



P.S 158K – THE WARWICK SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 19K158
ADDRESS: 400 ASHFORD STREET
TELEPHONE: 718-277 - 6116
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 158K **SCHOOL NAME:** The Warwick School

SCHOOL ADDRESS: 400 Ashford Street, Brooklyn, NY 11207

SCHOOL TELEPHONE: 718-277-6116 **FAX:** 718-827-4300

SCHOOL CONTACT PERSON: Ms. Audrey A. Wilson **EMAIL ADDRESS:** Awilson3@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Tara Bernardin

PRINCIPAL: Ms. Audrey A. Wilson

UFT CHAPTER LEADER: Ms. Lesley-Ann Jones

PARENTS' ASSOCIATION PRESIDENT: Mr. Darrin Cox

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Martha Rodriguez-Torres

SUPERINTENDENT: Mr. Martin Weinstein

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
Audrey A. Wilson	*Principal or Designee	
Lesley-Ann Jones	*UFT Chapter Chairperson/ Financial Liaison	
Darrin Cox	*PA/PTA President or Designated Co-President	
Cynthia Gordon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tonia Gordon	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Tara Bernardin	SLT Chairperson	
Maria Kostkowicz	Member/Recording Secretary	
Bernadette Creswell	Member/UFT	
Renee Ellerbee	Member/Parent	
Edwina Lissone	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 158K - The Warwick School, is a warm nurturing environment where teachers, coaches and administration collaborate to create an outstanding learning community. The school community works diligently towards our common goal of all students meeting and exceeding New York State Standards in every content area, as well as nurturing positive self-esteem and social growth.

P.S. 158K is home to 586 pre-kindergarten through grade five (5) students. Our environment is print rich with authentic compositions and artifacts that display our students' uniqueness, creativity and talent. We work closely with the school safety officer, health team, kitchen and custodial staff to maintain a healthy and safe school environment.

We are implementing the research-based Harcourt Trophies Storytown Program in conjunction with Core Knowledge which integrates content based curriculum and literacy. A rigorous math, science and social studies curriculum challenges our students to establish and reach personal goals.

P.S. 158K's growing technology program is moving our students and staff into the 21st century use of educational technology. Students will be able to implement essential 21st century skills that will promote a dynamic learning environment. P.S. 158K's technological vision and plan will provide access to current and emerging technologies and digital resources that facilitate engaging and differentiated approaches to learning throughout the curriculum.

Additionally, our school offers a diverse range of academic support programs, extracurricular activities and special events both during and after school which include:

Academic Support Programs:

- 37 ½ Minute Academic Intervention Services
- Seamless Day
- Lunch & Learn
- Tickets to Read (Online Reading Program)
- VMath.com (Online Math Program)

Extracurricular Enrichment Programs/Clubs:

- Boys Basketball
- Girls Basketball
- Tennis
- Chess
- Drawing & Portrait Art
- Chorus – Voices of P.S. 158K
- Conversational Spanish
- Drama
- 5th Grade Ballroom Dancing/Competitive Team
- Double Dutch
- P. S. 158 Steppers

- Hair Braiding
- Reading
- Math Enrichment
- Morning Recreation
- Nutrition & Fitness
- PsychoEducational Workshops for Girls
- Senior Yearbook
- Technology/Photography/Videography

School-wide Special Events which nurture the Home School Connection:

- Author's Visit
- Science Fair
- Pre-K – 2nd Grade Family Reading Nights
- Storybook Character Parade
- Book Fairs
- Career Fair
- Educational Field Trips
- English as a Second Language - Parent Workshops
- Social Studies Grand Prix
- ELA Pep Rally
- Middle School Fair
- Open House
- Parent Data Workshops
- P.S. 158K - Theatre Nights (Drama Club Performances)
- Senior Activities (Senior Trip, Senior Dance)
- Warwick Day Celebration
- New York Road Runners – Mighty Milers
- Children's Themed Celebrations
 - Red and White Dance
 - Winter Soiree Celebration
 - Movie Afternoons

Our curriculum is varied and designed to meet the learning needs of all students. P.S. 158K focuses on projects that utilize various modalities of learning, excite student's interest and increase parent involvement. Our cross grade productions, such as The History of Voting in America and Juneteenth have evolved into our dynamic Drama Club.

The vision for P.S. 158K is to establish a school community that sets high expectations and standards for every student. The mission of P.S. 158K is to step into the future by creating an environment that is nurturing and cooperative. Our school and home will work together creating a partnership which will help us to meet high City and State Learning Standards for each student. Our motto is "We are stepping into the future."

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 158 Warwick								
District:	19	DBN:	19K158	School BEDS Code:	331900010158				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		91.5	91.9	TBD		
Kindergarten	77	67	98	Student Stability - % of Enrollment:					
Grade 1	105	106	91	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	82	113	100		87.3	88.3	TBD		
Grade 3	96	81	99	Poverty Rate - % of Enrollment:					
Grade 4	104	100	82	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	93	117	98		83.8	83.8	TBD		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		11	113	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	3	0		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	575	602	586						
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	28	45	42	Principal Suspensions	14	16	TBD		
# in Collaborative Team Teaching (CTT) Classes	13	12	18	Superintendent Suspensions	17	5	TBD		
Number all others	20	17	21	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment:					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	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	9	14	10	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	54	55	TBD		
# receiving ESL services only	34	21	21						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	3	14	Number of Administrators and Other Professionals	8	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	85.2	80.0	TBD
				% more than 5 years teaching anywhere	57.4	63.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	93.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	78.7	73.6	TBD
American Indian or Alaska Native	0.5	0.3	0.2				
Black or African American	58.1	56.3	57.3				
Hispanic or Latino	40.2	41.7	40.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.2	0.7				
White			0.5				
Male	49.9	51.8	51.7				
Female	50.1	48.2	48.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		NR			
Overall Score:	85.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.1	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:	18.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?

2009 – 2010 Needs Assessment for grades K – 3

The ECLAS-2 data for Spring 2009 indicates the following on the Reading Accuracy levels for K-3.

ECLAS-2 Spring 2009

Grade	Students	Above Expected Level	At Expected Level	Below Level
Kindergarten	72	50%	36%	14%
First	106	35%	35%	30%
Second	109	39%	36%	25%
Third	80	50%	42%	8%

The ECLAS-2 data shows that fourteen percent (14%) of our Kindergarten students (10 out of 72 students) need intensive support in phonemic awareness and phonics. The students in first, second, and third grades that are below level need intensive support in sight words, decoding and all reading components; thirty percent (30%) of our first grade students (32 out of 106 students, 12 are SWD [Students with Disabilities]), twenty-five percent (25%) of our second graders (27 of our 109 students, 12 are SWD), and eight percent (8%) of our third graders (6 out of 80 students, 1 was SWD). This year, the gains that the general education students made on the ECLAS-2 assessment were very significant. The SWD population continues to make gains but not as significantly as regular education students.

We hope to address the students' deficiencies through our early morning intervention program (37 1/2 minutes), small group intervention during and after the 90 minutes literacy block, as well as after school intervention programs. These programs will be developed to enable students to meet or exceed grade level benchmarks.

Reading First DIBELS Benchmark Results (EOY) 2008-2009

Grade	Students	% INTENSIVE	% STRATEGIC	%BENCHMARK
Kindergarten	72	6% (4 s)	16% (12 s)	78% (56 s)
First	101	12% (12 s)	12% (12 s)	76% (77 s)
Second	106	27% (29 s)	24% (25 s)	49% (52 s)
Third	80	15% (12 s)	20% (16 s)	65% (52 s)

Our goal for 2008-2009 was that each grade level meet 65% benchmark or higher in our EOY 2009.

- The goal for kindergarten was met. We had seventy-eight percent (78%) of our students benchmarked in 2009. However, we decreased by seven percent (7%) in 2008 as 85% of our students benchmarked.

- The goal for first grade was met. We had seventy-six percent (76%) of our students benchmarked in 2009. We had sixty percent (60%) benchmarked in 2008, so we increased by sixteen percent (16%) this year in first grade.
- The goal for second grade was not met. We had forty-nine percent (49%) of our students benchmark in 2009. We had fifty-eight percent (58%) benchmarked in 2008. The DIBELS scores showed a decrease of nine percent (9%) of benchmarked students over last year's scores. This decreased can be explained by the increase of SWD, ELL and transfer students to this particular grade in 2009.
- The goal for third grade was met. We had sixty-five percent (65%) of our students benchmark in 2009. In 2008, fifty-six percent (56%) of students met the goal. The DIBELS scores for 2009 showed an increase of nine percent (9%).

Goal: By June 2010, each grade level will score 65% or higher in their instructional recommended areas in DIBELS 2009 end of the year (EOY) benchmark score.

2009 – 2010 Needs Assessment for Grades 3 – 5 for ELA

What student performance trends can you identify?

- Based on the 2009 New York State English Language Arts exam, the following are some findings/trends:
 - Level 1 students are steadily decreasing in our school testing population
 - Level 3 are not accelerating to Level 4 in testing grades
 - Only 27% of SWD are performing on/above grade level schoolwide
 - Slow, but steady decrease in Level 2
- Difficulty with mastery in Standard 2: Literary Response and Expression & Standard 3: Critical Analysis and Evaluation in reading comprehension skills.
- It is our projection that based on the 2008-2009 School Progress Report, more than 60% of students will be making at least 1 year of progress.

Below are some findings based on Acuity Database's final predictive assessment:

Grade 3:

- No females scored at Level 1 versus 3% of male students
- More than 60% of male students are on/above grade level
- Over 70% of female students are on/above grade level
- There is only 1 SWD student in Level 1 tier
- 43% of SWD are performing on/above grade level

Grade 4:

- There are fewer male students performing on Level 1 than females (6% vs. 12%)
- 53% of males are on/above grade level vs. females at 59%
- There are 41% of SWD in Level 1 tier
- Only 18% of SWD are performing on/above grade level

Grade 5:

- No females scored at Level 1 versus 1% of male students
- 60% of males are on/above grade level vs. females at 77%
- There are only 3% of SWD in Level 1 tier
- 20% of SWD are performing on/above grade level

- Per Scantron's Performance Series, students in testing grades display weaknesses in comprehension with vocabulary and nonfiction texts.
- Students with Disabilities are below/far-below grade level in reading comprehension (struggling with decoding, fluency, and vocabulary).

What have been the greatest accomplishments over the last couple of years?

- Steady decrease of Level 1 in grade 3
- Increase of Level 3 in grade 3
- Steady decrease of Level 2 in grade 4
- Steady increase of Level 3 in Grade 4
- In Grades 3 and 4, Levels 3 and 4 combined have increased over a three year time span.
- Decrease in Level 1 in Grade 5
- In Grades 3 and 5, our Level 1 tier is at the lowest percentage in a ten year time span.
- Steady increase of Level 3 in Grade 5
- In Grade 5, our Levels 3 and 4 combined are at the highest percentage in a five year time span.
- Teachers are more knowledgeable and abreast of student data and goal setting.

