



**THE STOCKTON SCHOOL
2009-2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 14K297
ADDRESS: 700 PARK AVENUE BROOKLYN NEW YORK 11206
TELEPHONE: (718) 388-4581
FAX: (718) 302-2315**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 297 **SCHOOL NAME:** The Stockton School

SCHOOL ADDRESS: 700 Park Avenue Brooklyn, New York 11206

SCHOOL TELEPHONE: (718) 388-4581 **FAX:** (718) 302-2315

SCHOOL CONTACT PERSON: Charles Rabbach **EMAIL ADDRESS:** CRabbac@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Charles Rabbach

PRINCIPAL: James E. Brown

UFT CHAPTER LEADER: Charles Rabbach

PARENTS' ASSOCIATION PRESIDENT: Ivette Correa

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 **SSO NAME:** Community Learning Support Organization

SSO NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: James Quail

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
James E. Brown	*Principal or Designee	
Charles Rabbach	*UFT Chapter Chairperson or Designee	
Ivette Correa	*PA/PTA President or Designated Co-President	
Debra Donato	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Leslie Vasquez	Member/	
Migdalia Sanabria	Member/	
John Toland	Member/	
Joyce Covais	Member/	
Dale Merritt	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- 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

P.S. 297, located at 700 Park Avenue in Brooklyn, New York, is one of twenty elementary schools, as well as, one of twenty-six Title I schools in District 14, located in the northern section of Brooklyn known as Greenpoint /Williamsburg.

P. S. 297 services 309 students in grades Pre-K through 5 as follows:

- 2 Fifth Grades,
- 2 Fourth Grades,
- 3 Third Grades,
- 2 Second Grades,
- 1 First Grade CTT class,
- 1 Second Grade CTT class
- 1 Third Grade CTT class
- 1 Third Grade Gifted Class
- 2 First Grades,
- 2 Kindergartens
- 1 Universal All Day Pre-Kindergarten
- 2 (12:1:1) classes
- Average Class size is 20
- Sharing one building with TECCS

We have 3 CTT classes with 12 general education pupils and 8 IEP students in one class. They are in First Grade, Second Grade and Third Grade. We have two 12:1:1 ratio groups, one includes grades two, three and the other services grades four and five. A teacher and an educational assistant, who work on their language skills, service these children. All classes are heterogeneous.

We have 1 Literacy Coach, 1 Math Coach, 2 Reimbursable/cluster Teachers, 1 ESL Teachers, and 3 Cluster Teachers. Our staff includes 4 Paraprofessionals, 5 School Aides, 1 Principal, 1 Assistant Principal, 2 Speech Teachers, 1 SBST, and support services such as APE, and a 1 SETTS Teacher.

The instructional initiatives for Literacy include the implementation of a Balanced Literacy Approach to reading and writing in grades K-5. It consists of: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach is the basis for the uniform citywide literacy program. Classroom libraries, small class sizes, academic support personnel (paraprofessionals included) in the classroom, and the assignment of a full-time reading coach will further support literacy instruction. Each grade has its own scope and sequence of skills such as initial vowels etc. The program is supplemented with other materials. *Test-Taking Strategies for the English Language Arts Test* by Kaplan was used in the fourth grade classes this year. Wherever possible the strategies were modified and adjusted appropriately for all grades 1-5. Listening skills were stressed and open-ended questions are being used in all grades.

Classrooms have leveled libraries, are supplemented by Month-by-Month Phonics, Words Their Way, the Wilson Program, and Foundations. A planning Guide which includes a pacing and alignment calendar has been supplied to teachers to assist in preparing lessons.

Grades Pre K – 5 are using *Everyday Mathematics* as the primary vehicle for math instruction in the school. This instructional program has been selected as it is the city's program for mathematics. As part of the citywide initiative, the school has been assigned a full-time math coach to support the effective implementation of the program through focused, on-site math staff development. All classes have been supplied with manipulatives so that they can conduct math workshops and create models for discovery and exploration. We stress the use of mathematical language in both discussions and writing to secure mathematical thinking.

Our Title 1 Reimbursable Program includes one All-Day Universal Pre-Kindergarten with 18 students and two AIS teachers. To provide academic intervention for students, who are having problems meeting the new standards and new promotional requirements, we have a variety of federal, state and tax levy programs that provide these students with an extended platform to increase their chances of meeting the new standards.

The programs we have are:

- Title 1 Reading/Writing 71 students
- Title 1 Math Reimbursable 52 students
- All-Day Universal Pre-Kindergarten 18 students
- ESL Program for ELL students - 52 students
- After School Program 'Groundworks' - 100 students
- Morning ELL Program 12 students

We have one ESL teacher servicing 52 pupils who utilize an oral/aural approach in the delivery of the *HELLO ENGLISH* Program, the Photo Library Program, the *Rosetta Stone* computer program and thematic presentations. This is done in a classroom situation identical to the all other classrooms. We have a morning ELL program with 12 students.

Third graders are considered for the Title 1 program based on teacher judgment , the data provided by pre testing with New York State Exams, ECLAS , Study Island, Acuity and the child's score on the grade two, grade-wide reading assessment tests and running records. The children who scored level 1 on the New York State ELA Test must be serviced. We also aim to service those children who have scored level 2 as well.

Children in grade 5, who scored at Level 1 on the New York State ELA and /o the New York State Math tests, are mandated to participate in this academic intervention service. Since no children who scored at Level 1 in this grade, the teacher will work with the Level 2 students. The Title I Math/Reading Reimbursable Teachers service 20 children in grades 4 and 5. Children in grade 4, who scored level 1 on the New York State Math Test must be serviced. Also children who scored in the lower ranges of Level 2 receive reimbursable math services. Progress reports are sent home three times a year.

P.S. 297 has two 12:1:1 classes serving 24 students and 3 CTT classes with a combination of general education and special education children. PS 297 also has eight ratio 1:12:1 grade three students and ten 1:12:1 grade four students who are being serviced in the mainstream.

We will continue to follow the NYS Core curriculum for Social Studies. At the present time Social Studies is being delivered by the classroom teachers. We have a multicultural emphasis. The following books are being used:

Kindergarten *Self and Others*

Grade 1 *My Family and Other Families : Now and Long Ago*

Grade 2 *My Community and other US Communities*

Grade 3 *World Communities , Now and Long Ago*

Grade 4 *Local History and Government*

Grade 5 *The United States , Canada and Latin America*

Soaring Scores for the NYS Social Studies

Measuring Up to the NYS Social Studies Learning standards.

These texts are being used to properly prepare the 5th grades for the New York State Social Studies test in November.

The purpose and focus of science education is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have aligned our program with State and City standards, and are utilizing Science books to support instruction in Grades K-5.

