are Level 1 and Level 2 are invited to the Early Morning Program and or afterschool during the school year. Math coach also leads a push-in intervention program during test prep, working with small groups during math instruction</p>
<p><b>Science:</b></p>	<p>Science specialist provides pull-out services during science test prep (20 full days before test). This program is geared to Level 1 and Level 2 students who benefit form small group and or one to one tutoring.</p>
<p><b>Social Studies:</b></p>	<p>Social studies specialist provides pull-out services during science test prep (20 full days before test). This program is geared to Level 1 and Level 2 students who benefit form small group and or one to one tutoring.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance counselor provides pull-out services to both mandated and at risk students in an ongoing basis during the school year for students in grades kindergarten to fifth grades. Counseling includes strategies in helping students with anger management, bullying and mediation.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>School social worker provides at-risk counseling to students in crisis in an as needed basis in grades three, four and five.</p>

**At-risk Health-related Services:**

School nurse provides at-risk training for students with asthma, severe allergies (E-PI Pen) and hygiene classes for your girls in grades four and five.

## **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.

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### **Language Allocation Policy Team Composition:**

<i>Principal:</i>	Maria Nunziata	<i>ESL Teacher:</i>	Joanne Hindy
<i>Assistant Principals:</i>	Anne Ilardi		
<i>Guidance Counselor:</i>	Erin Langstaff	<i>Literacy Coach:</i>	Cyrena Leung
<i>Content Area Teacher:</i>	Sandra Boyce-El	<i>Math Coach:</i>	Mary Fera
<i>Content Area Teacher:</i>	Sandra Pinnock	<i>Parent Coordinator:</i>	Jacquelyn Hardy

### **Teacher Qualifications**

PS 130 has an eager staff servicing the ELL population consisting of Five permanent licensed content area teachers (Math, Science, Music, Art, Social Studies), and One permanent licensed ESL teacher. We are committed to ensure that ELLs receive instruction from fully certified staff during the school year 2009-2010

### **ELL Demographics and School Description:**

PS 130 Public School 130 is located in the Kensington section of Brooklyn. We have a pedagogical staff of 35 teachers. Of these 35 teachers, 1 ESL teacher and 100% of our staff is certified and licensed. 77.8% have more than 5 years experience, and 83% hold a Master’s Degree. We presently have 545 students registered from Pre-K through Grade 5. Our student population represents a tapestry of languages, cultures, and ethnic diversity. Students come from all over the world and speak over 17 different languages. The most prevalent languages in our school are Spanish, Urdu , Bengali and Arabic. Our registers reflect a student population of 22.5% white, 15.7% black, 31.3% Hispanic, 28.6% Asian and others. New immigrants especially from Pakistan, Bangladesh and Mexico arrive daily to enrich our school family. School attendance is 93.8% as of 2008-2009.

Our cultural and linguistic diversity enhances our social studies humanities curriculum. Heterogeneous classes, in which children receive instruction designed to meet their individualized needs, enhance student learning. Opportunities for advanced/accelerated learning are part of our educational program. Our focus on the effective implementation of a standards driven curriculum continues in its intensity with an emphasis on improving literacy and mathematics teaching and learning. Our diligent pursuit of excellence is demonstrated in steady gains in student performance

Balanced Literacy is the foundation of our literacy instruction. We also incorporate ESL strategies as well as whole language strategies in our literacy program. Students receive large group, small group and individualized and guided instruction in reading and writing for 150 minutes daily. Teachers use student assessment to plan guided instruction that is specific to the learning needs of students. Students are expected to develop the habits of avid readers, proficient writers and articulate speakers. During the school year 2008/2009, we will continue to refine the alignment of our literacy curriculum with NYC ESL Standards, accentuating Readers and Writers Workshop. Our focus will be on strengthening student *talk*. We plan to continue work on developing students' oral communication skills throughout the grades and across the curriculum.

The ESL program at PS 130 provides a nurturing environment that promotes effective teaching and learning. It also provides a rich learning environment with equitable opportunities for learning. Our school encourages and respects the diversity of students, staff and community. Our program meets the linguistic, social, academic, physical and emotional needs of our ELL's.

Our English Language Learner population is about 12.7% of the total population at PS 130 we offer Freestanding ESL services to entitled general education and special education students. Eight ESL students have been identified as Special Education students and are receiving services as per the IEP.

## **Parent Choice**

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

## **Current English Language Learners Instructional Programs**

PS 130 implements a Freestanding English as a Second Language (ESL) Program. The primary goal the program is to assist students in achieving English Language proficiency within three years.