- Time is allotted throughout the school year to analyze, interpret and reflect on ongoing assessments.
- Teachers discuss student work more objectively, in concrete terms, in order to make informed instructional decisions.
- Implementation of differentiated instruction.
- Establishment of more rigorous, productive instructional styles.
- Implementation of strategies to aid advanced students.
- Monitoring and adapting services based on monthly formal and informal assessments.
- Students are more knowledgeable of their ELA learning and performance goals and establish, monitor and adjust individual goals in all content areas.
- Formation of the Inquiry Team within each classroom. Teachers conduct open discussions about student performance and progress, identifying appropriate intervention services and next steps for individual students and school wide.
- Some parents have been proactive in logging into Acuity and ARIS to access their child's performance and progress reports.

What are the most significant aids or barriers to the school's continuous improvement?

Our school has made significant gains due to the success of teamwork. Our staff collaboratively plans grade level activities, trips and lessons. Content area teachers articulate with classroom teachers to promote effective ways to drive instruction based on data and New York State Standards. Our ELL and Special Needs educators update and enhance their areas of expertise, with ongoing professional development to stay abreast of the latest research in literacy, math and content areas. Through all this hard work and dedication, we were proud to see our test scores increase and students' attitude towards learning positively influenced.

The most significant barrier to the school's continuous improvement would have to be time constraints. Our school has many resources but insufficient time to implement these programs. Also, teachers continue to feel overwhelmed with numerous mandates. However, our school-wide Data Day initiative has proven to be extremely successful and allows our staff to collaboratively analyze data more productively. We will continue to expand this initiative in the 2009 - 2010 school year.

2009 – 2010 Needs Assessment for grades 3 – 5 in Mathematics

What student performance trends can you identify in Mathematics?

Based on the 2009 New York State Mathematics exam, the following are some findings/trends:

- Percentage of students making at least 1 year of progress was 55%.
- Percentage of students in school's lowest 1/3 students making at least 1 year of progress was 69.4%.
- Average change in student proficiency for Level 1 and Level 2 students was ___0.43%.
- Average change in student proficiency Level 3 and Level 4 students was 0.15%.
- Students in grades 3 – 5 are beginning to make steady progress in Level 3 and Level 4.

What have been the greatest accomplishments over the last couple of years?

The data shows the following evidence about our schools educational program over the last three years from 2007-2009.

The Third Grade Data in mathematics shows that our:

- Level 1 students in 2007 decreased to 6.7%. In 2008 there was a decrease to 4%. In 2009 there was a decrease to 1%.
- Level 2 students in 2007 decreased to 12.4%. In 2008 there was a slight increase to 13%. In 2009 there was a significant decrease to 4%
- Level 3 students in 2007 decreased to 61%. In 2008 there was an increase to 70%. In 2009 there was an increase to 76%.
- Level 4 students in 2007 increased to 20%. In 2008 there was a decrease to 12%. In 2009 there was an increase to 19%.

The Fourth Grade Data in mathematics shows that our:

- Level 1 students in 2007 decreased to 11.4%. In 2008 there was a decrease to 4%. In 2009 there was an increase to 8%.
- Level 2 students in 2007 increased to 29.5%. In 2008 there was a decrease to 14%. In 2009 there was a decrease to 13%.
- Level 3 students in 2007 decreased to 46.6%. In 2008 there was an increase to 70%. In 2009 there was a decrease to 56%.
- Level 4 students in 2007 increased to 12.5%. In 2008 there was a slight decrease to 11%. In 2009 there was a significant increase to 23%.

The Fifth Grade Data in mathematics shows that our:

- Level 1 students in 2007 decreased to 6.8%. In 2008 there was a decrease to 2%. In 2009 there was a slight increase to 3%.
- Level 2 students in 2007 decreased 18.9%. In 2007 there was an increase to 28%. In 2009 there was a decrease to 15%.
- Level 3 students in 2007 increased to 64.9%. In 2008 there was a decrease to 57%. In 2009 there was an increase to 63%.
- Level 4 students in 2007 decreased to 9.5%. In 2008 there was an increase to 13.3%. In 2009 there was an increase to 19%.

This data shows that over the last three years our students have made significant improvement.

Students With Disabilities

The 3rd Grade Data for students with disabilities shows that:

- Level 1 students in 2007 decreased to 21.1%. In 2008, there was an increase to 26.7%. However, in 2009 there was a decrease to 14%.
- Level 2 students in 2007 increased to 31.6%. In 2008, there was a decrease to 26.7%. In 2009, there were no level 2 students with disabilities.
- Level 3 student in 2007 increased to 42.1%. In 2008, there was a steady increase to 46.7%. In 2009, we continued to increase to 57%.
- Level 4 students in 2007 increased to 5.3%. In 2008, there was a decrease to 0%. In 2009, there was a significant increase to 29%.

The 4th Grade Data for students with disabilities shows that:

- Level 1 students in 2007 decreased to 38.1%. In 2008 there was a decrease to 20%. In 2009, there was an increase to 29%.
- Level 2 students in 2007 increased to 47.6%. In 2008, there was a decrease to 32.3%. In 2009, we continued to decrease to 24%.
- Level 3 students in 2007 decreased to 9.5%. In 2008, there was a significant increase to 33.3%. In 2009, there was another significant increase to 43%.
- Level 4 students in 2007 increased to 4.8%. In 2008, there was an increase to 13.3%. In 2009, there was a decrease to 5%.

The 5th Grade Data for students with disabilities shows that:

- Level 1 students in 2007 increased to 26.7%. In 2008, there was a significant decrease to 10%. In 2009, there was a slight increase to 14.3%.
- Level 2 students in 2007 decreased to 40%. In 2008, there was a slight increase to 45%. In 2009, there was a decrease to 39.3%.
- Level 3 students in 2007 increased to 33.3%. In 2008, there was a continued increase to 40%. In 2009, there was a decrease to 32.1%.
- There were no level 4 SWD in 2007. In 2008, we increased to 5%. In 2009, we continued to increase to 14.3%

What are the most significant aids or barriers to the schools continuous improvement?

Our school has made many accomplishments due to our knowledgeable, experienced Professional Development Team and dedicated, professional teachers. Our classroom teachers meet weekly on their common preparatory period for planning. The math and literacy coaches meet bimonthly for study groups with each grade. As a result, we have seen our math scores increase over the last three years.

The most significant barrier to our school's continuous improvement would have to be time constraints. Time constraints impede our ability to maximize the effectiveness of the Everyday Math Program and supplemental instruction and ensure that significant student progress is achieved.

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.

Instructional Goals	Descriptions
<p><u>Goal # 1</u></p> <p>By the end of June 2010, each grade level will score 65% or higher in their instructional recommended areas in DIBELS 2009 End of Year (EOY) benchmark scores.</p>	<p>Our reading first students will be instructed using the Harcourt Trophies Core Program, supplemented with the Harcourt Trophies Interactive Instructional Resources, the Harcourt Trophies Intervention Programs and the Harcourt Trophies ELL Program.</p>
<p><u>Goal # 2</u></p> <p>By the end of June 2010, we will increase Students with Disabilities’ performance on New York State English Language Arts Exam in Levels 3 and 4 by 10% and decrease Level 1’s by 5% in grades 3 – 5.</p>	<p>Students with disabilities will be provided with supplementary instruction through AIS providers utilizing research-based programs such as Storytown Strategic Intervention Kit, Wilson Reading and My Sidewalks, to assist in decoding, fluency, vocabulary and comprehension.</p>
<p><u>Goal # 3</u></p> <p>By the end of June 2010, we will decrease 10% of Level 2 and increase 10% of Levels 3 and 4 as measured by New York State English Language Arts Exam for grades 3 - 5.</p>	<p>Our intervention programs will be used to accelerate struggling readers’ acquisition of priority skills. Higher achieving students will be provided with the opportunity to participate in Storytown Challenge Programs, Book Clubs/Talk, Accelerating ELA and Math programs and Enriched Recreational Activities.</p>
<p><u>Goal # 4</u></p> <p>By June 2010, we will increase the percentage of students making at least one year’s mathematics progress by 10% as measured by the New York State Mathematics assessment for Grades 3 – 5.</p>	<p>Teachers will be providing instruction with the Everyday Mathematic Program, supplemented with Houghton Mifflin Math Steps.</p>

Section VI: Action Plan

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

Subject/Area (where relevant):	English Language Arts
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<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal # 1</u></p> <p>By the end of June 2010, each grade level will score 65% or higher in their instructional recommended areas in DIBELS 2010 end of the year (EOY) benchmark scores.</p>								
<p>Action Plan</p> <p><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>Read alouds, shared reading and writing, guided reading and writing, independent reading and writing, listening and speaking skill development, Wilson Foundations, Wilson Reading System, Voyager Passport, Core Knowledge, Moving Into English Program, Kaplan skills practice and tasks, periodic assessments (Acuity and Scantron Performance Series) and running records. Additional AIS support will be provided before school in the 37.5 minute tutorial period and during and after school with small group differentiated instruction and goal setting by both teachers and students.</p> <p>All General Education, Special Needs and ELL students in Grades Pre-K – 3.</p> <p>Daily from September 9, 2009 through June 28, 2010.</p> <table border="0"> <tr> <td>Principal</td> <td>ESL Teacher</td> </tr> <tr> <td>Assistant Principal</td> <td>Classroom Teachers</td> </tr> <tr> <td>Literacy Coach</td> <td>Cluster Teachers</td> </tr> <tr> <td>Reading First Coach</td> <td></td> </tr> </table>	Principal	ESL Teacher	Assistant Principal	Classroom Teachers	Literacy Coach	Cluster Teachers	Reading First Coach	
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Assistant Principal	Classroom Teachers								
Literacy Coach	Cluster Teachers								
Reading First Coach									
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Principal: Title 1 SWP Asst. Principals: Tax Levy Fair Student Funding Literacy Coach: Tax Levy Fair Student Funding Reading First Coach: Reading First Grant</p>								

