Department of Education

PS 295
THE STUDIO SCHOOL OF ARTS & CULTURE
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K295
ADDRESS: 330 18TH STREET BROOKLYN, NEW YORK 11215
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 295 **SCHOOL NAME:** The Studio School of Arts & Culture

SCHOOL ADDRESS: 330 18th Street Brooklyn, New York 11215

SCHOOL TELEPHONE: 718-965-0390 **FAX:** 718-965-0603

SCHOOL CONTACT PERSON: Deanna Marco **EMAIL ADDRESS:** Dmarco2@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Eric Fieldman
PRINCIPAL:	Deanna Marco
UFT CHAPTER LEADER:	Kasey Van Kleeck
PARENTS' ASSOCIATION PRESIDENT:	Ruth Conroy
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** ESO #22

SSO NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Deanna Marco	*Principal or Designee	
Kasey Van Kleeck	*UFT Chapter Chairperson or Designee	
Ruth Conroy	*PA/PTA President or Designated Co-President	
Eric Fieldman	Parent/Chairperson	
Susan Tenner	Parent	
Lisa Pagano	Assistant Principal	
Joan Radigan	Teacher	
Karen Mercurio	Teacher	
Marilyn Henry	Parent	
Wilvena Gordon	Parent	

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

PS 295 is distinctive in so many ways. Most importantly PS 295 is a community that embraces diversity by nurturing strengths and talents to educate the whole child socially, academically, culturally and artistically through differentiation of instruction. In recognizing that all children learn in different ways, we believe that an arts integrated curriculum cultivates a more meaningful discovery of self, enhances prior knowledge, supports content and language development and encourages a strong respect and appreciation for the arts. Through collaboration and communication, each member of the PS295 community feels supported and encouraged to take risks, share ideas and become an active participant in their own learning. Strengthened by the commitment of our parent community, we value parent participation and are dedicated to developing a strong partnership between home and school. Our strong professional development program provides ongoing learning and leadership opportunities for all staff members. This faculty program, in addition to our parent workshops and classes, offers students an exemplar for becoming lifelong learners and leaders of the future.

Our school community has worked diligently to align the classroom curriculum with the arts disciplines. All art forms are taught by artists who are full time staff members working collaboratively with grade teachers. Additionally, we are "collaborative communities of practice" in both math and literacy: We provide opportunities for schools in and out of the region to visit, observe and take part in our learning journey. The staff truly believes they are active learners and that teaching is a lifelong process. All teachers are empowered and have opportunities to lead, plan, revise and reflect. This occurs during common grade planning meetings, faculty conferences and committee meetings.

PS 295 offers a unique professional development program that targets specific strategies for teaching students with special needs. Each month a team of all service providers and Collaborative Team Teaching (CTT) teams convene to learn about a topic of interest or need. We also schedule time for Service Provider Conferences which give teachers the opportunity to discuss the progress of students receiving special services. Our CARE team, composed of service providers, administration and our academic intervention teacher, supports teachers and staff with special needs students as well. The team's goal is to brainstorm strategies for classroom teachers to move struggling students toward standards.

We are guided by a strong belief that all children possess different gifts. We support this vision with the School-Wide Enrichment Model. All K-5 students rotate cycles, studying a topic more deeply and reaching out to the community to share or gain knowledge.

Six years ago, we developed a morning math program to provide more opportunity for all students to develop strong number sense and "accountable talk." This initiative, in connection with our well-balanced math program, has resulted in our math test scores drastically improving by 52%. This is by far our greatest accomplishment.

While we continue to take on new challenges each year, our main priority is to preserve the uniqueness of PS 295 by fulfilling our vision to nurture the strengths and talents of each and every child

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 295				
District:	15	**DBN:**	15K295	**School BEDS Code:**	331500010295

DEMOGRAPHICS

Grades Served:	Pre-K	√	3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	
	2	√	6		10			

Enrollment

(As of October 31)	2006-07	2007-08	2008-09
Pre-K	36	36	36
Kindergarten	61	64	67
Grade 1	63	69	67
Grade 2	65	58	58
Grade 3	57	58	62
Grade 4	65	58	62
Grade 5	64	62	50
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	5	0
Total	411	416	402

Special Education Enrollment:

(As of October 31)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0
# in Collaborative Team Teaching (CTT) Classes	55	58	55
Number all others	21	23	30

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment:
(BESIS Survey)

(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	84	86	77

Attendance - *% of days students attended*:

(As of June 30)	2006-07	2007-08*	2008-09
	93.0	93.0	94.1

Student Stability - *% of Enrollment*:

(As of June 30)	2006-07	2007-08	2008-09
	93.1	98.1	97.2

Poverty Rate - *% of Enrollment*:

(As of October 31)	2006-07	2007-08	2008-09
	62.7	62.7	62.7

Students in Temporary Housing - *Total Number*:

(As of June 30)	2006-07	2007-08	2008-09
	3	1	4

Recent Immigrants - *Total Number*:

(As of October 31)	2006-07	2007-08	2008-09
	8	1	2

Suspensions *(OSYD Reporting) - Total Number:*

(As of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	20	17	6
Superintendent Suspensions	1	3	5

Special High School Programs - *Total Number:*

(As of October 31)	2006-07	2007-08	2008-09
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

Number of Staff - *Includes all full-time staff:*

(As of October 31)	2006-07	2007-08	2008-09
Number of Teachers	35	35	37

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	2	3	Number of Administrators and Other Professionals	3	8	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	10
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	97.1	100.0	100.0
				% more than 2 years teaching in this school	60.0	74.3	70.3
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	28.6	37.1	51.4
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	80.0	80.0	95.0
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.7	89.2	95.9
Black or African American	13.4	15.4	13.9				
Hispanic or Latino	52.6	52.2	49.8				
Asian or Native Hawaiian/Other Pacific Isl.	7.1	7.0	6.0				
White	27.0	25.5	28.9				
Male	54.0	53.8	53.2				
Female	46.0	46.2	46.8				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ___						
	School Requiring Academic Progress (SRAP) – Year ___						