PS 297 has contracted with *Studio in a School* to deliver their services with the following program. An artist will help develop art centers in all grades. She will teach the teachers to use art as a medium of self expression in the framework of the balanced literacy model. This model then has the trained teacher "turn- key" the information to other teachers. Music and Dance will incorporate Math (using beats that rely on counting), and Social Studies (the study of folk songs and cultural music) and is introduced through after school enrichment clubs. Musical and dance programs will be presented at assembly programs.

The PS 297 School-Parent Compact describes how the school and parents can work together cooperatively to provide for the successful education of the children. It lists school responsibilities as well as parent responsibilities. This document is signed by the teacher and parent at a Parent-Teacher Conference and kept on file. The Parent-Teacher Association and the school also follow guidelines set up in the Blue Book established by the New York City Department of Education.

A Parent Advisory Committee, which consists of the parents of children who are participants in Title 1 programs, meets a minimum of three times a year. The purpose of this committee is to create a link between the parents and Title 1 teachers, by keeping them informed about the programs and seeking their input into educational programs.

Quarterly meetings of the executive board of the PTA and the principal take place.

Vital topics such as interpretation of the Annual School Report are discussed at these meetings.

P.S. 297 has a Parent Coordinator whose duties and some of her responsibilities are act as a liaison between the school and community, and conducts outreach to engage the parents in their children's education.

Many parent workshops are held throughout the year by the Parent Coordinator. Some of these workshops are curriculum based, while others address specific techniques that the parents can try at home to help their children learn.

We have had several general parental curriculum conferences and special workshops for parents whose children are on the potential holdover list.

Professional development is a very integral part of life at PS 297. It is of utmost importance this year with Pre K- 5 the Balanced Literacy program, *Everyday Math* and the Writer's Workshop. Staff Development has been and will continue to be presented by the Literacy Coaches, Math Coaches and teachers who made inter-school visitations.

The topics are as follows:

- **Group discussion on classroom environment using the Literacy & Math checklists and its relationship to best practices**
- **Running records in Grades K- 5**
- **Developing lesson plans within the workshop format**
- **Conferring with Writers – Fundamentals of a conference**
- **Preparing mini lessons for Units of Study – improving the quality of student writing**
- **Overview of the Writer's Workshop**
- **Overview of Balanced Literacy**
- **Using Assessment Data-ECLAS, Acuity, NY Start, ARIS, monthly tests, Reading 3-D with Dibels, MClass, Study Island**
- **Finding the Math in the Unit**
- **Using mathematical language to assure learning mathematical knowledge**
- **Open-Ended Questions on the math workshop**
- **Leveling Books**
- **Writer's Workshop – How to Write a Book**
- **Moving children up reading levels**
- **Linking Literacy to the Math Workshop**
- **Kaplan Method using Balanced Literature model**
- **Monthly Progress reports and Report cards**
- **AIS program**

Technology is infused into all curricular areas through the use of in-classroom. Computers with access to the inter-net, and three “floating labs” on each floor (with 12 laptops each). Students will have multiple opportunities to use technology to demonstrate and support their learning.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the state standards in ELA mathematics, and social studies. Although the intensity of the services provided vary, based on the individual needs of students, all grade 3 through 5 students performing in Levels 1 and 2, and Early Childhood students deemed to be at risk, including students in special education and English language learners, will

receive appropriately targeted services. The school has developed the following Academic Intervention Service programs which at risk students may participate in one or more of the programs.

- **The Title I Reading Program** is working in alignment with the grades three, four and five ELA tests. The Kaplan Program is being used as well as teacher produced materials to help prepare the students. Students read biographies, mysteries and other genres along with books that are geared toward specific skills.
- **Computer Assisted Instruction** (e.g. The Mighty Math Series, The Thinking Skills Series, the Living Books Series, The Reader Rabbit Series and the SOLO Reading System Program, Acuity, MClass, Reading 3-D with Dibels, ARIS, Study Island and running records)
- **Tutoring** is conducted by tax levy classroom teachers during their 37.5 minutes morning small group AIS period Monday-Thursday. This allows them to select students having difficulty with various skills and/or concepts and work with them in a small group setting. Students rotate since participation in tutoring groups is flexible – based on current need. In addition, the ESL teacher has arranged for individual upper-grade students to work on a one to one basis with newer ELL's. Along the same lines several fifth grade students are working with additional lower graders who are at-risk for promotion.
- **The Pupil Personnel Committee**. This committee considers requests by teachers for help when a child is having academic difficulties. After a variety of intervention strategies (e.g. daily progress reports, determining a child's best modality for learning, changing a child's seat or class etc.) are suggested and tried, academic intervention services can be provided through ERSS – Educationally Related Support Services. Eligible students display educational, behavioral, personality and, social or speech difficulties, which, if not addressed, could adversely affect educational performance and thus would result in the need for special education services. At PS 297 we strive to have a SBST that provides ERSS curriculum and instructional modification as well as psychological and social work services.
- **The Intervention Team**. This committee assesses and prescribes a plan for intervention in English Language Arts and Math on an ongoing basis.
- **Inquiry Team** who monitor and assess the progress of individual students. All students whose score on statewide exams indicates that they are performing below the designated performance levels receive several of the forms of the academic intervention services described above. All students that score below level 3 are eligible to receive academic intervention services. PS 297 will take a continuous data-driven approach to improving student performance that use item analysis, portfolio assessment, and other indicators to identify and will address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. Item Skills Analyses from NY Start reports, Acuity data, and Study Island will help teachers focus on specific student areas in need and to inform instructional decisions. Other assessments will also be

used to inform instruction including, Early Childhood Language Arts System (ECLAS), Reading 3-D with Dibels and Reading 3-D, in the lower grades (K-3). ECLAS will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs.

To enhance our curriculum and enrich the experiences of our students we offer the following programs at P.S. 297:

- **Trust For The Public Land Program** – provides hands-on outdoors environmental education. Four general education and one special education classes participate in this program, which brings into focus the development and use of the school's garden. School gardening and composting is fully underway.
- **Tompkins Day Care Center** – This day care center, located in the Tompkins Housing Development where many of our students live, provides a homework assistance program for approximately thirty children. The children assemble in the lobby at dismissal and are escorted by Tompkins Day Care Center workers to the site.
- **Studio in the School** - An artist will help develop art centers in Grades K-5. She will teach the teachers to use art as a medium of self expression in the framework of the balanced literacy model.
- **Learning Leaders**- This group trains parents in the basics of working with the students assisting their academic growth.
- **Tennis Now**- A program that teaches our second and third grade students how to play tennis.
- **After School Groundworks** has groups of students to work as a team to create a project in areas such as music, dance, computers, and math.
- **New York Cares** has supported our students' instruction with trips, additional hands on lessons, donating materials, and additional physical education.
- **Mighty Milers** gives our students support and direction in the area of physical education.