<p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Cluster Teachers: Tax Levy Fair Student Funding General Hold Harmless & Tax Levy Fair Student Funding ESL Teacher: Tax Levy Fair Student Funding AIS Reading Teacher: Title 1 ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Weekly Harcourt Unit Assessments 2. Monthly running records 3. ECLAS – 2 Fall and Spring Assessments 4. DIBELS Assessment (3 times per year- BOY, MOY, EOY) 5. Monthly Progress Monitoring 6. Wilson Assessment of Decoding and Encoding (3 times per year - BOY, MOY, EOY) 7. ELA - Acuity Predictives in 3rd grade 8. Scantron: 3rd grade – 3 times per year 9. My Sidewalks on Reading Street Intensive Reading Intervention Program: BOY Diagnostic and Placement Assessment, Day 5 Assessments, Unit Assessments 6 times per year & Oral Fluency Assessments 10. Daily student logs and journals 11. Bi-weekly snapshot observations 12. Portfolios updated monthly 13. Writing folders updated on a weekly basis, based on student's progression through writing genre of the month 14. Teacher's daily observation and conference notes to assess student's progress <p>Our overall projected gains for the Indicators of Interim Progress and/or Accomplishments for grades K - 3 is that every student will make at least one year's progress in all areas of reading.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):	English Language Arts
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal # 2</u> By June 2010, we will increase students with disabilities' performance on New York State English Language Arts Exam in Level 3 and 4 by 10% and decrease the Level 1's by 5% in grades 3 - 5.</p>								
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Read alouds, shared reading and writing, guided reading and writing, independent reading and writing, listening and speaking skill development. Storytown Literacy Program, Wilson Reading System, Core Knowledge, Moving into English Program, Kaplan skills practice and tasks, periodic assessments (Acuity and Scantron's Performance Series) and running records. Additional AIS support will be provided before school in the 37.5 minute tutorial period and during and after school with small group differentiated instruction and goal setting by both teachers and students.</p> <p>All Special Needs students in Grades 3 through 5.</p> <p>Daily from September 9, 2009 through June 28, 2010.</p> <table border="0" style="width: 100%;"> <tr> <td>Principal</td> <td>ESL Teacher</td> </tr> <tr> <td>Assistant Principal</td> <td>Classroom Teachers</td> </tr> <tr> <td>Literacy Coach</td> <td>Cluster Teachers</td> </tr> <tr> <td>Reading First Coach</td> <td></td> </tr> </table>	Principal	ESL Teacher	Assistant Principal	Classroom Teachers	Literacy Coach	Cluster Teachers	Reading First Coach	
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Principal: Title 1 SWP Asst. Principals: Tax Levy Fair Student Funding Literacy Coach: Tax Levy Fair Student Funding Reading First Coach: Reading First Grant Cluster Teachers: Tax Levy Fair Student Funding General Hold Harmless & Tax Levy Fair Student Funding</p>								

	ESL Teacher: Tax Levy Fair Student Funding AIS Reading Teacher: Title 1 ARRA SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ol style="list-style-type: none"> 1. Daily individual student logs and journals 2. ECLAS – 2 Assessments: Grade 3 – 2 times per year 3. Portfolios: Updated monthly 4. Writing folders updated on a weekly basis, based on student’s progression through writing genre of the month 5. Weekly assessments based on unit of study 6. Acuity Instructional Targeted Assessments: 2 times per year (November 2009 & April 2010) 7. Acuity Predictive Assessments: 2 times per year (December 2009 & June 2010) 8. Scantron Performance Series: 3 times per year (BOY, MOY, EOY) 9. Bi-weekly snapshot observations 10. Teacher’s daily observations and conference notes to assess student’s progress 11. Annual Standardized Assessments conducted through SED in Social Studies November 2009 for grade 5; NYS ELA - April 2010 for grades 3 - 5; NYS Math - May 2010 for grades 3 - 5 and Science – May 2010 for grade 4 only. 12. Monthly running records for reading 13. Weekly Kaplan Test Companion Assessments <p>Our overall projected gains for the Indicators of Interim Progress and/or Accomplishments for students with disabilities in grades 3 - 5 is that every student will make at least one years progress in all areas of English Language Arts.</p>

Section VI: Action Plan

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

Subject/Area (where relevant):	English Language Arts
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal # 3 By the end of June 2010, we will decrease 10% of Level 2 and increase 10% of Levels 3 and 4 as measured by New York State English Language Arts Exam for Grades 3 - 5.								
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Read alouds, shared reading and writing, guided reading and writing, independent reading and writing, listening and speaking skill development, Storytown Literacy Program, Wilson Reading System, Core Knowledge, Moving Into English Program, Kaplan skills practice and tasks, periodic assessments (Acuity and Scantron's Performance Series) and running records. Additional AIS support will be provided before school in the 37.5 minute tutorial period and during and after school with small group differentiated instruction and goal setting by both teachers and students.</p> <p>All General Education and ELL students in Grades 3 – 5.</p> <p>Daily from September 9, 2009 through June 28, 2010.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Principal</td> <td>ESL Teacher</td> </tr> <tr> <td>Assistant Principal</td> <td>Classroom Teachers</td> </tr> <tr> <td>Literacy Coach</td> <td>Cluster Teachers</td> </tr> <tr> <td>Reading First Coach</td> <td></td> </tr> </table>	Principal	ESL Teacher	Assistant Principal	Classroom Teachers	Literacy Coach	Cluster Teachers	Reading First Coach	
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	ESL Teacher: Tax Levy Fair Student Funding AIS Reading Teacher: Title 1 ARRA SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ol style="list-style-type: none"> 1. Daily individual student logs and journals 2. ECLAS – 2 Assessments: Grade 3 – 2 times per year 3. Portfolios: Updated monthly 4. Writing folders: Updated on a weekly basis; based on student’s progression through writing genre of the month 5. Weekly assessments based on unit of study 6. Acuity Instructional Targeted Assessments: 2 times per year (November 2009 & April 2010) 7. Acuity Predictive Assessments: 2 times per year (December 2009 & June 2010) 8. Scantron Performance Series: 3 times per year (BOY, MOY, EOY) 9. Bi-weekly snapshot observations 10. Teacher’s daily observations and conference notes to assess student’s progress 11. Annual Standardized Assessments conducted through SED in Social Studies November 2009 for grade 5; NYS ELA - April 2010 for grades 3 - 5; NYS Math - May 2010 for grades 3 - 5 and science – May 2010 for grade 4 only. 12. Monthly running records for reading 13. Weekly Kaplan Test Companion Assessments <p>Our overall projected gains for Indicators of Interim Progress and/or Accomplishments is that every student will make at least one years progress in all areas of English Language Arts.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):	Mathematics
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<u>Goal # 4</u> By June 2010, we will increase the percentage of students making at least one year’s mathematics progress by 10% as measured by the New York State Mathematics assessment in grades 3 - 5.						
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Everyday Mathematics activities, Warm-up, Math Message, Direct Instruction, Math Journal Writing and Sharing, Extra Practice and Enrichment, Math Games, Skills Practice, Test Preparation, Formal and Informal Assessments, Accountable Talk, Math Steps Skill Development, Independent and Shared Practice, AIS 37.5 Minute Activities, Lunch and Learns, and Kaplan Skill Development.</p> <p>All General Education, Special Needs and ELL students in Grades 3 – 5.</p> <p>Daily from September 9, 2009 through June 28, 2010.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Principal</td> <td style="width: 50%;">Assistant Principal</td> </tr> <tr> <td>Classroom Teachers</td> <td>Cluster Teachers</td> </tr> <tr> <td>Math Coach</td> <td>ESL Teacher</td> </tr> </table>	Principal	Assistant Principal	Classroom Teachers	Cluster Teachers	Math Coach	ESL Teacher
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Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Principal: Title 1 SWP Asst. Principals: Tax Levy Fair Student Funding Math Coach: Tax Levy One – Time Allocation, Tax Levy DRA Stabilization, Title 1 ARRA SWP Cluster Teachers: Tax Levy Fair Student Funding General Hold Harmless & Tax Levy Fair Student Funding ESL Teacher: Tax Levy Fair Student Funding AIS Math Teacher: Title 1 ARRA SWP</p>						

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Mathematics Beginning of the Year Inventory Benchmark Assessments – grades K – 5 2. Daily individual student logs and journals (K – 5) 3. Daily teacher observations and conferencing during independent and small group activities (K – 5) 4. Flexible grouping of students for math differentiated instruction in alignment with the NYS Mathematics Strands 5. Weekly math assessments in grades K – 5 6. Unit Math assessments at the end of each unit in Grades K – 5 7. Gathering information from students’ daily class work 8. Acuity Math Instructional Targeted Assessments: Twice per year for grades 3 – 5 9. Biweekly snapshot observations done per year in grades 3 – 5 10. Standardized Math Tests: Once per year in grades 3 – 5 11. Weekly Math Kaplan Test Companion Assessments in grades 3 – 5 (October & January) 12. Mathematics Mid-Year Benchmark Assessments in grades K – 5 (January) 13. End of the Year Benchmark Assessments in grades K – 5 <p>Our overall projected gains for the Indicators of Interim Progress and/or Accomplishments is that every student will make at least one year’s progress in all areas of Mathematics.</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	25	10	N/A	N/A	15	15	17	4
1	11	24	N/A	N/A	15	10	13	0
2	12	29	N/A	N/A	10	7	12	2
3	43	52	N/A	N/A	15	15	20	3
4	31	21	16	26	15	15	22	4
5	42	28	28	18	15	20	43	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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>General Education / Grades K - 2</u> Reading First Harcourt Trophies Intervention Kit</p> <ul style="list-style-type: none"> • small groups • during the morning 37 ½ minutes • during the school day <p>Wilson Reading Foundations</p> <ul style="list-style-type: none"> • small groups • during the school day <p><u>English Language Learners / Grades K – 2</u> Reading First Harcourt Trophies Intervention: Moving into English Program</p> <ul style="list-style-type: none"> • small groups • during the morning 37 ½ minutes <p>Seamless Day for English Language Learners Harcourt Trophies Intervention - Moving into English Program</p> <ul style="list-style-type: none"> • small groups • after school <p><u>Students with Disabilities Grades K - 2</u> Reading First Harcourt Trophies Intervention Kit</p> <ul style="list-style-type: none"> • Small groups • During the morning 37 ½ minutes • During the school day <p>Wilson Reading Foundations</p> <ul style="list-style-type: none"> • small groups • during the school day

General Education Grades 3 – 5

Reading First Harcourt Trophies Intervention Kit

- small groups
- during the morning 37 ½ minutes
- during the school day
- grade 3 only

Harcourt School Publishers Storytown Intervention Kit

- small groups
- during the morning 37 ½ minutes
- during the school day
- grade 4 & 5 only

Wilson Reading System

- small groups
- during the school day

Scott Foresman: My Sidewalks on Reading Street Intensive Intervention Program

- small groups
- during the school day
- grades 4 & 5 only

Seamless Day Program – Options Publishing: Comprehensive Reading Assessment, Test Preparation for the New York State ELA Test

Seamless Day Program – Educational Design: New York State Reading Coach Terra Nova Edition

English Language Learners Grades 3 – 5

Reading First Harcourt Trophies Intervention-Moving into English Program

- small groups
- during the morning 37 ½ minutes
- during the school day
- grade 3 only