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		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
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		–	–	–			
Hispanic or Latino		√	√	–			
Asian or Native Hawaiian/Other Pacific Islander		–	–	–			
White		√	√	–			
Other Groups							
Students with Disabilities		√	√	–			
Limited English Proficient		√SH	√	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	85.6	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	10.2	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	18.2	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	52.7		
(Comprises 55% of the Overall Score)			
Additional Credit:	4.5		

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

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

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

SECTION IV: NEEDS ASSESSMENT

	Performance Trends	Accomplishments	Significant aids or barriers to continuous improvement
08/09 Progress Report	o Increase in percent of students at proficiency levels 3 and 4 in ELA and Math o Increase in Attendance rate o Increase in student progress in ELA and Math o Limited exemplary gains in ELL's and special education students in ELA	o 6.3% increase in percent of students at proficiency levels 3 and 4 in Math o 5.5% increase in students making at least 1 year of progress in ELA o 7.2% increase in students at proficiency levels 3 and 4 in ELA o Closing the achievement gap in Hispanic students in lowest third city wide in ELA. o Closing the achievement gap in Math with ELL's and special education students	o Inquiry team will work with the ELL's in ELA in order to research and implement comprehension and vocabulary skills o Formalize the student goal-setting process to move students toward independence
'08 Quality Review	o Faculty is using data in the classrooms to prepare students to meet grade level expectations o Leaders have introduced new benchmarks collaboratively with the staff o Professional development has been streamlined to follow teacher feedback o School is aware of the need to revise procedures, structures and initiatives as a response to data review o There is no significant improvement in student attendance o School does not analyze specific data to correlate gender and achievement	o Staff's ability to track student progress is improving o Parents are proud of the school's accomplishments o AIS program provides all students with extra time to address academic needs o Emphasis on arts broadens students' artistic talents o Adequate range of teacher assessments being used o High expectations and collaboration set the tone for the school's work	o Formalize the student goal-setting process to move students toward independence o Establish and share benchmark monitoring so faculty can gauge success of goals o More effectively use and track the outcomes of periodic assessment to drive instruction and goal setting o Work collaboratively with similar schools to improve instruction o Expand analysis of data on the basis of gender o Regularly provide parents with information about the goals set for their child, progress and performance o More support for new teachers o Implement and monitor a school wide attendance
Formative Assessment Data	ELA o From grade 3 to 4 both special education students and ELL's increased o The number of level 1 students decreased from 2008-2009 in ELA o Overall loss of proficiency ELLs and special education students is from grade 3 to 4 o Females in grade 3 and 5 are scoring higher than males o Males are scoring higher than females in grade 4 o 38.3% of students in grade 3 are level 1 and 2	ELA o Overall there was a 7% increase in students meeting standards o Overall there was a 23% increase in ELA scores from grade 4 to 5 o English proficient students increased by 51% from grade 4 to 5 o Special education students increased by 42.2% from grade 4 to 5	o Teacher utilizes read aloud scope and sequence to support comprehension assessment o Continued use of item analysis from Acuity o Inquiry team will work with the ELL's in ELA in order to research and implement comprehension and vocabulary skills using Text Talk o Implementation of words their way program in grades 2-5 o The continuation of a test prep program to meet students needs at all levels o Increased ELL and special education population

	Math o There was an increase of students meeting and exceeding standards of 9% in grade 4 to 5 o ELL's decreased 6.7% from grade 4 to 5 o There are no level 4 ELL's in 2008 o Special education students decreased by 6% from grade 3 to 4 o Overall loss of proficiency ELLs and special education students is from grade 4 to 5 o Males are scoring higher than females in grades 3 and 4	Math o Overall there was a 6.5% increase in Math scores o There was an increase of students meeting and exceeding standards of 2% in grade 3 to 4 o There was an increase of students meeting and exceeding standards of 9% in grade 4 to 5 o LEP students meeting standards increased by 26% o Special education students meeting standards increased by 14% o ELL's increased by 11 % from grade 3 to 4 o Overall English proficient students increased by 2% o General education population increased in all grade levels	o The implementation of a read aloud program that promotes writing and thinking about reading
ELA Predictive Results (Spring '09)	o Decrease in vocabulary skills such as using context clues to determine the meaning of unknown words o Less familiarity with text features and graphic organizers for purposes of interpretation o As students approach 4th and 5th grade they are more successful with higher level reading skills	o Increased success with character based inferences in grades 3, 4 and 5 o As students approach 5th grade working with text features improves o Fact and opinion skills are solid throughout the grades o 3rd grade students are relatively solid in author's purpose	o Continued use of item analysis from Acuity o Inquiry team will work with the ELL's in ELA in order to research and implement comprehension and vocabulary skills using Text Talk o Implementation of words their way program in grades 2-5 o The establishment of a test prep program to meet students needs at all levels o Increased ELL and special education population o The implementation of a read aloud program that promotes writing and thinking about reading
Observable Data	o Teachers are maintaining data binders on their students to better assist in assessing o PD surveys continue to inform coaches and administration of teacher strengths and needs o Benchmark conversations prove teachers have a deeper understanding of the writing continuum and the assessment of writing o Benchmark conversations prove a deeper understanding of	o Students in 3rd grade show marked improvement in word study as a result of intense 2nd grade work o Teachers are planning for small groups based on goals o Teachers are using goals of students to plan units of study effectively o CTT classes are modifying skills, but not content	o PD supports the continued use and interpretation of assessments o School wide implementation of words their way to support vocabulary development particularly for ELL's o All teachers participating in inquiry team work with an emphasis on ELL's

	the needs of ELL's o Teachers are recognizing the importance of word study		
'09 Learning Environment Survey	o Communicate more with parents about child's progress including successes and achievements o More support on use of data to improve teaching and learning o Expand professional development on the use of student achievement data to improve teaching and learning o Teacher response rate decreased by 17% o Decrease in teacher satisfaction in academic expectations, communication and engagement	o Parent response increased by 14% o Parents feel the school communicated more clearly about expectations for students (increase .2%) o Parents feel the school provided them with opportunities to be a part of their child's education (same statistics)	o Thursday News o Bi-Monthly Newsletter to parents o Progress Reports including Student goal setting sheets in reading and writing in October and February o Monthly parent workshops o Bagel Bits o Implementation of PBIS program o Bi-Monthly attendance and lateness letters to inform parents of attendance o On-Demand writing sent home monthly o Math progress report with report cards o Information letter regarding AIS groups sent home each cycle o School website for increased communication and sharing o Parent liaison to represent different cultures o Create study groups for professional development o Actively engage staff more effectively

SECTION V: ANNUAL SCHOOL GOALS

Goal #1:

By June 2010, 95% of classroom teachers will participate in inquiry team work established by the core inquiry team resulting in targeted ELL students, K-5, increasing their level of reading comprehension as measured by their DRA assessment. (22 out of 23 teachers in grades K-5)

Goal #2:

By June 2010, 100% of classroom teachers will participate in weekly professional development sessions to expand their repertoire of ELA strategies to target at-risk students as measured by an increase of students moving from levels 2-3 on the ELA exam.