- I. To amplify the literacy and academic skills of ELLs who participate i program
- II. To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- III. To give students the skills to perform at city and state grade level in all subject areas

## **Freestanding English as a Second Language Program**

Our Freestanding ESL program services 62 students, from Kindergarten to Fifth grades. Students' ESL levels range from beginner to Intermediate to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull Out assistance in their classroom. Our ESL teacher is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers during June planning.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

## **Instructional Materials:**

- The Freestanding ESL program uses literacy instruction as an element within the framework of Balanced Literacy. This includes the use of high interest / low level texts. We use Attanasio and Associates *Getting Ready for the New NYSESLAT* to familiarize students with the state assessments, including

## **Supplementary Programs**

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- I. **After School and Saturday Academy Classes:** Our programs offer both remediation and enrichment in Science, Mathematics, ELA, Social Studies and ESL. Additionally, Wednesday enrichment clubs are offered. Attendance rates are at over 90% for this outreach program.
- II. **ESL Adult Classes:** ESL classes are offered to parents in collaboration with Windsor Terrace Public Library and NY Technical College. This has also been a very successful program.
- III. **Super Saturday Family Arts Program:** Throughout the year, parents come to the school to take part in a community celebration of cultures around the world. Parents and students participate in visual arts projects and music from around the world. At these events, the school and community can come together to recognize student achievements in arts and academics.
- IV. **Translation and Interpretation Services:** These services are offered to increase parent involvement in all school events, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

## **Assessment Analysis**

### **NYSESLAT**

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

### PS 130 ELA Scores Special Population ELL students

Year	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
2006 (6 tested)	50.0	33.3	16.7	0.0	16.7
2007 (15) tested	26.7	46.7	26.7	0.0	26.7
2008 (29) tested	0.0	41.3	55.1	3.4	58.5

After analyzing the ELA scores of ELLs several facts were noticeable:

- Increased number of ELL students performing at level 2 &.
- Number of ELL students performing at level 3 doubled

### Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT, ELA and other assessments (LAB-R, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive intensive instruction in other to strengthen their literacy skills.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for all ELL students and those performing below grade level in reading and math during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### **Implications for LAP in English Language Arts Area**

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teacher to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and Math) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### **Implications for LAP in Mathematics Content Area**

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teacher to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

### **Plan for Newcomers**

When a new student is registered in our school, we provide the following resources to facilitate the transition.

1. An informal student orientation
2. Buddy system identifying a similar student in his/her class that will assist during the day
3. Encourage student to participate in the Saturday Program and After School activities.
4. An informal assessment is provided to identify possible Academic Intervention programs.
5. Home school communication.

### **Plan for SIFE**

Where is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for SIFE students.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

### **Plan for Long Term ELLs**

PS 130 has few Long terms ELLs, An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the AIS programs, after school and Saturday programs.

### **Plan for Special Needs Students**

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

## **Professional Development:**

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - the literacy needs of our ELL population within the prescription of the America's Choice program.
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
  
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - I. Social Studies and Technology workshop
  - II. Wilson Program for Special Education teachers.

## Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

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Type of Program: \_\_\_ Bilingual \_\_\_x\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2009-2010: 62  
(No more than 2 pages)

- IV. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:
- Fifty eight students of our population are classified as ELLs. All of our students are serviced through a Pull-out ESL program. The ESL program at PS 130 provides a nurturing environment that promotes effective teaching and learning. It fosters a rich learning environment with equitable opportunities for learning, encouraging and respecting the diversity of students, staff and community and meeting the linguistic, social, academic, physical and emotional needs of our ELLs.
- For the academic school year, 2009-10, P.S. 130 has a freestanding ESL pull-out program for students in grades kindergarten through fifth. Students' proficiency levels are determined by the results of the RLAB as an initial assessment and the NYSESLAT test at the end of the school year to determine level of proficiency. Students receive 180/360 minutes of instruction as mandated by the State Department of Education, according to their identified proficiency levels based on the results of the NYSESLAT assessment.
- Our standards based ESL program uses eclectic approaches, which range from Total Physical Response, Oral/Aural Language Experience and skills and acquisition approaches. Our English language teaching is based on Principles for Success. Lessons are learner-centered. They have meaning and purpose for the students, drawing on their background knowledge and interest allowing authentic reading and writing experiences. Lessons also engage students in meaningful social interaction by working collaboratively in small groups. Oral and written language is acquired simultaneously as students read, write, speak and listen during their learning experiences. This is in keeping with the Balanced Literacy Model, which is the foundation of our teaching practice. Ongoing assessment of students through "Imagine Learning" (ESL computer software program) is monitored on an individual basis and continues through the year in order to establish level of progress in the areas of listening, speaking reading and writing.
- Our ESL classroom is filled with books of all genres so that our students can experience a variety of writing and reading text genres. The use of songs, chants, rhymes, along with puppets, audiovisual, and computers are in place to enhance instruction and promote oral/aural practice. "Imagine Learning" a computer software program used by all our ELL students, it provides them with the opportunity to use technology to enhance the listening, speaking, reading and writing skills. As students progress in skills the computer takes them automatically to the next level racking their progress. Our ESL teacher also specializes in welcoming newcomers by enriching language experiences, while providing focused instruction for students to move toward English Language Proficiency.

Congruency and articulation between our ESL teacher and all pedagogues is ongoing. Through these consultations, multi-sensory learning for the ELLs is addressed on an individual basis. ELL's who are eligible for standardized city and state testing, receive additional test preparation using ESL strategies and techniques which scaffolds and bridges instruction. This allows students to perform at a higher competency level in English and Math.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

. Our focus on the effective implementation of a balanced standard driven curriculum continues in its intensity with an emphasis on improving literacy and mathematics teaching and learning. Literacy instruction is literature based utilizing whole language strategies. Students receive large group, small group and individualized guided instruction in reading and writing for 150 minutes daily. Teachers use student assessment to plan guided instruction that is specific to the learning needs of students. Students are expected to develop the habits of avid readers, proficient writers and articulate speakers. During school year 2009/2010, we will continue to refine the alignment of our literacy curriculum with NYC ELS standards, accentuating Readers' and Writers' Workshop. Our focus will be on strengthening student *talk*. We plan to continue work on developing students' oral communication skills throughout the grades and across the curriculum.