Harcourt School Publishers Storytown: English Language Learners Extra Support Kit

- small groups
- during the morning 37 ½ minutes

	<ul style="list-style-type: none"> • during the school day • grade 4 & 5 only <p>Wilson Reading System</p> <ul style="list-style-type: none"> • small groups • during the school day <p>Seamless Day Program – Educational Design: New York State Reading Coach Terra Nova Edition</p> <p><u>Special Needs Grades 3 – 5</u> (Same as General Education grades 3 – 5)</p>
<p>Mathematics:</p>	<p><u>General Education Grades K – 2</u> Math Steps</p> <ul style="list-style-type: none"> • small groups • during the school day <p><u>Math ELL’s Grades K – 2</u> Math Steps</p> <ul style="list-style-type: none"> • small groups • during the school day <p><u>Students with Disabilities Grades K – 2</u> Math Steps</p> <ul style="list-style-type: none"> • small groups • during the school day <p><u>Math General Education Grades 3 – 5</u> Continental Press – New York State Mathematics</p> <ul style="list-style-type: none"> • small group • during morning 37 ½ minutes <p>Math Steps</p> <ul style="list-style-type: none"> • small groups • during the school day <p>Math Skill Packets Aligned to New York State Math Strands</p> <ul style="list-style-type: none"> • small groups

- lunch and learn

Seamless Day Program – Continental Press: Finish Line Math

- small groups
- after school

English Language Learners Grades 3 – 5

Continental Press – New York State Mathematics

- small group
- during morning 37 ½ minutes

Math Steps

- small groups
- during the school day

Steck-Vaughn: Achieve It Math

- small groups
- lunch and learn

Seamless Day Program – Continental Press: Finish Line Math

- small groups
- after school

Students with Disabilities Grades 3 – 5

Continental Press – New York State Mathematics

- small group
- during morning 37 ½ minutes

Math Steps

- small groups
- during the school day

Steck-Vaughn: Achieve It Math

- small groups
- lunch and learn

Seamless Day Program – Continental Press: Finish Line Math

- small groups

	<ul style="list-style-type: none"> • after school
Science:	<p><u>General Education, English Language Learner &, Special Needs Grades 4 and 5</u></p> <p>Kaplan Science</p> <ul style="list-style-type: none"> • small groups • before school • during the day • lunch and learn • grade 4 <p>Scott Foresman Science</p> <ul style="list-style-type: none"> • small groups • during the school day • grade 5
Social Studies:	<p><u>General Education, English Language Learner &, Special Needs Grades 4 and 5</u></p> <p>Continental Press: Social Studies for Application and Instruction (SSAI), Form 1 and Form 2</p> <ul style="list-style-type: none"> • small groups • during the school day – grade 4 <p>before school and during the day – grade 5</p>
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Individual and small group counseling • Individual study and social skills instruction • Assistance with the awareness, knowledge and compliance of school and classroom rules • Behavior and anger management • Crisis intervention and referrals for outside counseling • Ongoing communication with parents and school personnel • Bilingual services <p>These services are provided before school, during the 37 ½ minute morning AIS period and during the school day.</p>
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Initial evaluations to determine if special education services are needed • Re-evaluation of special education services • Conference with parents regarding special education services • Individual counseling • Crisis intervention • Referrals to supportive agencies • Bilingual services <p>These services are provided during the school day.</p>

At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • One to one counseling • Group counseling • Crisis intervention • Psycho-educational groups • Telephone and face to face conferences with parents, community resources and school personnel • Referrals to community based organizations as needed • Bilingual services • These services are provided during the school day.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Vision and hearing screenings are provided by the state for grades K – 2 • School physicals are provided by a Department of Health Physician when required • 504's are provided to students with special medical concerns • Asthma care is administered, as necessary, by the school nurse • Open Airways Asthma Curriculum, developed by the American Lung Association, is provided to children via a 6 session workshop series • An epilepsy educational presentation will be conducted for the 5th grade students • Education and individual displays of proper hand washing techniques will be provided to all of the students • Referrals to community based medical facilities • Health related paraprofessionals are provided when warranted

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

NCLB/SED requirement for all schools

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

P. S. 158 Language Allocation Policy 2009 - 2010

Language Allocation Policy Team Composition:

Principal: Audrey Wilson

ESL Teacher: Yvescarmel Louis

Assistant Principal: Shirley Harewood,

Assistant Principal: Zainab Qaabidh

Guidance Counselor: Maritza Pena-Herrera

Literacy Coach: Lillian Cruz

Content Area Teacher: Arlene Baptiste

Math Coach: Bruce Granoff

Parent Coordinator: Pamela Easton

AIS Provider: Patricia Manjorin

Related Service Provider: Pamela Greene

Parent: Cynthia Gordon

Teacher Qualifications:

P.S. 158K has highly qualified teaching personnel that service the ELL population including permanent licensed content area teachers (art, social studies and science). There is 1 certified Bilingual teacher, 1 certified Special Education teacher with Bilingual Extension and 1 certified ESL teacher. P.S. 158K ensures that all ELLs receive rigorous research based instruction from its fully certified staff.

School Description/Demographics:

PS 158K is located in the East New York section of Brooklyn. This Pre-Kindergarten through grade 5 school serves a population of 590 students of which 38 are ELLs. The total student population of ELLs is 6.44%.

ELL Identification:

Upon registration, parents are given a *Home Language Survey (HLIS)* to complete in order for our school to identify the home language background and the child's language proficiency. Student and guardians are informally interviewed in English by the ESL teacher, Mrs. Yvescarmel Louis and in Spanish by Mrs. Maritza Pena-Herrera, Bilingual Guidance Counselor. If the student is identified for Bilingual instructional services, he or she is given the *Language Battery Assessment (LAB-R)*. This formal assessment identifies the child as an English Language Learner or English Proficient. The LAB-R is administered by the ESL teacher and the LAB is administered by the Guidance Counselor.

Next, P.S. 158K conducts a parent orientation for the newly enrolled ELLs. The Principal, ESL teacher, Parent Coordinator and Guidance Counselor are present at the orientation to address any concerns. The purpose of this meeting is to inform parents of the various programs that are available at the school. Parents view a *parent information DVD* where program placement options are presented with clarity and objectivity. This *parent orientation DVD* is available in several languages. *Parent brochures* are disseminated in their native language to enrich the understanding of each available program. After viewing the DVD, parents complete the Parent Survey and Program Selection Forms. An entitlement letter is provided to the parents confirming their program selection and the child is placed within ten (10) days.

After reviewing the Parent Survey and Program Selection forms for the past few years, the ESL teacher has noticed the following trends. The K/1 parents usually request the Bilingual program whereas grades 2-5 parents request ESL services.

To ensure continuity in community involvement during the school year, PS 158K conducts meetings for parents that focus on instructional issues, such as assessments, standards, promotional policies, and strategies that support children's academic progress. Parents are invited to participate on the School Leadership Team (SLT) to enhance their knowledge of the School's Comprehensive Education Plan. P.S. 158K also provides conversational English and computer skills workshops for parents who are limited in the English language.

ELL Demographics/ Years of Services/Programs/ELLs by Sub-Groups:

- K/1 bridge class contains 8 bilingual students
- Special Education 4/5 bridge class contains 5 students
- 25 ELLs are in the ESL Pull-Out program
- 38 ELLs

- 1 SIFE (Students with Interrupted Formal Education)
- 19 Newcomers (ELLs receiving service 0-3 years)
- 11 Special Education ELLs
- 3 Long-term ELLs
- 19 ELLs receiving service 4-6 years

Home Language Breakdown and ELL Programs:

- ESL Program

	K	1	2	3	4	5
Spanish	1	3	2	10	3	5
Arabic	0	0	0	0	1	0

- Transitional Bilingual

	K	1	2	3	4	5
Spanish	5	3	0	0	3	1

Program and Schedule Information:

P.S. 158K implements a Freestanding English as a Second Language (ESL) and a Transitional Bilingual Education Program (TBE). The primary goal of both programs is to assist students in achieving English Language proficiency within three years. TBE includes language arts and content area instruction in both the students' native language and English, as well as intensive ESL instruction. The Pull-Out program provides all language arts and content area instruction in English through the use of research based instructional strategies and ELA methodologies. Students in the bilingual program receive two periods daily of ESL instruction while content area instruction is taught in their native language.

In our K/1 TBE class, the teacher implements the Harcourt Trophies Program. This comprehensive reading program provides a dedicated block of research-based reading instruction in the five essential components. In our Special Education 4/5 TBE class, the teacher implements the Harcourt

Schools Publisher Storytown Program as her core ELA program. The ESL pull-out teacher utilizes the Harcourt Trophies ELL component, “Moving Into English”, with grades K-3 and the Storytown Program ELL component with grades 4-5.

The goal of our program is to maximize each student’s growth and individual success by differentiating instruction and establishing SMART goals.

P.S. 158K strongly supports the following:

- Collaborative planning between ESL and classroom teachers.
- Scaffolding as 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, informal assessments, and running records.
- Small group AIS intervention.

In addition,

- Out of classroom teachers use a variety of strategies to support learning and clarify meaning.
- During math the teacher chorally reads math questions with ELLs, models how to solve word problems and encourages students to verbalize their explanations.
- Social Studies teachers scaffold their instruction with visual aids such as maps, cartoons and illustrations to increase comprehension.
- Science teachers use the Foss Program. Scientific investigations provide opportunities for students to contribute their cultural experiences to hands-on explorations.

In differentiating instruction for ELLs, visual aids, pictures, graphic organizers and instructional charts are used to assist students throughout the lesson. Teachers utilize peer tutoring, buddy system, and partnering to support students with independent practice. Library books are available in all subject areas both in English and their native language.

Plan for Newcomers:

P.S. 158K ensures that all newcomers are given the opportunity to adjust to their new environment. To facilitate this transition P.S. 158K;

- Conducts building tours to familiarize students with the structure of the school

- Places students in a print rich-environment classroom
- Establishes a buddy system
- Encourages students to participate in all extended day activities
- Provides immediate AIS providers

Plan for SIFE:

- Create a PIP (Pupil Intervention Plan) that focuses on literacy and math components
- Utilize needs based instructional support materials
- Differentiate instruction in all areas
- Provide professional development for staff in strategies that benefit the SIFE within their classroom instruction.
- Refer to School Assessment Team for further evaluation.

Plan for Long Term ELLs:

We found that Long Term ELLs score higher on listening and speaking than in reading and writing. To increase their academic performance, these students will:

- Participate in the Seamless Day Program that targets reading and writing two days per week.
- Be monitored in all areas in order to differentiate instruction.