Goal #3:

By June 2010, 65% of teachers will demonstrate consistent use of PBIS (Positive Behavioral Intervention System) strategies to promote a positive school environment as evidenced by a 1.0 increase in safety and respect on the teacher results of the Learning Environment Survey

SECTION VI: ACTION PLAN 1

Annual Goal	By June 2010, 95% of classroom teachers will participate in inquiry team work established by the core inquiry team resulting in targeted ELL students, K-5, increasing their level of reading comprehension as measured by their DRA assessment. (22 out of 23 teachers in grades K-5)			
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Action Plan	October	February	June
	The Core Inquiry Team will continue to meet as a team to consistently revise the PS 295 assessment- based read aloud program and turnkey this information to their respective grades.	X	X	X
	Data Specialist will provide data workshops to classroom teachers to access and analyze data on Acuity, ARIS, Scantron Ed Performance and internal assessments.	X	X	X
	Teachers in grades K-5 will form grade level "mini inquiry teams" and meet monthly on their 6th prep to discuss student progress, analyze data and make revisions to their read aloud program.		X	X
	Core Inquiry Team members will serve as mentors to specific grade level "Mini Inquiry Teams" and lead monthly grade meetings to support the work of grade level teams on the 6th preparation period.		X	X
	Core Inquiry Team members will create and maintain grade level binders to document the progress of their grade level targeted students.		X	X
	The Core Inquiry Team will meet 2-3 times per month after-school to review their progress to date and plan future work using TL Inquiry Team funds.	X	X	X
	Scheduled in-house professional development for all classroom teachers implemented by the Core Inquiry Team members during monthly faculty conferences.	X	X	X
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule.	TL Children First Inquiry Team Funds: $7,256 – Per Session – Core inquiry team meetings TL Data Specialist: $2,550– Per Session – Plan PD, File inquiry team data Title I SWP: $1395 – Per Diem – PD on data workshops			
Indicators of Interim Progress and/or Accomplishment	o Monthly assessment of read aloud notebooks for inquiry team students from Feb-June o Tracking of DRA assessment for inquiry team students three times per year in Oct, Feb and May o Monthly read aloud evaluation form for inquiry team students from Feb - June o Monthly independent reading evaluation form for inquiry team students from Feb-June o Copy of CFI Interface documentation on our school's Inquiry Teams and documentation from interface of participating teachers (Inquiry Team Profiles in ARIS			
Description of Goal	After conducting our needs assessment, the SLT found that the ELL student group have under performed most other subgroups for the past few years. As a result, we have made progress for our ELL subgroup a priority for the 2009-2010 school year.			

SECTION VI: ACTION PLAN 2

Annual Goal	By June 2010, 100% of classroom teachers will participate in weekly professional development sessions to expand their repertoire of ELA strategies to target at-risk students as measured by an increase of students moving from levels 2-3 on the ELA exam.			
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Action Plan	October	February	June
	Grade leaders will plan and facilitate the professional development activity on the 6th prep each week.	X	X	X
	Once per month on the 6th prep teachers will engage in inquiry-team work.		X	
	Once per month on the 6th prep teachers will share their learning from different professional development experiences including TC calendar days, Math in the City, Deltas and learning communities.	X	X	X
	Ten 6th period preps will be lead by TC staff developers.	X	X	X
	Plan at least one inter-visitation on each grade level lead by the grade leader.			X
	Grade leaders will meet monthly with administration to plan and set goals for the month.	X	X	X
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule.	Title I SWP: $31,200 – Curriculum and Staff Development – TC and MiTC Title I SWP: $1860 – per diem – Coverage for inter-visitation			
Indicators of Interim Progress and/or Accomplishment	• Weekly agenda and sign in sheets • Inter-visitation feedback sheet after each visit • Monthly Inquiry team documentation • Every other month shared notes from different PD sessions			
Description of Goal	After conducting our needs assessment, the SLT found that the majority of our at risk students are performing at a level 2. As a result, we have prioritized level 2 students for the 2009-2010 school year.			

SECTION VI: ACTION PLAN 3

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, 65% of teachers will demonstrate consistent use of PBIS (Positive Behavioral Intervention System) strategies to promote a positive school environment as evidenced by a 1.0 increase in safety and respect on the teacher results of the Learning Environment Survey.			
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Action Plan	October	February	June
	PBIS committee will meet monthly to create curriculum related to PBIS and assess program needs and make necessary revisions.	X	X	X
	Facilitate inter-visitations with other PBIS sites using per diem funds in February-March.		X	X
	Conduct two parent workshops to educate families and offer ways for parents to support the program at home.	X	X	
	Provide monthly on-going PD to staff via faculty and grade conferences.	X	X	X
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule.	Title I SWP: $930 – per diem – Coverage for inter-visitation			
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Lesson plans • Informal and formal observations to include a focus on PBIS 1-2 times per year • Agendas and sign-in sheet from parent workshops 2 times per year • Monthly agendas and sign-in sheet from faculty conferences • Monthly agendas and sign-in sheet from PBIS committee meetings • Review number of student reflection sheets and office referral sheets for a decrease in total number in Feb and June			
Description of Goal	After conducting our needs assessment, the SLT found that over the past two years the safety and respect component of the teacher's Learning Environment Survey has decreased. As a result, we have made the implementation of the PBIS program a priority for the 2009-2010 school year.			