ACADEMIC INTERVENTION SERVICES (AIS)

PS 297's AIS plan begins with a review of its skill-based assessment to identify those at risk. The educational program of these students is presented to the Pupil Personnel Committee at one of the bi-monthly meetings. This committee will review and assess the needs of each child. Once a case manager is established, the intervention plan is designed. This may be in the form of TITLE I, or ERSS support given in a separate setting, in a group or individual ratio. The student's support may also include before/after-school instruction. In an effort to deliver AIS services in Social Studies and Science, we have the TITLE 1 Resource Room, ERSS, including the use of area content reading materials. Parents will be notified in writing about both the need and form of additional support to enable the child to meet the state standard.

An intervention team has been created to work with children who are having academic problems on an informal basis. A child's name is brought to the attention of the team leader and the child will receive AIS from a reimbursable or other team member. Students are on a rotating

basis unless a severe problem is assessed and then that child's name is given to the Pupil Personnel Committee.

In addition to this service, P.S. 297 also have one Universal Pre-Kindergarten. This class is structured with a small registration in an effort to create smaller learning groups driven by the student's particular needs, staffed by a teacher, paraprofessional, and a social worker.

Academic Intervention, as required in Part 10 of the NYS Educational Law, at P.S. 297 provides additional services for the children who are struggling to reach the new standards. They are identified in various ways. The students in K-3 are surveyed through the ECLAS assessment and a combination of assessment portfolios, classroom performance and school-wide diagnostic tests. The students functioning below standard (level 1 or 2) are serviced by a reimbursable teacher. The child is then enrolled in the program.

The Wilson and Foundations programs consist of letter recognition, phonics, reading passages, spelling and fluency sections. It is done on a daily basis with 3 benchmarks recorded each year. Fourth grade mandated students are identified by the 3rd grade Reading Test. Grade 5 children who scored at Level I in the N.Y.S. ELA are included in the reimbursable program. Reports to the parents are sent out 3 times a year. PS 297 has 5 Title I Reading/Writing teachers who currently service 32 children divided into small groups. These students are provided additional instruction in reading and math.

The reimbursable program of 2009-2010 was modified in that the teacher was also given a cluster program. When performing as a reimbursable, support is given to students in small groups, in reading and/or math whichever had been indicated by the test scores. As a cluster teacher, the entire class is receiving additional support through the various lessons done in reading and/or math.

Additional intervention strategies used during the scheduled school day include at-risk children in speech groups. The inclusion of these groups will be based on area needs assessed by item skill analysis.

Since each classroom is equipped with a computer, individual instruction is delivered by use of leveled programs. The classroom teacher creates small groups within the class. The groups are formulated on the basis of area of instructional need.

The 37.5 mins. program is designed to offer additional instruction to all students including those "at risk".

Staff Development

Professional staff development must be driven by the needs assessed through Balanced Literacy and Everyday Math. The staff development program will be designed and implemented by the Literacy, Math coach, staff, administration, and paid staff developers.

Attendance

Attendance has become an area of concern for our school this year. To ensure that children are not absent without the parents' knowledge, the school secretary calls the house to inquire about the nature of the absence. The expansion of the Attendance Committee is essential. More parental involvement on this committee would be beneficial. With a 90% attendance rate

as new criteria for promotion, special monitoring of children whose attendance is below 90% becomes essential. This is particularly important for children who have difficulty meeting the other new promotional requirements. Our attendance increased to 90.6% for the year 2008-2009. Our focus is to create team of parents, students, teachers and administration to find ways to increase the school's overall attendance.

Special Education

PS 297 has been using the inclusion collaborative teaching model for the past ten years. Currently there are two one classes. They are working along with the self-contained classes moving in the Balanced Literacy Model, the Writing Workshop and *Everyday Math*.

There are two additional IEP classes at PS 297. They are classes with students who are mandated to have a ratio of 12:1:1. Four of those students are mainstreamed for ESL services. It is our goal to increase mainstreaming by including more IEP students in areas of Social Studies, Art, Physical Education and Science. The ultimate aim is to return as many students as possible to the general education population.

Several teachers have received training in a Wilson program. This training affords the teacher an additional resource in the class by using a multi-sensory approach. The teachers have infused this program into group instruction time within the workshop model. With the addition of the Wilson Program, in the upcoming years, the need of students with IEP's when learning to read through conventional methods will be better yet.

We have a well established, completely functioning, PPT that evaluates and establishes an intervention plan for at-risk students. This committee meets once every week. Provisions are made for at-risk speech and counseling. They evaluate the success of the interventions and decide on the children who need complete referrals by the CSE. This will help to keep the number of referrals to a minimum.

Parent Library

The Parent Resource Center currently has a variety of brochures and materials for parents to work on specific academic areas at home. This center will also continue to be the side for parent workshops and conferences. These workshops will be created on the basis of the parent survey distributed this school year. The teachers will continually provide new materials and weed out those that have served their purpose.

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. 297 Abraham Stockton							
District:	14	DBN:	14K297	School BEDS Code:	331400010297			
DEMOGRAPHICS								
Grades Served:	Pre-K	√	3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	
	2	√	6		10			
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	18	17	18		89.9	89.8	90.6	
Kindergarten	57	47	49	Student Stability - % of Enrollment:				
Grade 1	58	73	50	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	51	66	67		91.8	89.7	86.8	
Grade 3	49	53	54	Poverty Rate - % of Enrollment:				
Grade 4	79	53	54	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	71	87	55		83.2	83.2	83.2	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		9	3	29	
Grade 9	0	0	0	Recent Immigrants - Total Number:				
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	0	0	0		0	1	2	
Grade 12	0	0	0	Special Education Enrollment:				
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Total	383	403	346		21	23	23	
				(As of June 30)	2006-07	2007-08	2008-09	
					7	9	14	
					20	24	26	
					These students are included in the enrollment information above.			
					Suspensions (OSYD Reporting) - Total Number:			
				(As of June 30)	2006-07	2007-08	2008-09	
					3	2	14	
					0	0	6	
				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
					0	0	0	
					0	0	0	
				English Language Learners (ELL) Enrollment:				
				(As of October 31)	2006-07	2007-08	2008-09	
					0	0	0	
					0	0	0	
				Number of Staff - Includes all full-time staff:				
				(As of October 31)	2006-07	2007-08	2008-09	
					31	34	32	

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	2	0	5	Number of Administrators and Other Professionals	6	7	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.6	76.5	75.0
				% more than 5 years teaching anywhere	67.7	70.6	65.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	94.0	91.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.4	88.6	97.2
American Indian or Alaska Native	0.5	0.2	0.3				
Black or African American	52.5	54.6	50.3				
Hispanic or Latino	44.1	41.4	46.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.5	0.6				
White	2.4	3.2	2.9				
Male	48.0	51.4	56.9				
Female	52.0	48.6	43.1				
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		√SH	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	62.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	36.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

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

The students of P.S. 297 are progressing in math. In 2008-09, 74.7% of all students performed on level 3 & 4 on the CTB math and State mathematics tests. On the reading State ELA tests 52.5 % of all our students performed on level 3 & 4. 65.45% of our fourth grade students performed on levels 3&4 on the ELA while 59.6% of these same children scored on levels 3 & 4 on the State Math test.