Plan for Special Needs Students:

- Familiarize all providers with student's IEP to identify specific individual needs and ensure that all services are provided according to the IEP recommendations
- Increase collaboration between the ESL teacher and IEP contact person
- Monitor newcomer and SIFE students
- Provide AIS services in the allotted periods

After School programs for ELLs:

- Achieve 3000 (technology program) for grades 2-5
- Seamless Day: This Tuesday and Wednesday program offers both remediation and enrichment ELA, Mathematics, and ESL instruction.
- Drama
- Choir
- Dance/Art
- Chess Club

Parent Involvement Program:

- Parent orientation for the newly enrolled ELLs.
- Parent Coordinator's workshops will include NYS academic content standards and NYS student academic achievement standards and monitoring their child's progress
- PTA meetings, Open House Forum, and Student of Month Awards Program
- Disseminate School calendar and parent handbook
- English as a Second Language through technology classes
- Holiday Potluck Dinner Dance

Instructional Materials:

The Freestanding ESL and TBE programs use a variety of texts during literacy instruction including anthologies, guided reading, shared, leveled readers, decodable and phonics within the framework of the Balanced Literacy Philosophy and Core Knowledge Model. This includes the use of high interest / low level texts. Materials are also used to familiarize students with the state assessments, including:

- Continental Press: *Empire State NYSESLAT*
- *Moving Into English*

- *Comprehensive Reading and Writing Assessment*
- *Comprehensive Math Assessment*
- *Harcourt Schools Publisher Storytown*
- *Treasure Chest*

Supplementary Programs:

- 37 ½ minutes: This provides additional small group differentiated instruction for all at-risk ELL students.
- Morning Recreation: This is an athletic program that is offered three days per week for one hour each day which allows the children an opportunity to engage in various sports.
- Friday Parent Academy: ESL classes are offered to parents, by ESL teacher on conversational English and technology.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. The school's Comprehensive Education Plan is made available to all.

Professional Development:

Bilingual teachers, ESL teacher, out of classroom personnel and classroom teachers meet once a month to analyze individual student's progress. Professional development is provided by the ESL teacher, Coaches, Core Knowledge Facilitator and Senior ELL/Bilingual Education Program Management Specialist.

- The focus is on:
 - Integrating literacy within the Core Knowledge Framework
 - Scaffolding instruction in math and science through the use of manipulatives and experiments
 - Technology training for content area teachers regarding online resources that make instruction more understandable
- ESL Teacher will provide the following professional development to support the staff's work with the struggling ELL student:

- Comprehension
- Differentiated Instruction
- Planning Curriculum Mapping
- Our ELL Specialist attends a variety of off-site workshops provided by the Senior ELL/Bilingual Education Program Management. This information is then turnkeyed to the other ELL teachers and providers

Assessment Analysis:

Based on the Spring 2009 NYSESLAT results, the majority of students scored at the Beginner level, which is generally indicative of being new to the country.

Beginner	15
Intermediate	8
Advanced	12

After analyzing the NYSESLAT data, the following needs were noted:

- Increase student performance on the NYSESLAT.
- Increase student academic achievement in Mathematics, Science and Social Studies.
- Increase instructional time for students through ESL instruction during extended day and weekly programs.

After reviewing the ELA scores of ELLs and former ELLs, the following was noted:

- Beginning ELLs mostly scored below level due to limited English language acquisition.

Implications for LAP Instruction:

The implication for the school's LAP and instruction is to move the ELLS from beginning level into proficiency. This year, PS 158K will continue to:

- Focus heavily on phonemic awareness, phonics, fluency, vocabulary and comprehension in both English and Native language
- Target language development across the grades and content areas, creating opportunities for active meaningful engagement
- Provide additional support in listening skills for Newcomers, including increased use of technological resources in the classroom
- Identify SIFE students
- Provide instruction to SIFE students in their native language to strengthen their literacy skills during the Extended Day and Academic Intervention Services
- Refer SIFE students to the School Assessment Team (SAT) for further evaluation
- Utilize the core curriculum program Everyday Mathematics supplemented by Math Steps to meet students' needs at their level of performance
- Create small group ESL Academic Intervention classes to address specific needs
- Offer Extended Day services to target individual learning modalities and to familiarize students with the format of the NYSESLAT

Implications for LAP in English Language Arts Area:

In order to assist our students in both academic achievement and assessment, P.S. 158K will:

- Ensure that adequate licensed personnel are delivering instruction as stipulated by NCLB and CR Part 154
- Increase collaboration between content area and ESL teachers to create a more effective learning community
- Evaluate data to become aware of the performance of each ELL
- Provide opportunities for students to be involved in purposeful conversations during read aloud and text discussions
- Incorporate all language modalities
- Ensure that teachers analyze student's data to identify strengths and weaknesses and then utilize the findings to drive instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs

- Ensure that the Literacy coach collaborates with all teachers including ESL and TBE to support rigorous instruction
- Ensure that the CR Part 154 requirements are followed in the TBE classes
- Implement a print rich environment
- Utilize ESL dictionaries in TBE
- Equip all classrooms with highly motivating leveled libraries

Implications for LAP in Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, P.S. 158K will:

- Provide adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make appropriate educational decisions.
- Provide opportunities for students to interact with mathematical terminology, solving word problems, interactive word wall, math manipulatives and math games.
- Incorporate writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to communicate problem solving strategies and explanations.
- Utilize student data to identify strengths and weaknesses to drive differentiated instruction.
- Ensure collaboration between content area and ESL teachers to map out student specific needs.
- Increase staff participation in ELL professional development opportunities focusing on ELL instructional needs such as Quality Teaching for English Learners (QTEL) and Knowledge Network Learning Support Organization.
- Schedule math coach to model and provide refinement of skills and strategies that will support rigorous instruction.

Form TIII – A (1)(a)

Grade Level(s) K – 5 **Number of Students to be Served:** 38 **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** ESL Provider

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 158K consists of one (1) transitional bilingual (Spanish) K/1bridge class; one 3/4/5 Special Needs and 26 LEP students serviced in a freestanding ELL program. There are 38 English language learners. The ESL teacher services students in monolingual regular education classes as well as special needs.

At P.S. 158K, Transitional Bilingual Education (TBE) programs include language arts and content area instruction in students' native language and English as well as intensive ESL instruction. Freestanding ESL provides all language arts and content area in English through the use of specific instructional strategies such as TPR (Total Physical Response) and CALLA (Cognitive Academic Language Learning Approach). These are instructional models developed to meet the academic needs of the ESL student.

Students in the bilingual program receive two periods daily of ESL instruction and also native language arts. ESL opted out students receive two periods daily of ESL instruction. One of the two periods is in the content area using ESL strategies. Included in this period are social studies, science and English language arts through the literacy program. Students at risk are also serviced daily by the Special Education Teacher Support Services (SETSS) using ESL strategies in reading and mathematics. Cluster teachers servicing bilingual classes and classes containing LEP/ELL students utilize ESL strategies in teaching their subject areas.

P.S. 158K has successfully implemented the Harcourt Trophies Program in grades K – 3. This comprehensive reading program provides a dedicated block of research-based reading instruction in the five essential components (phonemic awareness, phonics, fluency, vocabulary and comprehension). As a result, we are beginning to implement the Harcourt Schools Publisher Storytown Program as our core ELA program for grades 4 – 5. The Storytown Program is focused on meeting the needs of all students including those with limited English proficiency. Teachers are receiving professional development to support the implementation of Storytown. This program provides teachers

with materials, lessons and strategies to support ELL students in standard-based learning. Teachers provide direct and explicit systematic instruction which is differentiated based on on-going data and observation of mastery. Small flexible groups are created based on current data, instructional time and instructional content that varies based on the student's needs and reading action plan. Harcourt Storytown has multiple components to help teachers reach struggling students including a K – 3 ELL Reading Kit and a Grade 4 – 5 English Language Learners Extra-Support Kit that pre-teach and re-teach core skills daily. The Moving into English Program is an additional component of Harcourt Trophies. It is used to develop vocabulary and comprehension skills with ELL students. All these components include ELL leveled guided reading materials. The Wilson Reading System is a supplementary program that offers further assistance to our targeted English language learners in grades 3 – 5 who are struggling with decoding, encoding and fluency.

Our Math Core curriculum is McGraw-Hill's Everyday Mathematics which incorporates warm-ups, math messages, direct instruction, math journal writing and sharing, extra practice and enrichment, math games, skills practice and test preparation, formal and informal assessments and accountable talk.

Our English language learners benefit from a rich variety of concrete experiences and cooperative learning activities across the mathematical content strands. Math language, communication, social interaction, tools and manipulatives all play important roles in helping our ELL students acquire skills. Topics, concepts and skills are periodically reviewed, practiced and applied using a variety of mathematical experiences in small flexible differentiated groups.

Math games are an integral part of the Everyday Mathematics Curriculum and are a highly motivating way for ELL students to practice and master basic skills, think critically and solve problems. The math games also encourage increased social and language skills through frequent shared practices. English language learners also benefit from the incorporation of the Houghton Mifflin Math Steps Program which adds increased depth while supplementing the Core Program. Math Steps is a mathematics program that explicitly teaches all the essential content covered by grades K – 5. The program is designed to focus specifically on the development of skills and sub-skills, so that all students can be successful. The Math Steps Program has a highly systematic, step by step instructional plan that follows the New York State Math Standards and supports the instruction of both the content and process strands.

At P.S. 158K, we have reviewed NYSESLAT data and student performance and have noted the following needs:

- Increase student performance on the NYSESLAT
- Increase student academic achievement in mathematics, science and social studies
- Increase instructional time for students through ESL instruction during extended day

Literacy, mathematics and other content area programs provided to the LEP students: (i.e., AIS, Extended Day).

- The Seamless Day Program will provide additional support from October 2009 through mid May 2010. An Enrichment Program will also commence from January 2009 – May 2010. The Seamless Day Program is offered two days per week for one and a half hours per day. Additionally, the 37 ½ minute period provides additional small group differentiated instruction for all at-risk ELL students.

Title III ELL Extended Day Program

Through Title III funds for ELL students, our enrichment and supplemental extended day programs will provide extra instructional time. The focus of these programs is to provide additional opportunities for ELL students to practice skills in English. It is our goal to provide focused differentiated instruction that meets each student's individual needs and enable all students to meet high standards.

We will offer an after school program to prepare students for the NYSESLAT and to enhance academic performance. The program will serve our 32 LEP students. The students will be divided into three classes of 10-15 children based on their level of proficiency as determined by the NYSESLAT results. It is expected that the program will be conducted from mid January 2010 to May 2010 for eighteen weeks. This program will be offered to students from kindergarten through fifth grade that can remain after school for one hour and 30 minutes on Tuesdays and Wednesday from 3:00-4:30pm. Two licensed bilingual teachers and one ESL teacher will be hired to service this population. Treasures from MacMillian/McGraw-Hill, is a research based program which has an ELL component called Treasure Chest. This is a comprehensive program for ELL students in grade K-6 that provides instruction in the areas of literacy standards, which are listening, speaking, reading and writing. Treasure Chest targets beginners, intermediate and advanced students with vocabulary suitable for their level of language acquisition.