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 1A: 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	Inquiry Team	Extended Day AIS
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	9	9	N/A	N/A	0	0	1	0	12	ALL
1	18	15	N/A	N/A	1	1	0	0	12	ALL
2	9	7	N/A	N/A	2	0	0	0	12	ALL
3	13	10	N/A	N/A	0	0	1	0	12	ALL
4	13	9	3	0	2	0	0	0	9	ALL
5	11	3	0	2	1	0	0	0	9	ALL

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.

APPENDIX 1B: ENRICHMENT SERVICES 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 Enrichment Services in each area listed, for each applicable grade.

Grade	School Wide Enrichment Model (SEM)	Clubs
	# of Students Receiving ES	# of Students Receiving ES
K	All	0
1	All	0
2	All	0
3	All	0
4	All	51
5	All	50

Identified groups of students who have been targeted for SEM, 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/Math AIS:	**Students at risk for ELA and Math will be instructed in their classroom within small groups.**
Inquiry Team:	**There are grade inquiry teams that consist of four teachers on each grade. Each teacher will have three ELL students to study with a focus on vocabulary using our school-wide Read Aloud Program. Each month we will meet to discuss strategies.**
Extended Day:	**Extended day is built into the school day and supports all students in grades K-5. Each student has three different cycles of AIS instruction in a group of 10 students or less. This occurs three times per week for 50 minutes. Test preparation for students in grades 3-5 is built into this program.**
At-risk Services Provided by the Guidance Counselor:	**At-risk guidance service supports whole classes at times. For this type of support the guidance counselor will visit a whole class for an entire period to discuss a topic. Other types of counseling supports are pulling out students one on one or in a small group to address specific social/emotional needs.**
Social Studies	**Students at risk for Social Studies will be instructed in their classroom within small groups.**
Science	**Students at risk for Science will be instructed by the Science teacher within small groups.**
At-risk Services Provided by the School Psychologist/Social Worker:	**This service is provided to specific students identified by our CARE Team. Identified students are pulled out to work one on one with the psychologist or social worker.**

Part B. Description of Enrichment Services

Name of Enrichment Services	**Description:** Provide a brief description of **each** of the Enrichment Services 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.).
School Wide Enrichment Model:	**All students in grades K-5 receive enrichment based on their interests and talents. In grades K - 2, students participate in an 8 session cycle immersed in topic for one fifty minute period per week. In grades 3-5, students choose an enrichment cluster and meet in that group during for an 11 session cycle.**
Clubs:	**Clubs are offered to students in grades 4 and 5 only. Clubs are a commitment by the student and are designed to provide an in depth study of a particular content area. Our clubs are art, drama, sound and stage, go green, movement, dance and science. Clubs are once a week for 50 minutes on Fridays.**

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.

I. Language Allocation Policy Team Composition:

A. The language allocation policy team composition is as follows for PS 295: Deanna Marco – Principal, Lisa Pagano – Assistant Principal, Norma Levine and Lauren Sweeney – ESL teachers, Heather Stoelting – Guidance Counselor, Shari Pulido – Parent Coordinator.

B. PS 295 has an eager staff servicing the ELL population consisting of 23 permanent licensed common branch teachers (some general education, some special education). We have one full time ESL teacher with a transitional license and one part time ESL licensed teacher.

C. PS 295 is located in the community section of Brooklyn, New York. At present, the school shares the same building with MS 443. However, each school has developed its own organization, its own entrance and exit. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

PS 295 has a student population of approximately 361 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish as their first language. Our English Language Learner population is approximately 69 students, which is 19% of the total population. We offer ESL services to entitled general education and special education students. In Kindergarten, there are 17 students receiving ESL services. In first grade, 9 students are ESL. In second grade there are 14 students that receive ESL services. In third grade, 14 students receive ESL services. In fourth grade, 10 students receive ESL services and in fifth grade, 5 students receive ESL services. Of the 69 students begin serviced, 23 receive special education services as well.

II. ELL Identification Process

The process for identification for ELL's is as follows:
Once a child is admitted to the NYC school system, the parents are involved in the decision-making process. Parents are given the Home Language Survey (HLIS) to identify the child's dominant language. Translators, including school secretary and paraprofessionals are available to translate and help administer the HLIS along with Norma Levine and/or Lauren Sweeney, licensed pedagogues to determine language dominancy.

If a child is identified as dominant in any other language than English, then the Langauge Battery Assessment (LAB-R) is administered within 10 days of enrollment by Norma Levine and/or Lauren Sweeney, licensed pedagogues, to determine eligibility for ESL or bilingual services. If a child is eligible they will be evaluated annually by administration of the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency.

Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation. The orientation is conducted by Norma Levine and Lauren Sweeney, licensed pedagogues and the parent coordinator to support parents in decision making. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation* CD is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections. It has been a trend that all parents select free standing ESL services. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files.

III. ELL Demographics

PS 295 has a student population of approximately 361 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish as their first language. Our English Language Learner population is approximately 72 students, which is 19% of the total population. We offer ESL services to entitled general education and special education students. In Kindergarten, there are 18 students receiving ESL services. In first grade, 10 students are ESL. In second grade there are 15 students that receive ESL services. In third grade, 14 students receive ESL services. In fourth grade, 10 students receive ESL services and in fifth grade, 5 students receive ESL services. Of the 72 students begin serviced, 23 receive special education services as well.

There is a total of 72 ESL students. The breakdown is as follows: 0 SIFE, 18 Newcomers, 25 ELLS in years 4-6, 1 Long Term ELL, 18 Special Education ELL's.

IV. Current English Language Learners Instructional Programs

PS 295 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

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

Freestanding English as a Second Language Program

Our Freestanding English as a Second Language Program ranges from newcomers all the way to advanced proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In and/or Pull Out assistance in their classroom.