Throughout the year we will continue to advance our academic programs in Reading, Writing and Math by providing rigorous professional development and support to teachers in the areas of Readers, Writers and math Workshop, Social Studies and Science. We continue to focus on NYC Standards to sustain the achievement – higher levels of proficiency for all students.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Our school has developed and maintains viable relationships and partnerships with a variety of community organizations. Foremost is our Arts partner, ArtsConnection. They will continue throughout the 2008/2009 school year to provide art experiences to our students sponsored by Project Art funds. We will continue to work with the Arts Connection on the National Endowment for the Arts Inquiry Based Partnership Model that allows for teacher/artist collaborations that focuses on using theater arts to develop literacy. Students in grade pre-kindergarten through fifth are engaged in puppetry and storytelling. This work will bolster our school wide initiative to strengthen the oral English Language skills of our students. Other collaborative community based organizations at our school include Cooper Union College whose undergraduate students facilitate the PS 130 Annual Career Day in Math and Science and Engineering. Brooklyn Botanical Gardens provide teacher and student workshops. Music Outreach provides a series of music appreciation experiences to students in grades two and three. Educators for Social Responsibility (ESR) provides training to student mediators, peace corners, the 4R's and professional development to teachers in Peace Education Curriculum.

V. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

- ELA/ESL Standards and Assessments
- Math Standards and Assessments
- Content Area Standards (Science and Social Studies) and Assessments
- Promotional Policy

- VI. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. Upon arrival at PS 130 all newly enrolled LEP students are meet by our ESL teacher. Placement in classrooms is carefully reviewed in order to provide students first language support by peers or bilingual classroom teachers. Students are provided with a peer chaperon, who will help him/her adjust to school routines. ESL teachers assist in providing students with classroom supplies as well as pate players with books on tape. Classroom teachers, ELS teachers and school community become aware of new students to assist in student's transition. Parent coordinator makes contact with parent and assist in providing parent volunteer translators to help them become aware of our school community and services. Classroom teachers as well as the ESL teachers work together to provide English Language Instruction to student. All classrooms are equipped with bilingual dictionaries, ESL libraries and instructional materials developed for New Comers.
- VII. Staff Development (2007-2008 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies. Professional development is ongoing at P.S. 130. Some topics include, but are not to be confined to, Total Physical Response, scaffolding instruction, spiraling ESL techniques and test taking strategies. Per-Diem study groups study professional books such as: “learning to Learn in a Second Language” and “Scaffolding Language Scaffolding Learning: by Pauline Gibbons. Our teachers are effective because they have adequate professional development and support from both the administration and the ESL teacher. We strive to encourage the advancement of all students including our ELL population. We offer in-house professional development such as:
- ELA/ESL Standards
  - Differentiating Instructional
  - Using Data to Inform Instructional
  - NYSESLAT Assessments
  - Math Standards
  - Looking at Writing
  - Academic Language Needs of ELLs
- VIII. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. Our school has various support staff available to all our parents such as: guidance counselor, family worker, social worker, AIS staff, OT and PT staff, SETTS staff and other support personnel. Translations are available whenever necessary.
- IX. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

**Number of Teachers and Support Personnel for 2009-10**

**School Building: 15K130**

**District: 15**

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

School Building	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
PS 130	0	1					
<b>TOTALS</b>							Grand Total 1

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# 15K130 Title III Approved

## Form TIII – A (1)(b)

### 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.

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**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) Pre-K to 5<sup>th</sup> Grades,      Number of Students to be Served:      LEP 62      Non-LEP**

**Number of Teachers: 2      Other Staff (Specify) N/A**

### **School Building Instructional Program/Professional Development Overview**

#### **Title III, Part A LEP Program**

#### **Language Instruction Program –**

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PS 130 Public School 130 is located in the Kensington section of Brooklyn. We have a pedagogical staff of 35 teachers. Of these 35 teachers, 1 ESL teacher and 100% of our staff is certified and licensed. 77.8% have more than 5 years experience, and 83% hold a Master’s Degree. We presently have 545 students registered from Pre-K through Grade 5. Our student population represents a tapestry of languages, cultures, and ethnic diversity. Students come from all over the world and speak over 17 different languages. The most prevalent languages in our school are Spanish, Urdu , Bengali and Arabic. Our registers reflect a student population of 22.5% white, 15.7% black, 31.3% Hispanic, 28.6% Asian and others. New immigrants especially from Pakistan, Bangladesh and Mexico arrive daily to enrich our school family. School attendance is 93.8% as of 2008-2009.