Treasure Chest was selected because it uses authentic literature, graphic organizers and scaffolds support to accelerate students' reading growth. In addition, it builds fluency, develops comprehension and builds the connection between learning to read and independent reading. It also keeps the students motivated and provides opportunities for practicing academic English.

This program allows students to interact by working in pairs using academic English in a non-threatening situation. Small groups are used to practice and reinforce skills at the student's level of proficiency. Moreover, the ELL specialist uses a variety of techniques to make the content clear. These techniques or best practices include modeling, speaking at a rate that is appropriate with student's English proficiency and using visuals and gestures. Therefore, Treasure Chest provides opportunities to make adequate academic progress and meet high academic standards. We will also purchase with Title III funds the Rosetta Stone language development software packages for students to used during the after school program.

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

To ensure a strong emphasis on the state learning standards and high impact differentiated academic language development strategies, the ESL specialist will meet once a month with the staff that provides instruction to ELLs. The appropriate staff will analyze individual student's progress in order to provide additional support. Our goal is to maximize each student's growth and individual success by meeting each ELL student where he

or she is in the learning process. Staff will review factors such as reading comprehension, phonemic awareness, fluency, vocabulary and prior knowledge.

September 2009:	NYSESLAT Data Analysis
October 2009:	Differentiated Instruction for ELLs
November 2009:	Periodic Assessments Analysis (Acuity)
December 2009:	ELA Test Taking Strategies for ELLs
January 2010:	Comprehension for the Struggling ELLs
February 2010:	Math Strategies for the ELL Student
March 2010:	NYSELAT-Understanding the Components of Assessment
June 2010:	Planning Curriculum Mapping for ELL Students

Parent Involvement Program

The school conducts a parent orientation for the newly enrolled ELLs. The purpose of the Parent Orientation is to explain the different ESL programs available and to complete the Parent Survey and Program Selection Forms. The Principal, ESL Coordinator, Parent Coordinator and Translator are also present at this orientation to address any concerns which the parents may have. ELLs are then placed accordingly as per the parent's choice. Students must be placed within ten days of enrollment.

- P.S. 158K Parent Coordinator 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:
 - the NYS academic content standards
 - the NYS student academic achievement standards
 - the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school's Parent Coordinator in order to accommodate parents that cannot attend evening meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.
- Parents will be invited to attend culminating celebrations marking their children's success at the school.

- Student of the Month celebrations will be held in conjunction with PTA meetings and an Honors Night will be held at the end of each marking period.
- School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated to parents via the students at the beginning of each month.
- English as a Second Language (ESL) and computer workshops will be held for parents. A teacher will be paid per session with Title III funds to offer after school ESL Class. This class will be two days a week for 16 weeks. Parents will be able to use the Rosetta Stone Program, which is a computer based language development program. At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment programs, school expectations and general program requirements for bilingual education and/or free standing ELL programs.

Parent workshops will focus on basic educational concerns, health care/medical issues, and financial planning, and addressing various behavioral and mental health issues for children.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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:	\$659,221	\$107,399	\$766,620
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,592		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,073	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,960		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,365	
6. Enter the anticipated 10% set-aside for Professional Development:	\$65,920		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,730	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 78.7%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The District assists all schools in the placement goal of 100% certified staff. The Principal and/or designee attend Teachers' Job Fairs conducted centrally and throughout the District. The District also advertises in local papers, recruits through universities and works closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified teaching staff.

P. S. 158K will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classroom.

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

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

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

Statement of Parent Policy

P.S. 158K Warwick

P.S. 158K is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S 158 agrees to implement the following statutory requirements:

- P.S. 158K will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S. 158K will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- P.S. 158K will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, P.S. 158K will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- P.S. 158K will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 158K will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in NYC.

- P.S. 158K will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, meaningful communication, involving student academic learning and other school activities, including:
 - Ensuring that parents play an integral role in assisting their children’s learning;
 - Encouraging parents to be actively involved in their children’s education at school;
 - Ensuring that parents are full partners in their children’s education, that they are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children; the carrying out of other activities, such as those described in section 1118 of the ESEA.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 158K will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. P.S. 158K will take action to involve parents in the process of school review and improvement under section 1116 of the ESEA.
There are key areas that are identified that contribute to a partnership that supports greater student achievement:
 - P.S. 158K will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in school. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
 - P.S. 158K will reach out to parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - P.S. 158K will work to assist parents in having meaningful roles in the school decision-making process. P.S. 158K will provide parents with training and information so they can make the most of this opportunity. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
 - P.S. 158K will incorporate this parental involvement policy into its school improvement plan.
 - Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. P.S. 158K will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- P.S. 158K will coordinate and integrate Title I parental involvement strategies under the following program, K – 3 Reading First, through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (obtaining library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - P.S. 158K will help parents gain access to supportive services at other agencies, such as medical care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- P.S. 158K 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:
 - the NYS academic content standards
 - the NYS student academic achievement standards
 - the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.
- Parents will be invited to attend culminating celebrations marking their children's success at the school.
- Student of the Month celebrations will be held in conjunction with PTA meetings and an Honors Night will be held at the end of each marking period.
- School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated to parents via the students at the beginning of each month.
- English as a Second Language (ESL) and computer workshops will be held for parents. As an added incentive, childcare services will be provided to alleviate childcare issues.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment programs, school expectations and general program requirements for bilingual education and/or free standing ELL programs.

Parent workshops will focus on basic educational concerns, health care/medical issues, and financial planning, and addressing various behavioral and mental health issues for children.

Professional Development:

Monthly Professional Development for parents provided by the Related Service Providers. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment internet safety issues, summer planning resources and other matters pertaining to family social and educational issues.

Professional development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Monthly district ELL/bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ELL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: Monthly district professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team minutes. This policy was adopted by P.S. 158K on 06/05/06 and will be in effect for the period of the 2009-2010 School Year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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

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

School Parent Compact

P.S. 158K and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions **School Responsibilities**

P.S. 158K 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:

P.S. 158K continues to hire and retain highly qualified staff to provide high-quality education to the children via targeted and differentiated instruction. The staff also participates in enhanced professional development to upgrade their skills. Data days have been incorporated into grades 2 through 5 to enable early childhood teachers to update their DIBLES and ECLAS-2 data and grades 3 through 5 staff to familiarize themselves with / and update ACUITY Data. Item analysis is also conducted for the purpose of differentiated instruction and flexible grouping.

Based on the data which indicates that more students are meeting their learning potential, the school continues to utilize scientifically based learning programs which include the Wilson Reading System, Kaplan, McGraw-Hill Everyday Math, Math Steps, Harcourt School Publishers, Storytown and Core Knowledge.

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

Tuesday, November 10, 2009 1:00pm – 3:00pm & 5:30pm – 8:00pm

Tuesday, March 16, 2010 1:00pm – 3:00pm & 5:30pm – 8:00pm

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

- Report cards will be distributed to parents during the two parent teacher conferences in the fall and again in the spring.
- Parents will receive a username and password to enable them to access their child's ACUITY Interim Assessments test scores
- Parents will receive a password to enable them to access all of their child's data from ARIS, which includes attendance, state test scores, predictive assessments, etc.
- Kindergarten to third grade Home Connect - DIBLES Reading Progress Report
- Individual student goals and home support letters
- Phone consultations and written correspondence
- First marking period progress reports will be provided for kindergarten students followed by report cards in the second marking period.
- Promotion in Doubt letters will be generated to parents

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

- Staff will be available to meet with parents during the Open House and during the parent teacher conferences that are held twice per year. They will also be available to meet with parents face to face or via telephone consultation at a mutually convenient time before school hours, after school hours or during the teacher's prep period.

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

Parents can participate in the Learning Leaders Training Program which enables them to volunteer in various classrooms. Classroom observations can also be conducted when scheduled in advance. Parents may also volunteer to accompany the students on various class trips to ensure appropriate supervision for the children.

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.
- ⇒ involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely manner.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the NYS assessments in Math and English Language Arts.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television and electronic video games that my children watch;
- ⇒ volunteering in my child's school via the Learning Leader's Training Program;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time;
- ⇒ 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;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ ensure that my child visits the library on a regular basis and obtain age appropriate books/material;
- ⇒ encourage my child to utilize Ticket to Read and VMath.com (online reading and math programs) at home or at the public library;
- ⇒ participating in training sessions and workshops that are sponsored by the school;

- ⇒ participate in the ten session ESL workshop to improve English Proficiency (for non-English speaking parents);
- ⇒ 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 expectations and offering praise and encouragement for achievement.

Optional Additional Provisions
Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Limit television viewing and the use of electronic games.
- Visit the library on a regular basis to obtain books at my reading level.

Name	Signature	Date
School: P.S. 158K		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. 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.

P.S. 158K, will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging state and city content and performance standards.

P.S. 158K, will use disaggregated student data from the following assessments: state and city grades 3 - 5 exams, District benchmark assessments, The ARIS/Acuity Interim Predictive Assessments, The Early Childhood Language Arts System-2 (ECLAS-2), The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), The Terra Nova Grades 1-3 Outcome Assessments, and multiple classroom-level measures. We will assess the achievement of students in relation to the state standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet state standards. A progress report and NYCDOE Parent/Teacher Survey will also be reviewed to identify other factors that may affect students' performance, i.e., health, attendance, school climate, professional development, parent involvement and student satisfaction. This data will help our school evaluate which educational programs need to be implemented or refined.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of academic delayed students and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- As a schoolwide plan, P.S. 158K's CEP describes effective methods and instructional strategies that are founded on scientifically based research, which will be incorporated to strengthen the core academic program of the school.

- Emphasis on “quality first teaching” to ensure that all students, including students with disabilities and English language learners, receive instruction using grade-appropriate standards-based curriculum, using sound instructional strategies and proven methods and have sufficient opportunities to master state content standards.
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on integrating literacy and math instruction in all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3 - 8, the ARIS/Acuity Interim Predictive Assessments, the Early Childhood Language Arts System (ECLAS-2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet state standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the state standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and students with disabilities.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented in *P.S. 158K*, are designed to implement the District Comprehensive Educational Plan (DCEP) and District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired at *P.S. 158K* for the 2009-2010 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Experienced teachers that are new to *P.S. 158K* are highly qualified. They have met NYS certification requirements either by: possessing a Bachelor's Degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S. 158K and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, on site and at the district level.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

P.S. 158K will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and School Based Support Team (SBST). Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinator.