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

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

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

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

The ESL program is evaluated by the percentage of students passing the NYSELSAT and by the number of students making one year's progress in ELA and Math.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- School created ELA and Math Test Prep materials
- Scholastic *Text Talk* Program

Supplementary Programs

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

- **After School Adventurers Program:** Students can participate in after school enrichment activities. This program is paid for by families that are interested.
- **Title III After School Program:** One day per week for 90 minutes all ELL's participate in an after school program that promotes talk through vocabulary building. We currently use a program by Scholastic, *Text Talk*.
- **Family Celebrations**: Throughout the year, parents come to the school to take part in community celebrations, including the Publishing Parties, Field Day, the Annual Spring Arts Festival, Dance-a-thon, Harvest Festival, Spring Musical, Winter Concert and the Cultural Dance Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services**: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Parent Handbook. Additionally, interpretation services are a daily help in communication between school staff and parents.

V. Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. During 2008-09, our first and second grade population is the largest one.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- The majority of these students are in the beginner and intermediate levels.

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

- ELL's are making gains on the ELA from grade 3 to grade 4, but are losing proficiency from grade 4 to grade 5.
- English proficient ELL's are losing proficiency slightly from grade 3 to grade 4, but are gaining proficiency by 17.3% from grade 4 to grade 5.

In comparing the progress of ELL's with native language students, several patterns were found:

- ELL students are passing the ELA exam, but struggling to pass the NYSESLAT exam.
- Native Language students generally score 2's on the ELA exam in grade 3 and then move to 3's in 4th and 5th grade.

Implications for Instruction

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

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with vocabulary.

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

Implications for LAP in English Language Arts Area

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

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

Implications for LAP in Mathematics Content Area

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

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

VI. Plan for Newcomers

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

- An informal student orientation
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

VII. Plan for SIFE

The SIFE population has increased SY O8-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

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

VIII. Plan for Long Term ELLs

Long term ELL's are mostly in grades 4 and 5. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Targeted AIS instruction based on need.
- Inquiry team to focus on ELL's in grades 4 and 5 to gain proficiency.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Student goal setting to differentiate instruction

IX. Plan for Special Needs Students

28% of our ELL's receive special education services as well. Our plan for this subgroup is:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school.

X. Plan to Support 5th Graders Articulating to Middle School

- School staff accompanies students on tours to neighboring middle schools
- Middle school administrators visit to talk to students about different programs

XI. Professional Development:

Professional development is provided by school staff and empowerment support staff. Each year 7.5 hours of ELL training is provided as follows:

- School Staff: Within the schools Professional Development program, the focus is on:
    - The literacy needs of our ELL population within the prescription of the Teacher's College units of study.
    - Sessions are also given in Math to scaffold instruction through the use of manipulatives.
    - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in the upper grades.
    - Staff members attend professional development provided by the ESO network and turnkey to staff members.

- Support Personnel: Workshops taken by teachers on our ESL staff have included:
    - Scaffolding in the content areas
    - Native Language Literacy Development
    - Differentiation in the ESL classroom
    - ESL in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers

  I. Quality Teaching Workshop series, which our classroom teachers and ESL teachers, have attended over the last few years.

  II. Wilson Program for Special Education teachers.

- Professional development is offered to all staff including assistant principal, school psychologist, paraprofessionals, secretaries and the parent coordinator.

XII. Parental Involvement

Parent workshops are held monthly and are provided by administration, parent coordinator, guidance counselors and teachers. Topics vary based on a needs assessment given to parents. Some topics include: homework help, understanding the reading workshop, spelling, etc.

Each month the school hosts bagel bits for parents to visit classrooms on a particular topic. This provides time for parents to visit the classrooms and work hands on with their child.

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

Form TIII – A (1)(a)

Grade Level(s) 1-5 **Number of Students to be Served: 57 LEP**

Number of Teachers 7 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

We have chosen to spend all of our Title III money for academic supplementary activities in an after school program. Based on recent data and teacher observation we have identified the need for ELL students to meet grade level standards on the NYS ELA and Math exams. In order to provide ELL students with more opportunities to prepare for the ELA, Math and NYSESLAT exams in small differentiated groups we have created an after school program to support them.

The program will target Ell's in grades 3-5 for 16 weeks and ELL's in grades 1-2 for 8 weeks. We will use NYSESLAT, former ELA and Math exam results, ECLAS, Predictive Assessments and teacher observations to group students. The program for students in grades 3-5 will take place from December 1st – April 20th with one week of teacher planning. For students in grades 1-2 the program will take place from February 2nd – April 20th with one week of teacher planning. A total 7 teachers, 3 paraprofessionals and 1 supervisor will be hired. The goal is to have certified ESL teachers in each classroom. However, at least one teacher will be certified in ESL and will push-in to the classrooms each session as the expert ESL teacher. The general education teachers are experts in preparing students for the State exams. Together, they will create a classroom conducive to supporting the ELL students.

There will be a total of 3 classes of students in grades 3-5 in a group of no more than 10-15 students that meets one time per week for a 90 minute session. Each classroom will have one bilingual paraprofessional to support the students in transferring information from their native language to English. Students will be grouped according to need, allowing the teacher to individualize more instruction and meet the needs of these students.

The primary focus of the program will be to develop test taking skills for the State exams. Students will engage in activities that will provide them with listening, speaking, reading and writing supports. Keeping in mind their need for language acquisition, vocabulary will be an important focus for this

program. Through reading rich texts of various genres students will have an opportunity to acquire new vocabulary and explore applying newly learned skills in writing. These skills will support writing responses on standardized exams.

The supervisor of the program will oversee the program by supervising the teachers and students as well as plan and implement professional development for the planning weeks. The planning sessions will include a look at our current data along with the results of formal and informal assessments for the students in the program. The supervisor will provide teachers with materials and strategies for preparing ELL students for the ELA, Math and NYSESLAT exams.

The instructional program will use the workshop model with ample time for students to work independently with partners and in small groups. The share at the end of the period will allow children to ask questions and share their discoveries. This will help to foster vocabulary development and make them more comfortable taking standardized tests.

Student assessments will be ongoing and based on observation and conferring.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Since our school already has a partnership with Teacher's College and Math in the City, we have chosen to continue our professional development with them. Funds will be made available for substitute coverage to allow teachers to attend calendar days that focus primarily on meeting the needs of ELL students in reference to ELA and Math. In order to build capacity the teachers that attend these days will be given time to plan and implement professional development for the staff on the skills and strategies they have learned. In addition a model site will be set up for teachers to observe these strategies in practice.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

PS 295 recognizes that parents are the first and best teachers of their children. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services.