A major area of concern for P.S. 297 is the low academic achievement on the Standardized Tests. The results of the Spring 2008-09 State assessments indicated that 47.5 % of all our students are performing below State Standards (Level 3) in English Language Arts and 30.8 % of all students are performing below state standard in mathematics. The academic performance of our Special Education has made significant gains in both reading and math, with the groups meeting it's AYP in Math and also in ELA (with the use of safe harbor).

The children of P.S. 297 are serviced by a very caring, dedicated, hard-working group of teachers and administrators. 100% of our staff is fully licensed and permanently assigned to the school with 75% having taught in P.S. 297 for more than 2 years. 65.6% of the staff has more than 5 years experience and 91.0% have a Masters Degree.

The ethnicity breakdown of the students at P.S. 297 is as follows: 50.3% African American, 46 % Hispanic, 2.9% White, and .6% Asian and Other. School District 14 ranks in the bottom third of the poorest districts in New York City, Eighty-three point two percent of the P.S. 297 students are eligible for free lunch.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. This plan reflects a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

The ELA/Reading Test results, the Department of Assessment and Accountability Spring 2008 identified 21% Special Ed students and 19% General Education students scored on level 1. Sixteen percent Special Education Students and 84% General Education students scored on level 2. The results of the Spring 2009 ELA test showed that 38.8% of all our students scored on Level 2 and 15.5% of our students scored at Level 1. These figures include all students – general education and special education. We currently supplement our reading series with The Great Source Writing Program, Clues for Better Reading, Critical Literature in Reading, New York City Reading Coach, N.Y.S. English Language Arts Coach, Blastoff, Mastering the N.Y.S. Testing Program and Using Literature for Test Preparation.

With 45.7% of our 3rd, 4th, and 5th grade students scoring on, or above level we recognize the need to continue to improve. The results of the Spring 2009 State Math Exam for Grade 4 as posted by the Department of Assessment and Accountability indicated that 43.9% of our pupils scored at Level 2 and 9.8% scored at level 1. The results of the Math test indicate that 33.8% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a major concern to us. More work on using manipulatives and

computer assisted instruction is indicated. A continued grade-by-grade approach to the development of thinking skills is also necessary. The 4th grade used Test-Taking Strategies for the Mathematics Exam by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

The results of the Spring 2009 State Math Exam for Grade 4 as posted by the Department of Assessment and Accountability indicated that 43.9% of our pupils scored at Level 2 and 9.8% scored at level 1. The results of the Math test indicate that 33.8% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a major concern to us. More work on using manipulatives and computer assisted instruction is indicated. A continued grade-by-grade approach to the development of thinking skills is also necessary. The 4th grade used Test-Taking Strategies for the Mathematics Exam by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

The students of P.S. 297 are progressing in math. In 2008-09, 69.2% of all students performed on level 3 & 4 on the CTB math and State mathematics tests. On the reading State ELA tests 48.4 % of all our students performed on level 3 & 4. 48.9% of our fourth grade students performed on levels 3&4 on the ELA while 47% of these same children scored on levels 3 & 4 on the State Math test.

A major area of concern for P.S. 297 is the low academic achievement on the Standardized Tests. The results of the Spring 2008-09 State assessments indicated that 48.4 % of all our students are performing below State Standards (Level 3) in English Language Arts and 30.8 % of all students are performing below state standard in mathematics. The academic performance of our Special Education has made significant gains in both reading and math, with the groups meeting it's AYP in Math and also in ELA (with the use of safe harbor).

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. This plan reflects a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

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Great Source Writing Program, Clues for Better Reading, Critical Literature in Reading, New York City Reading Coach, N.Y.S. English Language Arts Coach, Blastoff, Mastering the N.Y.S. Testing Program and Using Literature for Test Preparation.

We have monthly School leadership meetings where as each constituent represented reports back to their constituency and provide feedback to the SLT. At each meeting we discuss the educational programs concerning the school. We hold monthly UFT and staff conferences to update, inform, and listen to feedback from the staff. The Parent Association holds monthly meetings to inform and receive feedback from parents. The Principal, UFT Chapter Leader, and the Parent Association President have ongoing communication with each other and with members of the School Leadership Team, staff, and the Parent Association.

SECTION V: ANNUAL SCHOOL GOALS

As a result of the Data review we have set the following school goals:

Goal 1

While our 2007-2008 Quality Review noted our use of to further develop the Data Inquiry Team and establish grade level teams that are subject specific in English Language Arts, Mathematics, Science, and Social Studies. A number of effective systems to gather and utilize data, the reviewer suggested that these practices are not fully embedded throughout the grades. While we have been effectively tracking data and using it for instruction (note the increase of the student's proficiency rates on the 2008-2009 Progress Report), the methods have varied from grade to grade and class to class.

It is our commitment to improve the method of obtaining data in order to further meet the academic needs of all our students successfully.

1. By June 2010, the Data Inquiry Team will share their strategies for obtaining data and disaggregating data
2. Utilizing the data to drive instruction in the content areas ELA, Math, Science, and Social Studies
3. Of all teachers in grades four and five inclusive of the special education teachers

Goal 2

In order to further develop the use of data teachers will utilize ARIS to review their students' test history and biographical information in order to inform their teaching strategies and practices.

To support teachers they will attend professional development for ARIS training with the Data Specialist and utilize common preps to log on to ARIS and download and review student data. Teachers will use reports in order to affect teaching strategies. Teachers will develop two professional goals which they will align with the needs of their students from ARIS system. Teachers will be able to monitor data from acuity assessments and be able to develop instructional charts to enhance their teaching strategies.

To continue to support and the teachers utilization of ARIS to review their students' data in order to inform their teaching strategies and practices. By having both measurable and set a clear time frame.

1. By June 2010, 50% of the teachers will be able to utilize ARIS as a mechanism to review student data in comparison to data from the 2008-2009 Quality Review.

Goal 3

The Progress Report indicates that while 53% of the parents answered the survey compared to the city-wide average of 45%, a closer look reveals that there are several issues that need to be addressed. From the answers provided, the parents have some concerns with the

amount of communication between the school and home also the concern of the depth of the information given to them about their children's academic development throughout the year. The engagement score was only 6.4. This reflects an increase of .3 from the last progress report, however points to an area that needs to be addressed.

We recognize that parents are an important part of our children's education. Although we have more than half of our families come to school for parent/teacher conferences, it is our responsibility to invite them in a way that will help them support their children's educational journey during the entire school year. It is our plan to provide more opportunities for parents to get information about their children's learning. In order to address these concerns for parents we will provide parents with professional development opportunities to log onto the ARIS Parent Link in order to foster home school connection so that they are able to monitor their students biographical and assessment information.

To further develop the involvement of parents and caregivers in the students' learning journey through ARIS.