## Title III supplementary Programs

In order to support learning and foster community involvement, we use out Title III funding to create supplementary programs for ELLs. Currently we have 62 of our ELL students participating in the various supplementary programs. The NYS ELA and NYS NYSESLAT scores indicate further need in developing English proficiency. Our supplemental programs are:

1. **After School Title III ELA/ESL Enrichment Program:** Our programs offer enrichment in ELA and NYSESLAT Test Pre The goal of our program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers work without ELL students. Our ESL teacher team teaches with the classroom teacher in order to provide ESL students of all proficiency levels enrichment in literacy skills. Students meet twice a week for one and a half hours, starting October 19, 2010 ending May 10,2010. The following will be implemented:
  - Collaborative teaching between ESL and ELA teacher
  - Scaffolding in an essential part of the instructional delivery of the program, such as modeling, bridging, schema building, contextualization, text representation and meta-cognition.
  - Assisting students during after school class time, conferencing with the students, informal assessments and running records
  - Collaborative planning between ESL and ELA teacher in the differentiation of instruction according to the ESL level of all students (at no cost to Title III).
2. **Early Bird ESL Program focused on the four modalities, via “Imagine Learning “:** Imagine learning software is a standards based learning program used by all ESL students in the before school program, in order to increase their vocabulary development, academic language and fluency. This program works with all modalities of ESL instruction: listening, speaking, reading and writing. The ESL teacher works with groups of 10 to 17 students in the morning on a rotation basis (grades K-4-5) and in collaboration with the ELA teacher in the afterschool program in collaboration with the ELA teacher (grades 1-2-3)

Imagine Learning will be used with different student groups, both in the Early Bird and in the After School Programs.

We use Attanasio and Associates *Getting Ready for the NYSESLA*, textbooks and teacher manuals are purchase at no cost to Title III funds. We have also purchased *Imagine Learning” software program*, we used both Title III and Tax Levy funds to purchase the license for all our ELL students.

3.

## Professional Development Program –

Five study group sessions are held during the school year for ESL and five classroom teachers, after school, first Monday of the month, February – May 2010, to support Title III instruction.

- Focus is on:
    - Literacy needs of our ELL population within the prescription of the Balanced Literacy Program. We will use the book *English Learners Academic Literacy, and Thinking by Pauline Gibbons*.
    - Scaffolding in the content areas
    - Differentiation in the ESL classroom
    - ESL in the Mathematics classroom
  - In addition, our ELL teacher will attend a variety of off-site workshops to promote collaboration between content area and language teachers
    - III. Social Studies and Technology workshop
    - IV. Wilson Program for Special Education teachers.
-

**Form TIII – A (1)(b)**

**School: Public School 130**

**BEDS Code: 3315000109130**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$7,733)	<u><b>Title III Instructional Program</b></u> <b>( 2 (1) ESL and ( 1 ) Classroom teacher to instruct ELL Students: 25 weeks X 3 hours per week X \$49.89 (current teacher per session rate with fringe) = \$7,483.50) (ESL</b>  <u><b>Professional Development</b></u> <b>ESL Teacher, to work with teachers and administrators 5 per-session hours study group and development of curriculum enhancements)= \$249.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$252)	<b>( Headphones)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$7,000.00)	<b>(Imagine Learning language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000.00</b>	

### **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**

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1. In order to have a complete assessment of all the languages spoken at home by our students and their parents we printed a Home Language Report (RHLA). As we analyzed this report we were able to see the major languages spoken by our school community and the grades in which the students are presently placed.

According to the analysis of the report we determine that the following are the most important languages in which we need to translate documents:

6. Spanish
7. Bengali
8. Urdu
9. Arabic
10. Russian

2. Our findings were notified to the Regional office by the submission of our Supplementary Translation Plan 2008-2009.

#### **Part B: Strategies and Activities**

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V. We currently use the free on line translation services as well as the phone translators during PTA meetings or Parent Conferences provided by the DOE. All news letters or parent notifications are translated and distributed to school community. Other than using outside translation vendors we also have in-house translation provided by school staff and parent volunteers.

VI. Oral translation is provided via DOE phone translation services, outside contractors and in-house staff or parent volunteers.

VII. PS 130 currently uses all translated versions of the Department of Education communication with parents as published in the Principal's Weekly and or assigned Department of Education web site links. DOE translation and interpretation posters are visibly displayed by main entrance and school's main office.

**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:	\$629,552.00	\$23,014.00	\$652,566.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,296.00		\$6,296.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,300.00	\$2,300.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,478.00		\$31,478.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,151.00	\$1,151.00
6. Enter the anticipated 10% set-aside for Professional Development:	\$62,955.00		\$62,955.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,301.00	\$2,301.00

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
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.

## 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.

### **Title I Parent Involvement Policy 2009-2010**

1. **PUBLIC SCHOOL 130** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA

*Public School 130 believes that through a strong parent-teacher partnership all students can reach the highest standards of achievement, P.S. 130 will take the following actions to involve parents in the joint development of the District Parental Involvement plan contained in the RDCEP/DECEP Addendum) under Section – Local Educational Agency Plans of the ESEA. The Principal, Parent Coordinator and the Parent Teacher Association will schedule monthly parent meetings. They will communicate to the community by back-packing and posting flyers and too work together to develop apparent involvement plan.*

2. **PUBLIC SCHOOL 130** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

*Parent Involvement at Public School 130 will be actively supported and will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA.*

- *During our monthly School Leadership Team Meeting we will spend some of our time assessing and reflecting on the needs of our school community.*
- *Principal will participate in the monthly PTA executive board meetings in order to keep executive board informed about school matter and listen to board’s plans and concerns.*
- *The Parent Coordinator will welcome parents who have concerns and are willing to share their talents and ideas.*