With the assistance of our Parent Coordinator we will continue to provide weekly ESL classes for our parents. In addition we will provide monthly workshops that focus on family literacy and preparing children for standardized exams.

- Weekly ESL instruction will be funded by the PTA.
- Monthly parent workshops will begin in October and be held in the mornings at 8:30AM

Form TIII – A (1)(b):

School: PS 295 BEDS Code: _____

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Teacher Per Session: $7109.32 Supervisor Per Session: $1331.35 Para Per Session: $2216.97 Teacher Per Diem: $3352 Total: $14009.64	After School Program 4 teachers X 1.5 hours per week = 6 hours per week X 17 weeks = 102 hours total 102 x 49.89 (per session rate w/fringe)= $5088.78 1 supervisor X 1.5 hours per week X 17 weeks = 25.5 hours total 25.5 X 52.21 = $1331.35 3 teachers X 1.5 hours per week = 4.5 hours X 9 weeks = 40.5 hours total 40.5 X 49.89 = $2020.54 3 paraprofessionals X 1.5 hours per week = 6 hours X 17 weeks = 76.5 hours total 76.5 X 28.98 = $2216.97 Teacher Per Diem - 20 days @ 167.60 (per diem rate)= $3352
Purchased services - High quality staff and curriculum development contracts.	None	**None**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$990.36	**NYSESLAT Test Preparation Materials**
Educational Software (Object Code 199)	None	**None**
Travel	None	**None**

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.

The results of the Learning Environment Survey and informal parent feedback provide us with appropriate information.

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.

There is a need for all documents to be translated. There is a non-negotiable rule in our school that staff and parents are aware of that states that all documents must be translated. Teachers are informed at faculty conferences and parents during committee meetings, SLT meetings and PTA meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We propose that our school secretary translate and edit all necessary documents. In addition to the secretary, other staff members such as teachers, paraprofessionals, parent liaisons and school aides will assist in written translations. We also use the translation services offered by the DOE.

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

We propose that our school secretary, teachers, paraprofessionals and school aides provide oral interpretation whenever necessary. Funding is allocated for this purpose.

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

The school will fulfill the translation requirement by utilizing all parents and staff members with the ability to interpret orally and written translations. We will allocate money for the secretary, teachers and paras to work after school on written translations and oral interpretations.

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:	302,779	63,928	366,707
2. Enter the anticipated 1% set-aside for Parent Involvement:	3027.79		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		639.28	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,138.95		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3196.40	
6. Enter the anticipated 10% set-aside for Professional Development:	30,277.90		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6392.80	

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

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Title I Parent Involvement Policy
2009-2010

1. *PS 295-The Studio School of Arts & Culture* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

   Along with input from the School Leadership Team, the Principal, Parent Coordinator and the PTA President will schedule meeting times. They will then outreach to the school community through flyers and monthly PTA meetings to form a committee to develop the involvement plan. The committee will work together to develop the plan.

2. *PS 295* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

   On a bi-annual basis, our active School Leadership Team will devote part of a meeting to the assessment and reflection. Periodic parent workshops will provide a forum for parents to voice their individual concerns.

3. *PS 295* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Using such programs as

Universal Pre-K, we will encourage parent involvement in classrooms. Periodic Parent Workshops and visits to classrooms will be facilitated by Literacy and Math Coaches. Monthly ELL Parent Book clubs funded by Title III will inform and educate parents.

4. *PS 295* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

   - **The evaluation will be conducted by the School Leadership Team and Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and school involvement in general.**
   - **Members of the School Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.**

5. *PS 295* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

   a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
      i. The State's academic content standards;
      ii. The State's student academic achievement standards;
      iii. The State and local academic assessments including alternate assessments;
      iv. The requirements of Title I, Part A;
      v. How to monitor their child's progress; and
      vi. How to work with educators.
      vii. We will continue to build parent knowledge and empower parents with tools to assist their students by conducting Parent Workshops. These workshops are held during the day or at night and are translated for our Spanish speaking population.

   b. P.S. 295 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

      We will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings.

c. *P.S. 295* will, with the assistance of the district and parents, educate its teachers, pupil personnel services, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Parent outreach and involvement remains a priority at PS 295. We will provide teachers with ongoing professional development, which will address content, pedagogy and how to engage parents as partners. September Curriculum Night and monthly Bagel Bits will inform parents of grade curriculum and expectations. Bi-Monthly grade newsletters will keep parents informed of specific needs of class and how they can assist as well as keeping them up to date on the curriculum. Parent liaisons and class parents provide a conduit for communication between home and school. Monthly calendars will inform parents of important trips and school events.

d. *P.S. 295* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

With the assistance of our Librarian and our fully equipped Library, parents will be encouraged to attend Author Visits, book clubs or just volunteer.

e. P.S. 295 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parent of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Monthly calendars, and flyers prepared by our Parent Coordinator are distributed to the entire community and translated to meet the needs of our Spanish-speaking parents.

Adoption

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

This policy will be adopted by PS 295 and will be in effect for the period of *September 2009-June 2010*. The school will distribute this policy to all parents of participating Title I Part A children on or before *January 2010*.

Principal's Signature: Deanna Marco
Date: July 22, 2008

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 Responsibilities/PS 295 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:

By providing small class size where possible in heterogeneously grouped classes, as well as intensive professional development for teachers, we will provide our students with a child centered, arts enriched, risk free learning environment that encourages independence and fosters academic achievement.

⇒ Provide parents with frequent reports on their children's progress and hold parent-teacher conferences to discuss the individual child's achievement. Specifically, the school will provide reports as follows:

Three report cards in November, March and June with report card grades and a narrative on individual progress as well as two additional progress reports that will include student goals in October and February.

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

Parents can contact staff through the school secretary or the parent coordinator to schedule meetings. Using the orange communication folder, parents can also send in a note to the teacher. Additionally, the school is in the process of developing a school web-site with valuable information along with DOE emails of staff members to support consistent communication. Every other month teachers create a grade newsletter to update parents on special events and curricular initiatives.