1. There will be a 50% increase in the number of parents actively engaged in utilizing ARIS by June of 2010.
2. The Parent Coordinator and the Assistant Principal will provide professional development to parents to train on the ARIS.
3. Monthly Progress Reports will be sent home between report card periods (11/09, 03/10, and 6/10).
4. Mini-computer labs will be accessible in both the Parent Coordinators room and the Parent Association room for parents to use and attend workshops throughout the year.
5. During Open School Week and Parent Teacher Conferences the official use of ARIS will be discussed with parents.

Goal 4

The 2008-2009 Progress Report stated we had 48.4% of students who scored a level 3 or 4 on the New York State English Language Arts test. In order to improve the ELA scores in grades 3-5.

To further develop and support our students there is a need for more individualize instructional and to establish group goals and grade goals to ensure the teaching practices are meeting these goals.

1. The level two students testing population will decrease by 5% and move to levels three and four.

- 2. Professional development provided by the literacy coach.**
- 3. Differential Instructional strategies implemented within the literacy lessons.**
- 4. Monthly practice and predictive exams to monitor student progress.**
- 5. To develop and after school program to meet the needs of all students across levels with differentiate instruction.**

Goal 5

In order to foster and develop more student involvement there is a need to create a student council to involve children and make them active participants within the instructional and social process.

To further and develop a student council the Assistant Principal and several teachers they will facilitate and involve the students by.

- 1. There will be a 25% increase in school wide student government activities as compared to the 2007-2008 school year.**
- 2. Appoint the Assistant Principal as the head of student government.**
- 3. A mock election will be held to elect a class president and designee.**
- 4. Student government meetings will be held once a month and meet with administration and staff to present their concerns and needs.**
- 5. The student representatives will meet with the Parent Coordinator to inform parents of events pertaining to their grade.**

SECTION VI: ACTION PLAN

Subject/Area (where relevant): All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further develop the Data Inquiry Team and establish grade level teams that are subject specific in English Language Arts, Mathematics, Science, and Social Studies.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Scheduling common preps each day of the week for planning time. 2. Assigning a member of the Data Inquiry Team to facilitate over the four team subject areas. 3. Having the CLSO provide professional development to members of the Data Inquiry Team, as well as the classroom teachers, to implement new strategies within the educational process. 4. The Data Inquiry Team will collect and review student work to review the progress of students. 5. Meeting with the principal on a weekly basis to review the progress of each teacher 6. Utilize the AIS period for more focused work in the four subject area being reviewed. 7. Expanding the attendance to include a target population that includes levels three and four in grades four and five. 8. Provide teachers with an opportunity for collaborative work during lunch or after school sessions. 9. Mini teams will be established in grades kindergarten through two to assist with procedures. 10. Grade level teams will follow a cohort of 3-5 students to develop an instruction setting plan. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ol style="list-style-type: none"> 1. Data Inquiry Team Funding 2. Grade 4 and 5 teachers 3. Literacy Coach 4. Assistant Principal 5. Tax Levy Funds 6. Title 1 Funds 	<ol style="list-style-type: none"> 7. Contract for Excellence Funding 8. AIS Team

Indicators of Interim Progress and/or Accomplishment

- 1. Grade level teams will develop instructional charts that will demonstrate the strategies and challenges in student areas. We will then modify the instructional methods to the intervention needs of the levels one and two students and the enrichment needs of the level three and four students.**
 - 2. Data Inquiry Team agendas and data.**
 - 3. Grade level teams will review interim benchmarks and assessments for growth.**
 - 4. Setting goals for student groups and carefully monitoring them throughout the process.**
-

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will utilize ARIS to review their students’ test history and biographical information in order to inform their teaching strategies and practices.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Teachers will attend in school professional development for ARIS training with the Data Specialist. 2. Teachers will utilize common preps to log on to ARIS and review student data. 3. Teachers will download reports in order to affect teaching strategies. 4. A WIKI system will be created in order for teachers to dialogue about best practices for classroom instruction. 5. Teachers will receive desktop computers from the dismantled computer lab as well share the laptop carts and smart boards to enhance their technological capabilities within the classroom. 6. Teachers will develop two professional goals which they will align with the needs of their students from ARIS. 7. Teachers will be able to monitor data form acuity assessments. 8. Teachers will develop instructional charts to enhance their teaching strategies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Data Inquiry Team Members 2. Data Specialist 3. Assistant Principal 4. Literacy and Math Coaches 5. Teachers of grade K-5 6. Tax Levy Funds 7. Title 1 Funds 8. AIS Team
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Teachers will access ARIS bi-monthly to print reports and inform their subject based inquiry groups as well as have grade discussions about the progression and challenges of their students. This will also influence conversations with the parents therefore they could know how they can be supportive of the educational process from home. 2. Teachers will use the evidence form ARIS as part of the monthly progress report which is sent home to parents.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Grades four and five parents will log onto the ARIS Parent Link in order to foster home school connection so that they are able to monitor their students biographical and assessment information.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. The Parent Coordinator and the Assistant principal will provide professional development to parents to train them on ARIS. 2. Desktop computers will be placed in both the Parent Coordinator room and Parent Association room in order to facilitate workshops by creating a mini-computer lab. 3. Parents will receive workshops in basic computer usage and data entry focusing on ARIS. 4. A monthly parent newsletter will go home with refresher steps on how parents can utilize ARIS. 5. The testing coordinator will conduct community workshops based on parent inquires and concerns that stem from the information on ARIS (ie, attendance or testing information). 6. During Open School Week, PA meetings, and Parent Teacher Conferences the official use of ARIS will be regularly discussed with parents. 7. Teachers will be given additional preps in order to provide outreach to parents through workshops.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Parent Coordinator 2. Assistant Principal 3. Testing Coordinator 4. Tax Levy Funds 5. Teachers K-5 6. Title 1 Funds
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. The attendance sheets from the monthly parent teacher meetings. 2. The attendance sheets form the parent visits to the Parent Coordinator. 3. Feedback sheets form the parent meetings on how they were able to use ARIS. 4. To review the number of parents logging on to ARIS.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the English Language Arts score in grades three through five.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Regular formal and informal observations of teacher strategies within the ELA workshop model. 2. Professional Development provided by the Literacy Coach. 3. Professional Development provided by the Literacy Specialist of the CLSO. 4. Monitoring the academic rigor in literacy lessons to ensure it is meeting the standards. 5. Differentiated instructional strategies implemented within the literacy lessons. 6. Listening to accountable talk of students to ensure that they understand each lesson was about and could connect it to the teaching points. 7. Sending home monthly curriculum outline to all parents so that they know what their children are doing in school so that it can be supported at home. 8. Monthly practice and predictive exams to monitor student progress. 9. Monthly grade meetings to establish group and grade goals to ensure the teaching practices within the Teachers’ College workshop model. 10. To develop and after school program to meet the needs of all students across all levels which will differentiate instruction. 11. Committing two days for ELA instruction if the extended day program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Assistant Principal 2. Literacy Coach 3. Literacy Specialist from the CLSO 4. Teachers grades PreK-5 5. Tax Levy Funds 6. A.I.S Team 7. Title 1 Funds 8. Contract for Excellence Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Grade meetings, and CLSO agenda, minutes, and attendance sheets. 2. Observational feedback forms to teachers. 3. Literacy Coach and Specialist logs. 4. Review of teacher lesson plans for differentiation and academic rigor. 5. Weekly meeting with the Literacy Coach and Specialist about teachers in need of assistance and future workshop sessions to assist them.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a student council in order to involve children and make them active participants within the instructional and social process.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Appoint the Assistant Principal as the head of student government. 2. Appoint a teacher liaison who can help the Assistant Principal to facilitate the meetings. 3. To hold a mock election to elect a class President and designee. 4. From the class presidents, one grade representative will be elected. 5. Student government meetings will be held once a month and to met with administration and staff members. 6. Student government will be responsible for a monthly student newsletter that disseminates information to the school community. 7. Student government members will serve as school monitors, color guards, and assembly captains. 8. The student representatives will meet with the Parent Coordinator to inform parents of events pertaining to their grade. 9. Involve the expertise of Bill Kasuli to assist in establishing a Senior Citizen art fair.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Assistant Principal 2. Teacher liaison 3. Student Representatives 4. Tax Levy Funds
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Student Council log as submitted by the Assistant Principal 2. Monthly meeting agendas and sign in forms. 3. Monthly Student newsletter. 4. Volunteering at senior citizen residence. 5. Sponsoring an art fair for senior citizens. 6. Collection and donation of the Penny Harvest proceeds. 7. Sponsoring a canned food drive for the transient shelter in the community. 8. Fifth grade students administering a tutorial program for lower grade students.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A				
1	25	25	N/A	N/A				
2	25	25	N/A	N/A				
3	20	20	N/A	N/A	6	2	1	0
4	25	25	10	0	2	0	0	0
5	20	20	0	0	4	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Early childhood ELA is using Foundations and Leap Frog. Upper grades are using Wilson, Study Island, individual skills mini lessons, and read alouds. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/push in model.</p>
<p>Mathematics:</p>	<p>Early childhood program uses hands on use of manipulatives and games to support Every Day math. Upper grades are using computer programs and games to support and deepen learning. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/ push in model.</p>
<p>Science:</p>	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions. Data is used to continue secure goals and plan next steps All done during the day and as small group pullout/ push in model.</p>
<p>Social Studies:</p>	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/ push in model.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The counselor services students on a needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist services students on needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school psychologist services families on a needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>