Professional development for staff will be coordinated at *P.S. 158K* by a Professional Development (PD) Team, which includes the District Superintendent, Network Instructional Specialists, Principal, Assistant Principals, Literacy and Math Coaches, Reading First Coach and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Our professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, is in place at *P.S. 158K*. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities and will also be supported by District Superintendent and the Knowledge Network Instructional Specialist to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, Microsoft Excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-throughs, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (basic education, ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, Comprehensive Educational Plan (CEP) development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction and increased participation in instructional initiatives by parents, leading to improved student results.

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

The District assists all schools in the placement goal of 100% certified staff. In the spring and summer, the Principal and/or designee attends Teacher's Job Fairs conducted centrally and throughout the District. The District advertises in local newspapers, recruits through universities and works closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows.

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

P.S. 158K will describe in our CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, P.S. 158K will arrange for workshops focused on parent strategies and techniques that help their children improve academically.

Additional support for P.S. 158K will be provided by the District and the Central Office, through the Office for Family Engagement and Advocacy, which will promote engagement, provide parent support and develop special projects to enhance parent involvement. In addition, the District Family Advocate for District 19 and her team will work closely with the Office for Family Engagement and Advocacy to design and deliver training programs for the Parent Coordinator, staff and parents.

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

Transitions From Pre-Kindergarten to Kindergarten

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents of Pre-K students as follows:

Ongoing Communication for Staff

- Establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all pre-kindergarten programs in the District
- Invite staff of the preschool and kindergarten programs to participate in exchange visits
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices
- Share Department of Education curriculum and standards for kindergarten with community based organizations and pre-kindergarten staff.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a Transition Day for parents and children who will be attending kindergarten in the public school the following year

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer questions. Bilingual staff will be available to translate
- Organize and implement a Kindergarten Fair

- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group
- Discuss kindergarten curriculum and expectations during Pre-Kindergarten Parent Advisory Meetings.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be engaged in ongoing discussions and decision-making processes with P.S. 158K and district administrators regarding the use of academic assessments to inform instructional decisions, to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

P.S. 158K will use disaggregated State and City assessments grades 3 – 5, the ARIS/Aquity Interim Predictive Assessments, the Early Childhood Language Arts System (ECLAS-2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and multiple classroom-level measures to regularly assess the progress of student and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet state standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the state standards in ELA, mathematics, science and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on state assessments, or deemed to be at risk for not meeting state standards, will receive appropriately targeted services.

Ongoing professional development and parent involvement activities are provided to support at risk students.

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

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

(Refer to pages 10 - 24)

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

(Refer to pages 16 - 32)

Part B: For Title I Schools Identified for Improvement

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

The Professional Development Team will provide training, support and opportunities for teachers to expand their knowledge in the areas of reading, math, Core Knowledge and content area so they can bring into the classroom the best practices, knowledge and experience required to accelerate student learning and improve academic scores.

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

¹ School Under Registration Review (SURR)

The Department of Education has a mentoring program which embodies the following goals:

Goal 1: teacher retention, improved support for new teachers, academic achievement

Goal 2: build local capacity/leadership base

P.S. 158K's extensive teacher mentoring program is a critical component of the support and high-quality professional development available for all new teachers, including new Teaching Fellows and Alternate Certification Teachers. It incorporates the state mandate which requires all teachers without prior experience to receive mentoring and also provides training in Teacher's Professional Standards.

Our new teachers' mentoring needs will be met using the Santa Cruz Model: experienced classroom teachers will support peer teachers. All mentors will be under the Supervisor of the Knowledge Network's Lead Instructional Mentor under the auspices of the Department of Education. School mentors will focus on new teacher issues including pedagogy and methodology.

Mentor professional development will be conducted by the Knowledge Network's Lead Instructional Mentor which will include:

- 12 days of mentoring to introduce new skills/coaching
- Bi-weekly mentor forums-smaller groups tailored to individual needs

Mentors will provide 2 hours of monthly professional development for mentees after school. The teachers being mentored will receive new teacher credits spread throughout the year.

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

P. S. 158K will notify parents about the school's identification as a school in good standing during the Open House on September 30, 2009, monthly PTA Meetings, School Leadership Team Meetings, monthly newsletters, school reports and parent announcements which are sent home with the students. The various announcements are translated into Spanish for our bilingual population.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

<i>ELA Alignment Issues</i>	<i>How P S 158 – The Warwick School addresses these issues</i>
<p>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 topics covered and the depth of understanding required.</p>	<p>Students are required to write on a broad range of genres throughout the school year (including but not limited to: fiction, nonfiction, response to literature, persuasive, informational, etc...) All of which are included in the NYS Standards – Writing. Each month a specific writing genre is assigned.</p>
<p>Curriculum Maps – ... 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.</p>	<p>In Grades K – 3, teachers are utilizing curriculum maps throughout the Reading First program. This program (including the maps) allows teachers to broaden the students' knowledge and exposure to various content areas while enhancing the five essential components of reading. In grades 4 and 5, teachers will be utilizing curriculum maps throughout the Storytown literacy program. This program (which is the upper grade extension of the Reading First Early childhood program) also focuses on the five essential components of reading and has a built-in writing program. In grades K – 5, teachers are utilizing curriculum maps throughout the Core Knowledge program. This program is designed to align social studies and science content to balanced literacy instruction. The content is scaffolded and enhanced as the students matriculate through the grades. Teachers meet on common preparatory periods and grade conferences to plan instruction to ensure that every child develops an understanding of the topics and content of study. The teachers design the curriculum maps when differentiating instruction to address the issues of struggling readers and advanced learners on a broad range. Teachers also utilize Bloom's Taxonomy to ensure that the various cognitive levels of questioning are addressed and delivered to every student.</p>
<p>Taught Curriculum - ...taught</p>	<p>As mentioned above, our school is utilizing research-</p>

<p>curriculum is not aligned to the state standards. A similar lack of depth can be seen in elementary and middle grades as well (specifically 2, 4, 5 and 6). There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing.</p>	<p>based programs that are aligned with our state's standards. Teachers also utilize performance indicators of the New York State Core Curriculum as learning objectives to ensure that what every student is expected to learn is covered and attained throughout the school year. Students are expected to meet or exceed the speaking and listening standards with class presentations, end of unit projects, exit projects and participation in note taking and listening comprehension instruction. Every enrichment activity has a writing component.</p>
<p>ELA Materials - ...sufficient amounts of curriculum materials available to them. ...the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.</p>	<p>The Reading First and Storytown programs are designed to meet the needs of all learners including students with disabilities, struggling readers and our ELL population. The Harcourt Schools Core Program, as well as Moving into English and the ELL Extra Support Kit, are used to instruct our SWD and ELL students.</p> <p>The Core Knowledge program has various materials that meet the needs of all students. Depending on the topic of study, the Core Knowledge Facilitator and Literacy Coach work closely with the teachers, providing them with the essential materials they need to drive instruction.</p> <p>Curriculum maps, an effective tool of differentiated instruction, are designed to ensure the progress of all students. Additional materials available include classroom leveled libraries, novels published on various grade levels, Primary Sources materials where the content is tangible, accessible and aligned to state standards and on students' independent levels. Teachers also have access to a Core Knowledge/literacy room, as well as the school's library that is well equipped with content based materials that are essential to provide adequate and efficient instruction.</p> <p>P.S 158's library was expanded and remodeled in July, 2009.</p>

– **English Language Learners**

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

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

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

Planning for ELL education at the city and district did not trickle down to the school and teacher levels. Based on these findings, we are in need of:

- Direct correspondence as it relates to professional development for ESL providers and bilingual classroom teachers.
- Opportunities within the school community to turnkey city and statewide updates, mandates and revisions as it relates to English language learners.
- Licensed ESL outside providers to support our school community with ongoing networking sessions on policies and procedures to gain clarity on techniques and strategies to reach the needs of ELLs.

To address the lack of awareness of NYS Learning Standards for ESL, we are in need of:

- District Professional Development
- Licensed providers to turnkey state standards to the pedagogical staff

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

XX 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?

In planning for ELL students we found it best to align instruction with our core reading and math curriculum programs. These scientifically research-based programs are aligned with the NYS ESL and NYS Math Learning Standards and methodology. They have ELL components that support classroom teachers when pre-teaching and re-teaching the essential reading and math strategies and skills.

These data-driven programs identify baseline test performance, monitor progress and enable teachers to set teacher and student goals, differentiate instruction and scaffold learning to maximize academic progress.

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.

Additional support is needed from central to:

- Provide transportation to ensure continuity of services to enable students to attend after school instructional programs

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

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

Based on your research, we agree that there is a weak alignment to the New York State process strands for mathematics at all grade levels. Our school has addressed the lack of depth in what is being taught in the mathematics classroom by supplementing the Everyday Mathematics Program with Houghton Mifflin Math Steps Program.

Math Steps is a mathematics program that explicitly teaches all the essential content covered by grades K-5. The program is designed to focus specifically on the development of skills and sub-skills, so that all students can be successful. The Math Steps Program has a highly systematic, step by step instructional plan that follows the New York State Math Standards and supports the instruction of both the content and process strands.

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

Applicable XX Not Applicable

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

The findings show that there is a very weak alignment to the New York State process strands for mathematics at all grade levels. We addressed these findings by implementing the "Problem of the Day" every morning. Problem solving is one of the process strands embedded within all mathematical content strands. The problem of the day is also used as a test sophistication tool.

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

KEY FINDING 2: INSTRUCTION

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

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

2A – ELA Instruction

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

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

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

Based on our review of Key Finding 2, Public School 158 has determined that we strive to incorporate scientifically based research and best practices into our daily instruction. Through the practice of formal and informal observations, common preparatory periods, grade conferences, study groups and professional development, we are diligent to guarantee that the Workshop Model, the Explicit Teaching Model and the core program routines are in place. This ensures that the Balanced Literacy Philosophy is implemented throughout our reading curriculum. During our balanced literacy block, teachers assess students formally and informally and analyze data to establish needs-based instruction that is then differentiated by content, process and readiness. All instruction is differentiated and scaffolded to maximize achievement and student engagement. Flexible guided reading groups are created based on Fountas and Pinnell reading levels, ECLAS-2 and DIBELS data. They are also assigned to guided reading groups based on their cognitive and critical analysis development of reading comprehension and the essential components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Teachers also confer with students on an ongoing basis, to ensure that they are progressing at an adequate pace and refining their skills and strategies as it relates to all content areas (especially in literacy). Both teachers and students develop goals that are specific, measurable, achievable, realistic and are attainable within a timely duration. After every benchmark period, teachers and students revisit and adjust their goals. We believe that once a child is provided with the necessary tools, ownership of their learning is fostered and developed as students socialize and interact within the process of learning. Opportunities to celebrate their accomplishments and academic milestones engage students and encourage their ongoing success.