3. **PUBLIC SCHOOL 130** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- *We will encourage parent involvement in classrooms from the start by having a Universal Pre-K.*
- *Parent Workshops which are facilitated by school personnel to inform and educate parents.*
- *“Health Plus” workshops to inform parent about health issues.*
- *Super Saturday Arts Program funded by Title I that and are presented to bring parents and students together for hands-on visual arts experiences as well as multicultural musical performances. These workshops take place about 4 times a year.*
- *ESL adult class funded by the NYC Technical School which provides parents the opportunity learn and improve their English Language Skills.*
- *The Brooklyn Center for Urban Environment provides Saturday workshops for parents at Prospect Park.*
- *Carnegie Hall provides classical music concerts for parents and children.*
- *Funds are provided for parents and students Pre-K to second grades to participate in eight school trips during the school year.*
- *Funds are provided for students to participate in technology, music and social emotional support through internships with outside agencies.*

4. **PUBLIC SCHOOL 130** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *The evaluation will be conducted by the School Leadership Team and the PTA Executive Board. They will assess attendance at meetings, workshops, Parent Teacher Conferences and school involvement in general.*
- *The PTA and the School Leadership Team in conjunction with the Parent Coordinator will be responsibly for evaluating the current programs and reaching out to the community to increase parent involvement.*
- *Evaluation of the program will be done by analyzing the parent survey that is provided to parents. This survey also provides parents with the opportunity to give ideas in how to improve our current plan.*

5. **PUBLIC SCHOOL 130** will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

*The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph*

- a. **The State’s academic content standards**
  - b. **The State’s student academic achievement standards**
  - c. **The State and local academic assessments including alternate assessments**
  - d. **The requirements of Title I, Part A**
  - e. **How to monitor their child’s progress**
  - f. **How to work with educators**
6. **PUBLIC SCHOOL 130** will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- *Continuing to build parent knowledge and empower them with tools to assist their children by conducting Parent Workshops. These workshops are held during the day and at night and will be translated for our Spanish speaking population.*
  - *Providing materials and training to help parents work with their children to improve their child’s academic achievement, such as literacy, math and technology training.*
  - *Continuing to encourage parents to attend Parent Workshops.*
  - *Continuing to invite parents into classrooms for celebrations and special activities.*
  - *Continuing to provide parents with information at monthly PTA meetings.*
7. **PUBLIC SCHOOL 130** will, with the assistance of the Region and parents, educate teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- *Providing teachers with Professional Development, which will address content, pedagogy and how to engage parents as partners.*
  - *Providing Curriculum Tea in October to inform parents of grade curriculum and expectations for the school year.*
  - *Monthly school calendar keeps parents notified of school-wide activities and testing.*
  - *Having the Parent Coordinator be a liaisons between school administration and parents. This provides a channel of communication between home and school.*
8. **PUBLIC SCHOOL 130** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- *With the assistance of our Parent Coordinator, parents are encouraged to attend Parent Workshops which provide tools and resources to better assist them with their child's education.*
- *Providing a Parent Lending Library which allows parents to borrow bilingual books to enhance their child's reading.*
- *Working in partnership with Learning Leader to trained parents to assist in classrooms activities.*

9. **PUBLIC SCHOOL 130** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Monthly Calendars*
- *Flyers*
- *Parent E-Mail Distribution*

*Distributed to the entire community and translated to meet the needs of our Spanish and Bengali speaking population.*

#### **Adoption**

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

This policy will be adopted by **PUBLIC SCHOOL 130** on **09/09/09** and will be in effect for the period of **September 2009 – June 2010**. The school will distribute this policy to all parents of participating Title I Part A children on or before **November 30, 2009**.

Principal's Signature *Maria Nunziata*

Date 9/09/09

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

### School Parent Compact 2009-2010

#### School Responsibilities

##### **PUBLIC SCHOOL 130 will:**

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

*Through the implementation of the New York City mandated curriculum for all grades, Kindergarten through grade Five and by providing quality educational programs in a nurturing and child centered environment. These programs will support all children performing at their personal best and striving to achieve higher standards.*

⇒ Hold parent-teacher conferences (twice a year in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement.

*Specifically, Parent Teacher Conferences will be held:*

- 1. November 10<sup>th</sup> from 1:00 PM to 3:00 PM and from 6:00 PM to 8:00 PM*
- 2. March 16<sup>th</sup> from 1:00 PM to 3:00 PM and from 6:00 PM to 8:00 PM*

*Additional conferences will be scheduled as needed throughout the school year.*

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

- 1. Report Cards to parents will be distributed during formal, scheduled Parent Teacher Conferences in November and March*
- 2. Progress Reports will be distributed to parent in January and June*

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

- Parents may meet with teachers before school from 8:10 AM to -8:45 AM.*
- During their weekly prep period or after School by appointment.*

*Parents must inform teachers of the need for a conference in writing, speaking with the Parent Coordinator or school Secretary. The teacher will then schedule the conference.*

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

- Parents may volunteer in the school only after having been trained and certified through Learning Leaders. This program will be supervised by the Parent Coordinator.*
- Parents are invited to observe their child's class during Open School Week in November. This program will be coordinated by the Parent Coordinator.*
- Parents are invited every Tuesday to have a private walk through the school building with the Parent Coordinator.*

#### Parent Responsibilities

UPDATED – SEPTEMBER 2008

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

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

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

⇒ **volunteering in my child's school**

⇒ **participating, as appropriate, in decisions relating to my children's education**