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

Each month parents are invited to Bagel Bits to observe and participate in different aspects of the curriculum. Both the drama and dance programs have multiple grade sharings each year. Parents are also invited to volunteer by sharing an expertise in our Enrichment program. Each month grades engage in publishing parties to share their writing with families. We also encourage and invite parents to attend holiday celebrations, class trips and help with special classroom projects. Family Science Night three times per year allows parents to engage in hands-on activities with their children. Monthly parent workshops provide parents with learning opportunities to support their child's academic progress.

Parent Responsibilities

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

⇒ Make education a priority in our home by:
- making sure my child is on time and prepared every day for school;
- promoting good 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.

⇒ Volunteer in my child's classroom when possible;
⇒ Participate, as appropriate, in decisions relating to my children's education;
⇒ Participate in school activities on a regular basis;
⇒ Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and responding as appropriate;
⇒ Read together with my child every day;
⇒ Communicate positive values and character traits, such as respect for others, hard work and responsibility;
⇒ Help my child accept consequences for negative behavior;
⇒ Be aware of and follow the rules and regulations of the school;
⇒ Support the school's discipline policy;
⇒ Express high expectations and offer praise and encouragement for achievement;
⇒ Communicate pertinent information to school in regards to social and academic achievement.

School Staff-Print Name	**Signature**	**Date**

Parent(s) – Print Name		
Student (if applicable)- Print Name		

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.

See pages 9-11

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:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
        - Are consistent with and are designed to implement State and local improvement, if any.

See pages 12-16

3. Instruction by highly qualified staff.

Every teacher in the school is state certified to teach in their particular area. We will continue to provide professional development for the staff through the Math and Literacy Coach; TC staff developers; calendar days at TC; Regional calendar days

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

Our Math and Literacy coach attend and participate in coaching groups, lead regional workshops, and attend professional development at TC and CCNY. The principal participates in a study group with colleagues at Teacher's College and attends all regional conferences and workshops. All teachers and paraprofessionals are included in all aspects of professional development. We will continue our partnerships with CCNY and Teachers College.

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

In order to attract highly qualified teachers we will continue to be a community of learners, which will continue to improve our instruction and the success of the school. As the school becomes more successful it will attract highly qualified staff. We also provide our teachers with on-going professional development. All teachers are grade leaders and have opportunities to be leaders in professional development and study groups.

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

We will continue to provide monthly parent workshops and bagel bits on various topics for parents. In addition, we will continue to offer two sessions of Family Science night. During this parents have the opportunity to work hands-on with their children with various science experiments. Our parent coordinator will continue to plan events and outreach to all PS 295 families. See action plan on page 17.

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.

Preschool students will visit the Kindergarten before the summer and meet with the teachers. An orientation in September will allow them to time to visit their classrooms with their families.

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.

As always teachers will be provided with common planning time to discuss student work, assessments and plan accordingly with the assistance of our on and off-site staff developers. June planning days also allows teachers full days to plan curriculum based on the needs of individual students. In addition, teachers have the opportunity to attend ongoing professional development in all subject areas to learn more about assessment and how to plan accordingly.

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.

In the beginning of the year all students are assessed and identified if they need AIS services. Assessments are continually performed throughout the school year. Students in need of academic intervention services will receive assistance from our full time intervention teacher, extended day program and/or student support teachers. Small class size supports our strugglers by lowering the student to teacher ratio. In addition, teaching with the workshop model allows teachers to differentiate instruction by creating and implementing small group instruction.

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.

Federal title I funds will provide our school with Professional Development, Parent Involvement and reduced class size. State Reduced Class Size and AIS money will keep our primary classes small. Title III funds will provide and after school intervention program to support ELL's.

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 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, these 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: 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 also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[1] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

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

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

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

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

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

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

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

☐ Applicable √ Not Applicable

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

PS 295 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study

instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

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

Furthermore, our most recent test results in ELA show growth:

15K295	3	2006	All Students	53	661.9	1	1.9	19	35.8	31	58.5	2	3.8	33	62.3
15K295	3	2007	All Students	55	668.3	3	5.5	14	25.5	31	56.4	7	12.7	38	69.1
15K295	3	2008	All Students	56	663.8	4	7.1	19	33.9	27	48.2	6	10.7	33	58.9
15K295	3	2009	All Students	59	664.1	7	11.9	17	28.8	27	45.8	8	13.6	35	59.3
15K295	4	2006	All Students	58	675.3	5	8.6	14	24.1	29	50.0	10	17.2	39	67.2
15K295	4	2007	All Students	61	655.8	5	8.2	21	34.4	32	52.5	3	4.9	35	57.4
15K295	4	2008	All Students	54	666.9	6	11.1	12	22.2	30	55.6	6	11.1	36	66.7
15K295	4	2009	All Students	59	658.8	2	3.4	14	23.7	41	69.5	2	3.4	43	72.9
15K295	5	2006	All Students	38	667.1	3	7.9	9	23.7	17	44.7	9	23.7	26	68.4
15K295	5	2007	All Students	59	691.0	1	1.7	13	22.0	30	50.8	15	25.4	45	76.3
15K295	5	2008	All Students	56	665.8	2	3.6	11	19.6	38	67.9	5	8.9	43	76.8
15K295	5	2009	All Students	44	694.1	0	0.0	5	11.4	27	61.4	12	27.3	39	88.6
15K295	All Grades	2006	All Students	149		9	6.0	42	28.2	77	51.7	21	14.1	98	65.8
15K295	All Grades	2007	All Students	175		9	5.1	48	27.4	93	53.1	25	14.3	118	67.4
15K295	All Grades	2008	All Students	166		12	7.2	42	25.3	95	57.2	17	10.2	112	67.5
15K295	All Grades	2009	All Students	162		9	5.6	36	22.2	95	58.6	22	13.6	117	72.2

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.

NA

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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

- *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.*

PS 295 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- *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.*

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

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

☐ Applicable √ Not Applicable

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

PS 295 uses *Everyday Mathematics* and is supplemented with *Investigation in Number, Data and Space,* which are both research-based curriculum. *Everyday Mathematics* was developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S. *Investigations in Number, Data and Space* was founded 40 years ago, but began emphasizing Math and Science education in 1976. This program is engaged in developing curricula that supports all students in acquiring mathematical knowledge, skill and confidence to become active mathematics learners who can reason about and represent mathematical ideas and relationships.