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

Applicable XX Not Applicable

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

As stated previously, we have incorporated the workshop model and other best practices to support the Balanced Literacy Philosophy. Teachers and students are engaged in standards based lessons and learning experiences that motivate students to use critical skills and strategies with their peers during small group and independent activities. This in fact, has given our students the advantage of being better scholars, speakers and performers.

Ongoing study groups conducted by the Literacy and Reading First Coach, model effective methods for implementation of differentiated instruction.

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

2B – Mathematics Instruction

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

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

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

The process that P.S 158K engaged in to assess whether this finding was relevant to our school's educational program was the following: The Professional Development Team conducted walk-throughs for twenty (20) days observing thirty-two (32) classes (kindergarten to fifth grade) during the seventy-five (75) minute math block. The following information was collected to collaborate similar findings done with the SOM study.

The areas we observed in our math classrooms were the following:

- The starting time of the math block
- The direct instruction (mini-lesson)
- Focus time or time on task, including transitions
- Students' engagement during the math block as well as time on task
- Small group and independent activities that include the use of manipulatives and differentiated instruction
- The use of technology in the math content

The following data was collected with a Math Coach Survey, that uses three symbols to indicate that the six different categories were observed (+), somewhat observed (/) or not observed at all (0). The data was then compiled and reported by times successfully observed in percentages.

Our findings are the following:

The SOM study found that **academic focused class time** was 80% in K-8 mathematics classes.

We found it to be 90% of the time in our K-5 classes.

The SOM found that **student engagement or time on task** was observed 52% of the time.

We found it to be 85% of the time in our math classes.

The study found that **instructional practice** in the mathematics classroom took place 75% of the time in Grades K-8.

Our survey showed that direct instruction and best practices were on-going 95% of the time in our K-5 math classes.

The SOM study rarely observed hands-on learning. Technology use in mathematics classes also was very low.

We observed that students worked in small groups, or on independent activities with manipulatives 80% of the time in grades K-3 and a little lower in grades 4 & 5, 75% of the time.

Technology was observed during independent practice to support students learning or during computer periods. Math websites were established and listed in classrooms but not enough to state the impact of its use during math time. Computer periods are used to reinforce the use of math skills and strategies through specific math websites as well as the McGraw Hills Acuity web page on ARIS.

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

Applicable XX Not Applicable

Not Applicable because we found our survey to show a higher percentage in all the areas indicated in your SOM study.

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

The evidence that supports our findings is our math coach survey, our LSO Math Prototype from District #19, our Everyday Mathematics program and Houghton Mifflin Math Steps Supplementary Program. All of the following have supported our work in the math content area. They have provided structure, format, scientifically-based research, and the workshop model to support the professional development of our mathematics teachers from K-5.

Our mathematics program, Everyday Mathematics, which is aligned with New York State Standards, follows the workshop model. Using the workshop model of instruction gives our students an opportunity to be active learners in order to become more effective problem solvers. The workshop model also leads to the development of mathematical communication skills. In a standards-based mathematics classroom, students are encouraged to communicate through reading, writing, listening, and speaking. Assessment is ongoing; formal and informal data collecting and analysis is done to support our work in differentiating instruction in the mathematics classroom to meet the needs of all our students. The NYS Standards drives the instructional program in mathematics to support the best practices of all our teachers.

We are in the process of improving our math percentages by providing more on site professional development that includes in class modeling and demonstration lessons, team teaching with the math coach and peer teachers, grade level study groups, work-sessions and one to one conferencing.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

During the 2008 – 2009 school year, the teacher turnover rate at P.S. 158K continued to be low. Only one (1) teacher retired in February 2009. The five (5) new teachers that were hired due to population growth in September 2008 were placed in the DOE Absent Teacher Reserve (ATR) by June 2009 because of the 2009 New York city budget cuts. However, these teachers continue as staff members for the 2009 – 2010 school year.

All teachers hired at P.S.158K for the 2008-2009 school year are “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, and teachers who have NYS certification (CPT) but have not yet been appointed by NYC.

Our experienced teachers are also highly qualified. They have met NYS certification requirements either by: possessing a Bachelor’s Degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S. 158K, provides on-going, high-quality and rigorous professional development for teachers. The UFT Teacher Center and the DOE provide extensive professional development as well as on-going and sustained classroom support for all new teachers.

Professional development for staff will be coordinated in P.S.158K by a Professional Development (PD) Team, which includes the District Superintendent, District Instructional Specialists, Principal, Assistant Principal, Literacy and Math Coaches, Reading First Coach and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, our extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, helps us maintain staff stability with a low turnover rate. This program takes into account the mentoring needs of all new staff, utilizing Teacher’s Professional Standards and the Santa Cruz Model.

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?

P.S. 158K’s Report Card and School Demographics and Accountability Snapshot will show evidence that our school’s educational program for teachers is working in our building. Our 2006 – 2009 school demographics data indicate an increase in staff continuity. In 2009, one teacher retired.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

- Once a month, a study group and/or grade conference will be designed to address the concerns of educating and updating pedagogical staff on the NYS-ESL Learning Standards and methods to incorporate them into their academic instruction.

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

XX 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?

- Professional Development has ensured the implementation of best practices using data and differentiated instruction to integrate NYS ESL Learning Standards within the core curriculum to meet the needs of our ELL students.

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.

- Additional funding to extend and support on site professional development for ELL providers would be beneficial.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

We are aware that NYSESLAT yearly scores are not reported to all teachers instructing ELLs or are not provided in a timely manner useful for informing instruction. However, P.S. 158K addresses these issues:

- During two days of professional development (prior to student attendance), the ESL teacher corresponds with pupil personnel to retrieve updated data from ATS for ELLs (as it relates to assessment of NYSESLAT).
- The ESL teacher analyzes data with all staff that provide services to ELLs. The ESL teacher then provides suggestions on best practices and which research based programs should be utilized to differentiate instruction and best meet the instructional needs of individual ELL students.
- By October 1st, all teachers are updated and knowledgeable on background information pertinent to driving instruction for ELLs.

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

Applicable XX 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?

After the NYSESLAT scores are generated from ATS, the pupil personnel and ESL teacher communicate the findings with the K/1 bridge class teacher, bi-lingual special ed. educator and classroom teacher.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

Issues raised in Key Finding 6 were reviewed and analyzed by the Instructional Cabinet Team using current data (ELA and Math scale scores, Acuity, Scantron, Fountas and Pinnell, DIBELS and ECLAS-2), observations, teacher feedback, educational updates and current articles.

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

XX 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?

It was determined that Key Finding 6 was applicable. Informal staff surveys and input provided by general education staff at study groups/grade conferences indicate that staff members do not yet have sufficient understanding or capacity to fully implement the range and type of instructional approaches required to improve student performance.

Furthermore, many general education teachers and clusters remain unfamiliar with IEP content and with accommodations and modifications supportive of special needs students. Accordingly, teachers have requested additional training and support.

Based on state findings, students with disabilities are struggling and are more than two (2) years behind. To ensure that all stakeholders are updated and to maximize instruction and student growth, a line of communication needs to be open between all providers servicing students and ongoing training is essential.

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.

Building support staff such as the School Psychologist, IEP Teacher, Social Worker, Speech and Language Therapist, and Special Education Supervisor will be the primary personnel designated to address these concerns. Also, continued special education liaison meetings and outside support from central will be essential to the proper implementation of mandates and to keep our staff well informed of new research, best practices and learning styles.

Our new and incumbent staff members would benefit from additional assistance. Introductory professional development was held for general education teachers to provide information on students with disabilities and related services. More in-depth workshops will be given to special education, general education and cluster teachers to ensure that mandates are being met as per IEP. These workshops will include the referral process, the annual review process, differentiating instruction, IEP planning and testing modification and accommodations. The special education supervisor has CAP access and will obtain additional information to update and refine the process of student evaluation. P.S. 158K is expanding their outreach to special needs parents to encourage increased student participation in both before and after school programs.

Professional Training Days, School-wide Data Days and the use of grade conferences/study groups as open forums will promote increased articulation, awareness and problem solving of issues and concerns impacting special needs performance goals and growth.

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

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

Please respond to the following questions for Key Finding 7:

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

Issues raised in Key Finding 7 were reviewed and analyzed by the Instructional Cabinet Team. Our school has implemented various methods to ensure that students with disabilities receive adequate and effective instruction that is aligned with their goals, objectives and modified criteria based on their IEP. However, there is still plenty of room for improvement and refinement.

When a student is registered, the pupil personnel secretary corresponds with the IEP team to confirm the status of the student and accommodations/modifications the student should be receiving as specified on the IEP (and displayed on ATS report – RSPE). The IEP team regularly views, analyzes and updates student's information from the CAP database and discloses this information to appropriate pedagogical staff.

Based on Key Finding 6, our goal is to train all pedagogical staff that service students with disabilities and review and interpret the specific pages of the IEP that apply to the delivery of instruction, modifications for classroom environment and/or accommodations to ensure instruction is personalized to meet the needs of students.

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

XX 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?

Although the IEP was updated by the SBST, it still does not meet the needs of students with disabilities. The format is too broad. It needs to be individualized and specific. All aspects of the student's learning modalities need to be addressed in more depth within the IEP. The IEP is not aligned with DOE criteria of differentiated instruction. Additionally, annual goals are often unrealistic and are not beneficial to the individual student. Appropriate alternative assessments to the NYS exams need to be more available.

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.

Through continued dialogue between administration and DOE personnel, it is our goal that open communication will assist us in addressing this key finding. However, on a school level, we will continue refining professional development to address all areas in need of improvement within our school community. During the 2008 – 2009 school year, we will conduct professional development to disperse the data (as it relates to IEPs) on an ongoing basis to the appropriate constituents of the school. It is essential that we enhance and individualize instruction for students with disabilities.

Since Key Finding 6 is a priority, it is our goal to ensure that all pedagogical staff (especially those who service SWD) are adequately supplied with appropriate strategies, training and materials to analyze, interpret and implement the goals, objectives and modifications through differentiated instruction in order to strengthen the student's independent learning capacity.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 29 students in temporary housing who attend P.S 158.

2. Please describe the services you are planning to provide to the STH population.
The following services will be provided to the students who reside in temporary housing and their families:
 - Initial assessment of parents to determine their service needs
 - Coordination of services with the shelter workers
 - Counseling services for children
 - Counseling for parents as needed
 - Referrals to community resources
 - Academic intervention services
 - Provision of Metrocards
 - Purchase of clothing/uniforms
 - Purchase of school supplies/materials
 - Purchase of eyeglasses
 - Purchase of food
 - Assess student for transportation via pupil transportation services
 - Coordination of services/conferencing with community based resources, i.e. ACS, etc.

- Follow-up regarding attendance issues

Part B: FOR NON-TITLE I SCHOOLS

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