⇒ **participating in school activities on a regular basis**

⇒ **staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school District either received by my child or by mail and responding as appropriate**

⇒ **reading together with my child every day**

⇒ **providing my child with a library card**

⇒ **communicating positive values and character traits, such as respect, hard work and responsibility**

⇒ **respecting the cultural differences of others**

⇒ **helping my child accept consequences for negative behavior**

⇒ **being aware of and following the rules and regulations of the School and District**

⇒ **supporting the school's discipline policy**

⇒ **expressing high expectation and offer praise and encouragement for achievement**

<b>School Staff-Print Name</b>	<b>Signature</b>	<b>Date</b>
Parent(s) – Print Name Kitty Martin PTA President	<i>Kitty Martin</i>	10/09
Student (if applicable)- Print Name N.A.		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)



## 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 as stated in school's needs assessment
  
2. **Schoolwide reform strategies that:**
  - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

Our diligent pursuit of excellence is demonstrated in steady gains in student performance. Our cultural and linguistic diversity enhances our social studies, humanities curriculum. Heterogeneous classes (in which children receive instruction designed to meet their individualized needs) enhance student learning. Opportunities for advanced/accelerated learning are part of our educational program. Our focus on the effective implementation of a balanced standard driven curriculum continues in its intensity with an emphasis on improving literacy and mathematics teaching and learning. Literacy instruction is literature based utilizing whole language strategies. Students receive large group, small group and individualized guided instruction in reading and writing for 150 minutes daily. Teachers use student assessment to plan guided instruction that is specific to the learning needs of students. Students are expected to develop the habits of avid readers, proficient writers and articulate speakers. During school year 2008-09, we will continue to refine the alignment of our literacy curriculum with NYC ELS standards, accentuating Readers' and Writers' Workshop. Our focus will be on strengthening student *talk*. We plan to continue work on developing students' oral communication skills throughout the grades and across the curriculum.

Math instruction is centered on the continued implementation of a Balanced Math Program. With a focus on NYS Math Standards, instruction highlights process-oriented learning, which encourages active use of manipulatives and problem solving. Students receive 60 minutes of math instruction daily. Next year we will continue to advance our Math Program by focusing on the teaching of skills requiring in problem solving explicitly stated at each grade level.

Throughout the year we will continue to advance our academic programs in Reading, Writing and Math by providing rigorous professional development and support to teachers in the areas of Readers' & Writers' Workshop, Social Studies and Math. We continue to focus on NYS Standards to sustain the achievement – higher levels of proficiency for all students.

- b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
  - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
  - **Help provide an enriched and accelerated curriculum.**
  - **Meet the educational needs of historically underserved populations.**

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

P.S. 130 is looking at new ways to support the needs of our students. Utilizing the New Continuum, we will provide various interventions to support and maintain students in the least restrictive environment. Our first goal is to make every effort to use a diversity of strategies to maintain students in general education. In addition, we will do the following:

1. Supplementary aids and services will be provided to the fullest extent possible in the general education setting.  
Resource
2. Room, Speech & Language and Occupational Therapy children will be grouped (as per I.E.P. mandates) to allow push-in programs to be formed
3. Direct and/or in-direct services will be implemented based on individual needs.
4. Identified students will receive services first from our own School Based Support Team.
5. Professional Development will be provided to all staff to foster teamwork and collaboration.
6. Students will be assessed on an on-going basis to review effectiveness of services.
7. Other intervention include: Extended Day-Early, After School Literacy, Math, Social Studies & Science instruction, Guidance lunchtime Student Clubs, Summer School, and academic intervention by Classroom Teachers, Reading Teacher and Teacher Specialists.

A teacher cluster position in Social Studies will support the curriculum and provide additional support to students in content area learning. Students in grade five will receive additional instruction to bolster learning in preparation for the fifth grade Social Studies test. In addition, as funding permits, the Social Studies teacher will conduct an extended day Social Studies enrichment program. Through the use of cooperative strategies, projects oriented learning and theatre arts, students will gain an understanding of multiple perspectives and conflict resolution. Trips will be coordinated with classroom teachers to enrich the curriculum and provide the students with first hand experiences in becoming informed, responsible citizens.

Science cluster position will continue to provide on-going support for all students. The use of manipulatives, the scientific method of exploration and inquiry, and the development of projects will promote student learning. In the Science Laboratory students will observe,

describe, compare and contrast in conducting investigations. At risk students in grade four will receive additional instruction to bolster learning in preparation for the fourth grade Science test. In addition Science teacher will conduct an extended day science club.

Guidance is an integral part of our intervention program. P.S. 130 Guidance services provide classroom teachers with insights and strategies for working with specific children. Parent meeting and workshops help keep parents informed and involved. Guidance services will include providing families with referrals to local community service agencies. Guidance intervention – individually, small and large group meetings will focus on such areas as mandated counseling, crisis intervention, attendance, anger/behavior management and social /emotional issues. This year the Guidance Counselor will coordinate the partnering of “at risk” students with volunteer teachers who will act as advocates for each student. The goal is to give each “at risk” student, an adult who will take an active interest in his/her performance, outside of the classroom teacher. The teacher partner will check on the student daily to insure student attendance and homework completion. Teachers and parents will meet periodically with guidance counselor or classroom teacher to discuss issues of concern and plan intervention strategies. Informational meetings will be held to inform parents of Middle School choices and expectations. Our school nurse will continue to provide classroom presentations on growing up and health issues.