At-risk Health-related Services:

Our Fitness Committee works with individuals identified as at-risk. This team includes the guidance counselor, school social worker, gym teacher, school nurse and administration. All done during the day.

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

NCLB/SED requirement for all schools

Language Allocation Policy: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Part 1: School ELL Profile 14K297

Part A: Language Allocation Policy Team Composition

By: ESL teacher and Leadership team

Leadership Teachers:

Joyce Covais

Dale Merritt

Charles Rabbach –Chariman/UFT

John Toland

Administrators:

James Brown -Principal

Monica Stewart

Parents:

Ivette Correa – PA President

Debra Donato

Leslie Vasquez

Migdalia Sanabria

Part B: Teacher Qualifications

Number of Teachers - 1 Certified ESL teacher and no bilingual teachers

Other Staff - 22 classroom teachers without ESL certification

Part C: School Demographics

Grade Level(s) K-5 Number of Students to be served: 50 LEP 259 Non-LEP

ESL population is 17%

At The Richard Stockton School (14K297) we have a student population of fifty English language learners, which is about 17% of our entire student population. Their first language is one of the following: Spanish, Bengali, or Arabic.

School Building Instructional Program/Professional Development Overview

Part II: ELL Identification Process

When students are first enrolled in our school the registration team or secretary give the Parents the Home language Survey (HLIS) form. Each HLIS form is given in the home language of the parent and is only given once upon initial entry in the New York City school system. Then the certified English as a Second Language (ESL) teacher and a translator if needed will conduct a family interview to determine home language. Once the home language is determined, if the home language is other than English, the certified ESL teacher will assess the student within 10 days of entry, using the LAB-R. If the child passes the LAB-R then the parent will be notified and the child will be placed into a general education class. If the child does not pass the LAB-R then they will be assessed using the Spanish Lab if their home language is Spanish to determine language dominance and will be used for bilingual programs. Once the students' English language proficiency is determined, the ESL teacher will hold an orientation and will give parents choices and options for their child's placement in bilingual/ESL programs. Parents are informed about all three choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). During the parent orientation parent surveys and program selection is distributed to all parents.

Part III: ELL Demographics

Part A: ELL Programs

The English language learners at P.S. 297 are serviced using a Pull-out Model, kindergarten through fifth grade. Students are pulled out of class in small groups and work on Reading, Writing, Speaking, Listening and Multi-cultural awareness according to New York State Standards and Guidelines. Students are grouped by proficiency level and may or may not share the same native language. Furthermore, all students are serviced only using English Language to fully immerse students in our ESL program.

New students are tested for English proficiency when entering the school, as well as periodically throughout the school year to determine progress and eligibility for continued instruction

Part B: ELL Years of Service and Programs

Kindergarten

3 Beginners

2 Intermediates

6 Advanced

Total: 11

First Grade

4 Beginners (2 newcomers)

4 Intermediate

Total: 8

Second Grade

6 Intermediate (1 newcomer = Bengali speaker and 1 Arabic speakers)

1 Beginner

1 Newcomer

Total: 8

Third

2 Beginners

4 Intermediates

4 Advanced (1 Bengali speaker)

Total: 10

Fourth

5 Beginners (3 newcomers =2 SIFE Spanish speaking and 1 Bengali non-SIFE)

5 Intermediate

3 Advanced

Total: 13

Fifth

1 Beginner (1 newcomer)

2Advanced

Total: 3

Part C: Home Language Breakdown and ELL Programs

Total Number of ELLS: 53

Total Number of SIFE: 2

Total Number of Newcomers: 7

Total Number of Spanish native speakers: 50

Total Number of Bengali native speakers: 3

Total Number of Arabic native speakers: 1

Total Number of Special Education ELLS: 13

Total Number of ELLS serviced 4-6 years: 19 (7 Special Education)

Part D: Programming and Scheduling Information

Pull out Model

Each English Language Learning student receives a minimum of 1 or 2 units of ESL consisting of 50 minutes according to their level of language acquisition and proficiency. Beginner and Intermediate students receive 8 periods a week in ESL instruction totaling a minimum of 360 minutes per week. Advanced students receive 4 periods a week of ESL totaling a minimum of 180 minutes per week. Furthermore, our English Language Learners are immersed in English in their classrooms throughout the school day and engaged in academic content. Classroom Teachers work collaboratively with the certified ESL teacher to adapt and accommodate class work for the English Language Learners. This allows the ELLs to access the grade level curriculum and content in all subject areas in a meaningful way. ESL is taught using a Balanced Literacy Approach. Some components of this approach are: conferencing, mini lessons and small group instruction which are implemented as a part of the English as a Second language program.