Several basic principles that have guided the philosophy of both *Everyday Mathematics and Investigations in Number, Data and Space* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the

opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.

- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.

- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

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

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

The scope of the K-5 *Investigations in Number, Data and Space* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Number System
- Addition, Subtraction, Multiplication and Division
- Collecting, Sorting and Representing Data
- Probability and Statistics
- Measurement
- Changes Over Time
- 2-D and 3-D Geometry
- Fractions
- Computation and Estimation Strategies
- Tables and Graphs

Furthermore, our most recent test results show growth:

15K295	3	2007	56	680.5	1	1.8	10	17.9	34	60.7	11	19.6	45	80.4
15K295	3	2008	58	679.2	0	0.0	4	6.9	49	84.5	5	8.6	54	93.1
15K295	3	2009	56	681.0	0	0.0	3	5.4	45	80.4	8	14.3	53	94.6
15K295	4	2006	66	678.9	6	9.1	14	21.2	25	37.9	21	31.8	46	69.7
15K295	4	2007	61	664.6	4	6.6	14	23.0	33	54.1	10	16.4	43	70.5
15K295	4	2008	51	684.0	1	2.0	4	7.8	35	68.6	11	21.6	46	90.2
15K295	4	2009	59	686.0	0	0.0	3	5.1	46	78.0	10	16.9	56	94.9
15K295	5	2006	43	675.8	4	9.3	6	14.0	22	51.2	11	25.6	33	76.7
15K295	5	2007	59	697.2	0	0.0	7	11.9	26	44.1	26	44.1	52	88.1
15K295	5	2008	54	686.3	2	3.7	5	9.3	27	50.0	20	37.0	47	87.0
15K295	5	2009	45	700.0	0	0.0	1	2.2	21	46.7	23	51.1	44	97.8
15K295	All Grades	2006	173		16	9.2	34	19.7	87	50.3	36	20.8	123	71.1
15K295	All Grades	2007	176		5	2.8	31	17.6	93	52.8	47	26.7	140	79.5
15K295	All Grades	2008	163		3	1.8	13	8.0	111	68.1	36	22.1	147	90.2
15K295	All Grades	2009	160		0	0.0	7	4.4	112	70.0	41	25.6	153	95.6

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.

NA

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Informal observation will be used to assess student engagement.

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

☐ Applicable ☐ Not Applicable

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

As stated, PS 295 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%) During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from

and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

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

Student Engagement Checklist 2009/2010
School-wide Informal Observations

Category	Observation	Comments
Whole Class Instruction: Rug Area -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed – not the same hands all the time -Student responses to queries are positively validated	_____ Yes to all _____ Yes to some _____ Not really	
Independent Work -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction	_____ Yes to all _____ Yes to some _____ Not really	
Transitions -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials	_____ Yes to all _____ Yes to some _____ Not really	
Organization of the Day -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what	_____ Yes to all _____ Yes to some _____ Not really	

is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience		
Student Accountability -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately	_____ Yes to all _____ Yes to some _____ Not really	
Metacognition -Students are given opportunities to share their thinking -Students are held accountable for their learning – they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored – being "right" is important and misunderstandings are discussed	_____ Yes to all _____ Yes to some _____ Not really	
Self Esteem – Building Toward Intrinsic Motivation -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude –	_____ Yes to all _____ Yes to some _____ Not really	

children perform because they understand that learning is important		

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.

NA

2B – Mathematics Instruction

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

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

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

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

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

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

☐ Applicable ☐ Not Applicable

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

This finding is not relevant to PS 295 for the following reasons:

PS 295 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%) During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

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

At this school, overhead projectors are often used for demonstration during the mini lesson.

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

Student Engagement Checklist 2009/2010
School-wide Informal Observations

Category	Observation	Comments
Whole Class Instruction: Rug Area -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed – not the same hands all the time -Student responses to queries are positively validated	_____ Yes to all _____ Yes to some _____ Not really	
Independent Work -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction	_____ Yes to all _____ Yes to some _____ Not really	

Transitions -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials	_____ Yes to all _____ Yes to some _____ Not really	
Organization of the Day -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience	_____ Yes to all _____ Yes to some _____ Not really	
Student Accountability -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately	_____ Yes to all _____ Yes to some _____ Not really	
Metacognition -Students are given opportunities to share their thinking -Students are held accountable for their learning – they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored – being "right" is important and misunderstandings are discussed	_____ Yes to all _____ Yes to some _____ Not really	

Self Esteem – Building Toward Intrinsic Motivation -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude – children perform because they understand that learning is important	_____ Yes to all _____ Yes to some _____ Not really	

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.

NA

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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

Year-to-year teacher turnover rate is evaluated by the school's administrative Cabinet. PS 295 has a small staff so any kind of turnover seems excessive.

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

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

☐ Applicable ☐ Not Applicable

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

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

2009	0	0%
2008	6	17.1%
2007	2	5.4%
2006	3	8.5%

New teachers at this school receive professional development and support from the school's former internal coaches, teacher leaders, external staff developers as well as from their UFT mentors.

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

NA

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

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

☐ Applicable ☐ Not Applicable

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

PS 295 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, this school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers.

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.

NA

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION
Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

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

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

☐ Applicable ☐ Not Applicable

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

PS 295 received an overall score of well-developed for SQ1: “School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students’ progress over time.” and a score of well-developed for sub criteria 1.3: “School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners.”

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

NA

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION
While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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

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

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

☐ Applicable ☐ Not Applicable

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

PS 295 received an overall score of well-developed for SQ3: “The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: “The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge.”

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

NA

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

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

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

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

☐ Applicable ☐ Not Applicable

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

PS 295 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Additionally, PS 295 has developed a special education committee that works collaboratively to design monthly professional development based on student and teacher need. All CTT partnerships and special education service providers attend.

Finally, PS 295 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. All students at PS 295 will know what is expected of them behaviorally and academically and also know the consequences for not being safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

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

NA

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

   No students are currently living in temporary housing.

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

   We will provide academic and/or emotional support based on need.

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.