Workshops for parents and families are held monthly on such subjects as Literacy, Math, Science, Music and the Arts. Staff-led family workshops are held during the week as well as in the evenings, early mornings and on Saturdays, so parents can become knowledgeable and supportive as we work together to build a community of learners.

There continues to be a number of students in temporary housing, in a nearby shelter for families. These students in crisis often require urgent intervention services. Trained staff assesses student academic socio-emotional needs. P.S. 130's Study Team that consists of Teachers, Administrators, Psychologist, Social Worker, and Guidance Counselor work at creating individualized plans to address the needs of these youngsters, as well as other students. The Team develops a plan for a Pupil Support Team member to provide individualized assistance for students' smooth transitions to their new classroom and school. The Study Team develops strong linkages with Family Shelters, Directors and Counselors to coordinate Family Math and Reading Workshops.

Our school has developed and maintains viable relationships and partnerships with a variety of community organizations. Foremost is our Arts partner, ArtsConnection. ArtsConnection will continue throughout the 2008-09 school year to provide art experiences to our students sponsored by Project Art funds. We will continue to work our focus on using theater arts to develop literacy; students in grade pre-kindergarten through fifth are engaged in puppetry and storytelling. This work will bolster our school wide initiative to strengthen the oral English Language skills of our students.

Each year our Schoolwide Projects literacy team develops a calendar of events for the total school year. This year we were most proud of our "'Authors Day Program', which centered on authors visits and “Community Read”. As part of our continual program several authors from all over the country visited our school. The authors interacted with students in their classrooms sharing their books, their experiences and their love for writing with our students. As usual, our students were thrilled to meet the authors, especially since they had read many of their books. In addition, members of our community and the City read and shared their favorite books with our students.

3. **Instruction by highly qualified staff.**

Professional development is ongoing at P.S. 130. Outside consultants include: Literacy Instructing with Teachers College, Math Instruction with AUSSIE, Technology with The Media Spot, Social Emotional Professional Development with Educators for Social Responsibility “ESR” Arts Internship with ArsConnection and Music with Carnegie Hall. Development of all consultancies centers around development of teachers and focus on student assessment and plans for instruction whole group and individual. Math and Literacy coaches work in collaboration with consultants, support new teachers and develop schedule of teacher support according to teacher needs. ESL professional development centers on scaffolding instruction for second language learners and spiraling ESL techniques into whole class instruction. Differentiated teacher study groups are offered in both literacy and math during the school year. High-quality and ongoing professional development for teachers, administration, paraprofessionals and other school staff are made available throughout the school year in order to meet the State’s student academic standards.

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

5. **Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.**

A variety of parent workshops and parent volunteer opportunities are available at PS 130 during the school year. Monthly workshops are offered to parents in subjects such as literacy, math, science, ESL, Support Services, social studies, homework help and technology. These workshops serve as informational sessions where parents learn about our programs and are thought how to become active participants in their children’s academic goal is to acclimate our young students to the socialization,

routines and environment of our school community. Pre-K parents are invited to participate in all school wide events and Parent workshops. During the month on January we host an open house for all Pre-K parents, they participate in a school visit to all Kindergarten and First grade classrooms, meet school administration and support staff. The majority of our Pre-K students are registered for our full day Kindergarten program.

6. **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.**

For the past four years Professional Development at PS 130 has centered around the gathering of meaningful assessment data that can be used readily to inform instruction both whole group, small group or individual. We have developed a set of spread sheets in both literacy. Through on going Professional Development support in data analysis school teachers will:

- Continue to implement Whole School formative and summative data student assessment plan across grade levels and monitor students’ outcomes five times during the school year

- Allow gathering and creation of authentic ways of analyzing student data in order to plan for instruction and meet the needs of individual students in math and ELA.
- Be able to differentiate instruction for small groups and individualized instruction
- Show increased competency in identifying students' proximal zone of development and forwarding plans to increase their learning.

7. **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.**

- School administration will access school-wide data to specifically identify focus groups and target population through analysis of data with the Data Inquiry Team
- Deeper analysis with classroom teacher on periodic assessments and diagnostic measures of progress of targeted students will be done in order to revise plans immediately in order to reach student's goals in reading and math.
- Interim and finals goals will be modified when data objectively demonstrated that revision is required.
- Modified student goals of target student will be monitored during early morning, instructional day and extended day instruction.
- Consultant and Coaches will facilitate teachers to set goals/make plans to reach goals for students during grade meetings. During these meetings teachers will look at student work and monitor students' progress.

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

The school Principal, Assistant Principal and Guidance Counselor supervise and coordinate the integration of Federal, State, and local services as stated above.