Our at-risk students for the 2008-2009 received the following services:

- Third and Fourth graders received a 30 minute before school program.
- Before school program with their regular classroom teacher- Extended time (37 minutes)
- Small group instruction: Academic Intervention Services (AIS - Mathematics and Literacy)

SIFE (Students with Interrupted Formal Education)

Presently, we have one student who has an interruption in the formal education (SIFE). We have an extended program that is offered before school where the students receive additional help in their academic subjects. They will be placed on the list to receive Academic Intervention Services (AIS) where they will receive additional help in a small group setting and will receive instruction in Balanced Literacy Approach. The students will also use the Rosetta Stone Software to help them strengthen their speaking skills. The individual educational plans that will be created to provide appropriated data that will be used to prepare the student with the opportunity to test out of the English as a Second language program

The students who are X-Coded are mandated to take the NYSESLAT when it is being administrated and therefore are included as students who are part of the group. The groups of beginners and intermediate students that are enrolled in the ESL program receive eight periods of ESL instruction. The students that are at an advanced level receive four periods of ESL instruction. The 45 students that are enrolled in the ESL program all need additional support in reading, writing, listening and speaking. The ESL students are also part of the Academic Intervention Services group.

Part F: Professional Development

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.

Throughout the 2009-2010 school years, there will be a minimum of four workshops held for teachers. It’s essential for us to offer an intensive professional development for teachers which will increase their level of understanding of the implementation and strategies for

the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology and will also continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the ESL teacher will receive staff development which will incorporate scaffold techniques to improve overall instruction for ELLS. Furthermore, part of staff development workshops will be to improve differentiation strategies for ELLS. Also the professional development will focus on second language acquisition, NYS standards and ESL strategies for the classroom teachers. This will be no cost since it will be during school hours.

The English as a Second Language teacher is exposed to ongoing professional development that is offered by ISC and CLSO. The ESL teacher is exposed to information that is useful appropriate and is implemented in teaching. Teaching is aligned with the standards that are set by the New York State Education Department.

Part G: Parental Involvement

Parent Workshops- There will be a minimum of four sessions for Parents to come to the school to learn techniques to help their children. An ESL teacher will conduct four one-hour sessions in January and March, April, and May. These workshops will be held to assist parents in supporting their ELLS at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. Many techniques will be demonstrated to parents with a focus in literacy. Then parents will be introduced to our library and books in their native languages. Parents can borrow books in their native languages to support their ELLS with new strategies when they are at home. Research has shows that students who are read to at home improve tremendously on ELA test scores this also holds true to students who are read to in their native language. One of the goals for P.S 297 during the 2009-2010 school years is to increase parent involvement especially amongst our ELL population.

Binders will be put together for parents in their native language on strategies in which they can use at home. Parents will be informed on curriculum and grade level expectations. Parents will also be given some books to take home.

Part IV: Assessments for English Language Learners

- **LAB-R (Language Arts Battery - Revised)** - This assessment is used for initial identification and determination of eligibility for English Language development support services. The assessment is given *only one time*, upon entry into the New York State Public School System, and within 10 days of admission into the System.
- **Spanish LAB** - This assessment is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine language dominance. The assessment is administered and should be administered during the same time period as the LAB-R.
- **NYSESLAT (New York State English as a Second Language Achievement Test)** - This assessment demonstrates the level of English language proficiency and determines continued instructional services for ELLs.

- **EL SOL - This assessment is administered to Spanish-speaking students in self-contained Spanish bilingual classes in grades K-3 to measure progress in native language literacy.**

There were 21 students that were administered the English Language Arts exam in 2009 and the number of students that scored at a Level 1 was lower than the previous year. The number of students that scored at a Level 2, 3 and 4 was higher than the previous year.

Presently, we have one student who has an interruption in the formal education (SIFE). We have an extended program that is offered before school where the students receive additional help in their academic subjects. They will be placed on the list to receive Academic Intervention Services (AIS) where they will receive additional help in a small group setting and will receive instruction in Balanced Literacy Approach. The students will also use the Rosetta Stone Software to help them strengthen their speaking skills. The individual educational plans that will be created to provide appropriated data that will be used to prepare the student with the opportunity to test out of the English as a Second language program.

Title III 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. 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 week.

We will use our Title III funds for the following programs:

Language Development ESL – There will be four Saturday sessions for ELLS in grades 3-5 to help with test preparation for the NYSESLAT and ELA. These extra sessions will be for intermediate and advanced students in grades 1-4 who are taking the NYSESLAT assessment in May. These students will meet one day a week on Saturdays for 3 hours each from January to the end of May. Students will use Empire State NYSELSAT Test Prep materials, ELLIS software and the Treasure Chest Program designed to increase second language acquisition, vocabulary development and instruct them for the NYESLAT and ELA exam. A certified ESL teacher will service these students. In order to further enrich students and keep a teacher- student ratio of 12 to 1 a second teacher who is certified in ELA will co-teach with the ESL teacher. The ESL teacher will focus on NYSESLAT test preparation and the ELA teacher will focus on test preparation for the ELA with ESL strategies and differentiated tasks, which the ESL teacher will implement. There will be one large group of twenty-five students with two teachers and lessons will be differentiated by reading levels and proficiency level. Treasure chest is a program which has the same books title books in different reading levels and proficiency levels, so all students will be working on the same overall theme, but their independent work will be differentiated according to their level. During the

Saturday Morning Program, the ELA teacher will work on reading strategies while the ESL teacher will work on overall proficiency and building vocabulary. We will use flexible grouping within the class and have center activities. There will be three groups one teacher per group and then the third group will use a center activity such as the computer center and work with ELLIS. The supervisor is needed for Saturday program to ensure quality instruction and a safe environment for students and staff.

Saturday Test Preparation grades 2-4

2 Teachers x 3 hrs x 20 sessions x 49.89 = \$5,986.80

1 supervisor x 3 hrs x 20 sessions c 52.21 = \$ 3,132.60

Total per session: \$ 9,119.40

Materials

Treasure Chest for first and fourth grade complete kits: \$1601.01x 2 grades= \$3,202.02

Treasure Chest for third grade leveled library beginner-advanced \$1297.98 (leveled books only). Students will use the Treasure chest program as a supplement to the general education curriculum. In this program, students will have their own leveled readers which are matched at their individual English language proficiency level. In particular, this program will be implemented in the Saturday program to improve students' reading levels.

Software

ELLIS software will be purchased to supplement the curriculum for ELLS who are at a beginner and intermediate level. ELLIS Intro: teaches Basic English survival skills to beginning learners, including those who are preliterate. Middle Mastery: is a creative approach to grammar instruction and helps intermediate learners improve their communication skills.

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.