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

- *We will continue to provide specific professional development focused on aligning curriculum, instruction and progress monitoring for ELL's, struggling readers and students with disabilities.*
- *We will align all findings from Data Inquiry Teams to professional development programs*
- *As part of the DY0 assessments, all teachers will continue using the components of Whole School Assessment framework: TC Literacy Assessment, Words Their Way, TC Writing on demand, Everyday Mat Unit Check in Progress, Portfolio tasks ("Exemplars" & Open Response Tasks and observations) to analyze and establish student Literacy and Math goals.*
- *We will continue to focus the use of "Exemplars" and Process Strands rubrics in math instruction.*
- *We will continue engaging students in regular self-assessment through students' setting of goals and monitoring progress so they have ownership of their success.*
- *We will continue focus of differentiation of instruction through tiered student activities within workshop model.*

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

Applicable  Not Applicable

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

- June planning focuses on the implementation of literacy and math programs and schedules assessment periods.
- Teachers receive 7 to 13 days of Professional Development with TC and AUSSIE consultants. Teachers also participate in TC calendar days and DOE training during the school year.
- Professional development by grade level meetings focused on implementing consistent school wide understandings about student' goals-setting in literacy and math
- Extra preps coverage given to teaches for student assessment

- Teachers are supported by Principal Assistant Principal, Coaches and Staff Developers during the school year.
- Workshop model templates with differentiated student activities are evident in teacher planning.
- All teachers implement guided math sessions on a weekly basis as well as daily differentiated workshop model lessons.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

**SAME AS ABOVE**

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

Applicable  Not Applicable

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

**SAME AS ABOVE**

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.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high

academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high (observed frequently or extensively) 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

- We will continue focus on best practices and differentiated instruction
- Teachers will continue the implementation formative and summative assessments in literacy with assistance of coach, TC staff developer, teacher mentors, classroom teachers and support staff.
- Teachers will use workshop model for Literacy instruction
- Teachers will continue using flexible differentiated grouping for Literacy instruction
- Teachers will be able to analyze students' thinking process as they use reading and writing skills.
- Implementation of differentiated literacy professional development to cater for teachers' needs, interests and stages of teacher development in implementation of effective learning and teaching in literacy.

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

Applicable  Not Applicable

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

- Teachers will receive 13/8 days of professional development in cycles p[plus test prep and June planning schedules
- Consultants will facilitated Professional Development in workshop model instruction, differentiated instruction, guided lessons, diagnosis of specific literacy and math needs and alignment of assessment to instruction
- Coaches will schedule teacher support to help analyze student work, model workshop model and best practices, plan lessons and plan for small group instruction.
- Audit all staff to ascertain professional development needs as well as focus on strengths of staf to lead professional development or model/share best practices

- Using audit information as well as Principal's/ Assistant Principal's/ Math cache's and consultant's observations of needs, develop differentiated professional development in literacy and math in cycles with focus on "teacher Leadership and ownership of learning"

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. Observations and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

- Teachers will continue the implementation of formative and summative assessments in Math by coach, AUSSIE consultant, teacher mentors, classroom teachers and support staff.
- Teachers will use workshop model for math instruction
- Teachers will continue using flexible differentiated grouping for math instruction
- Teachers will be able to analyze students' mathematical thinking by internalizing the "exemplar" rubric of the Process Strands.
- Implementation of differentiated math professional development to cater for teachers' needs, interests and stages of teacher development in implementation of effective learning and teaching in math.

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

Applicable  Not Applicable

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

**SAME AS ABOVE**

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.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

- As evidenced by our school data our school personnel is very stable and we do not experience a high rate of teacher turnover of teacher transfers.

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

Applicable  Not Applicable

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

- As evidenced by our school data our school personnel is very stable and we do not experience a high rate of teacher turnover of teacher transfers

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.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

- *We will form a curriculum committee to review the curriculum and instructional materials in order to assess the extend to which this finding is applicable and to determine the implications for the school's instructional program.*

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

Applicable    Not Applicable

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

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.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all

teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

- *We will form a curriculum committee to review the curriculum and instructional materials in order to assess the extend to which this finding is applicable and to determine the implications for the school's instructional program.*

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

Applicable  Not Applicable

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

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.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

- *We will form a curriculum committee to review the curriculum and instructional materials in order to assess the extend to which this finding is applicable and to determine the implications for the school's instructional program.*

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

Applicable  Not Applicable

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

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.

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

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

Please respond to the following questions for Key Finding 7:

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

- *We will form a curriculum committee to review the curriculum and instructional materials in order to assess the extend to which this finding is applicable and to determine the implications for the school's instructional program.*

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

Applicable  Not Applicable

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

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.)

Our school secretary is assigned as the “STH School-Bases Liaison” as per Consolidated Plan. She is responsible for entering and updating housing status codes in ATS, and tracking and providing interventions and support services to STH. She administers the Student Residency Questionnaire and request its completion by families of all newly enrolled students and any student who changed addresses during the school year. A housing status category is entered into ATS (student’s bio page/BIOU) for every student in the school. Through this process, our school is able to identify/track the homeless students and generate reports in ATS. Two reports are generated from ATS and can easily be obtained by our secretary: Biographical Roster (RBIR), which identifies students living in shelters (thru STH program intake process); and “Update Student Code” (UPCO) or the “Address Report” (RADR), which identifies students who are doubled up, unaccompanied, or living in another temporary living situation thru the Residency Questionnaire). We review both reports and count students only once, and reach out to the STH liaison in their borough if these reports do not match. It is very important for us to update the housing status codes by October 31, which is the official BEDS date.

2. Please describe the services you are planning to provide to the STH population.  
Title I funds are used for educational services to ensure homeless children progress academically. Such services include:
  1. after school intervention program
  2. purchase of supplies
  3. enrichment club activities
  4. parental involvement
  5. parent workshops
  6. student trips