Throughout the 2009-2010 school years, there will be a minimum of four workshops held for teachers. It's essential for us to offer an intensive professional development for teachers which will increase their level of understanding of the implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology and will also continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the ESL teacher will receive staff development which will incorporate scaffold techniques to improve overall instruction for ELLS. Furthermore, part of staff development workshops will be to improve differentiation strategies for ELLS. Also the professional development will focus on second language acquisition, NYS standards and ESL strategies for the classroom teachers. This will be no cost since it will be during school hours.

The English as a Second Language teacher is exposed to ongoing professional development that is offered by ISC and CLSO. The ESL teacher is exposed to information that is useful appropriate and is implemented in teaching. Teaching is aligned with the standards that are set by the New York State Education Department.

Parental Involvement:

Parent Workshops- There will be four sessions for Parents to come to the school to learn techniques to help their children. An ESL teacher will conduct four one-hour sessions in January and March, April, and May. These workshops will be held to assist parents in supporting their ELLS at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. Many techniques will be demonstrated to parents with a focus in literacy. Then parents will be introduced to our library and books in their native languages. Parents can borrow books in their native languages to support their ELLS with new strategies when they are at home. Research has shows that students who are read to at home improve tremendously on ELA test scores this also holds true to students who are read to in their native language. One of the goals for P.S 297 during the 2009-2010 school years is to increase parent involvement especially amongst our ELL population. Binders will be put together for parents in their native language on strategies in which they can use at home. Parents will be informed on curriculum and grade level expectations. Parents will also be given some books to take home.

(1 teacher) 4 hours of parent workshops x \$49.89= \$199.56

Form TIII – A (1)(b) 14K297

School: PS297 BEDS Code: 331400010297

**Title III LEP Program
School Building Budget Summary**

Budget Category	\$15,000.00	Professional salaries, supplies and materials and parent involvement.
Professional salaries (schools must account for fringe benefits) - Per session	\$9,318.96	Saturday Test Preparation grades K-5 2 teachers x 60hours \$49.89=\$5,986.80 1 supervisor x 60hours x\$52.21=\$3,132.60 Saturday Program= \$9,119.40 After school for beginners 4 Parent Workshops (1 teacher) 4 hours of parent workshops x \$49.89= \$199.56 Total: \$9,119.40 + \$199.56
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,500.00	Treasure Chest first and fourth grade: \$1601.01x 2= \$3,202.02 Treasure Chest 3rd grade leveled library beginner-advanced \$1297.98 not complete set, just leveled books.

Educational Software (Object Code 199)	\$1,000.00	Pearson ELLIS software for beginners in Saturday program.
Travel		
Other	\$181.04	\$181.04 Supplies for Parent workshops (binders, materials, books).
TOTAL	\$15,000.00	

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

Learners (Ells). The students working at a **Beginner and Intermediate level** are receiving **8 periods of ESL instruction per week**. The students who are working at an **Advanced level** are receiving **4 periods of ESL instruction per week**.

When a Parent registers their child they must complete a Home Language Identification Survey. The HLIS form is then reviewed by a trained school pedagogue. If the form indicates that a language other than English is used in the home, the student is administered the Language Assessment Battery Exam (LAB-R) within 10 days of registration. The LAB-R is scored and reviewed. If the student scores at or below proficiency, the student is identified as an ELL. Parents are notified in writing (Parent Entitlement letter) and are invited to attend a Parent Orientation session. At the orientation session, parents review the video and receive information on different program choices. Parents complete the Parent Assurance Survey and Program Selection Form; indicating the program choice that they would like for their child, in their native language. The child is then placed in ESL depending on parent preference. This year, all parents preferred our ESL program and requested that their children are instructed in English only classes. During the 2007-2008 Progress Report, 26% of our school's population consists of English Language Learners. According to the Lab-R results 2009-2010 we have 13 Eligible ELLs; 5 scored at the beginner level and 3 scored at the intermediate level. According to the 2009 NYSESLAT, 28 were tested and 7 students were tested. 28% passed out of ESL, 46.15% scored Advanced, 20.52% scored at an Intermediate level, and 28.2% scored at a Beginning level.

Part B: Strategies and Activities

- 1. The school will translate all home communications in to Spanish, Bengal, and Arabic.**
- 2. The school will provide a person to interpret for all parent meetings in Spanish and will use the DOE phone resource for Bengali, Arabic, and Spanish.**
- 3. The school has inserted into the School Safety Plan procedures for ensuring that parents will be able to get instruction in home language. A copy of the attached form is posted at the main door, security desk and the main office.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$370,573.15	\$46,027.69	\$416,600.84
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,727.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$461.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2299.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$19,004.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		N/A	

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.**

School Parental Involvement Policy

PS 297 agrees to implement the following statutory requirements:

- Meetings will take place at the beginning of year school year to consult with the parents of Title 1 students and establish the design of the plan for funding.**
- The committee established will be attending periodic meeting to continue to organize and deliver the workshops and academic assistance that was designed.**
- They will be invited to work with the Leadership Team in the writing of the CEP. All meetings will have in attendance a translator.**
- The parents will be invited to participate in workshops that will offer assistance with methods used to facilitate the academic progress of their own children.**

1.PS 297 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Four meetings will be held to consult with the parents of the children who are at-risk. ~ The parents will be invited to attend the monthly Leadership Meetings.

2. PS 297 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ~ The parents will be included in the writing and review of the CEP.

PS 297 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Workshops will be conducted in

- 1. ESL**
- 2. Computer usage**
- 3. ELA**
- 4. Math**
- 5. Health Issues**
- 6. Educational Trips**
- 7. PS 297 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:**

- Learning Leaders**
- Open Airways**
- GRED Programs**

5. PS 297 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 school quality:

- Design and distribute a survey to parents offering them the opportunity to determine the personal value any policies have had.
- Use rating forms at each workshop with the opportunity to communicate any further workshops in the areas.

6.PS 297 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Grade wide meetings to explain the State and City Standards in ELA and Math.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by creating celebrations in Literacy and Math at which all will participate and further the students potential.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers

Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by conducting joint meeting and visits.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of 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 by having both oral and written translations available.

PS 297 is aware of the need for many parents to have a safe place to leave their none school age children when participating in the school's activities. We will help to create a way for those children to be safely supervised.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by . This policy was adopted by the PS 297 on 09/15/2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/15/2009.

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

PS 297, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

School Responsibilities

PS 297 will:

- 1. 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:**
 - PS 297 will be using the Curriculum designed and suggested by the New York Department of Education.**
- 2. Hold parent-teacher two conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall and again in the Spring.**
- 3. Provide parents with frequent reports on their children's progress. In addition to the three scheduled report cards, the school will sent home individual reports on at-risk students and additional two times a year.**
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - All staff has at least one non teaching period per day. The parents are notified of this schedule and are encouraged to request meetings during these times.**
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. PS 297 has a policy that permits parents and guardians the opportunity to enter classrooms as long as they are signed into the building and have an office pass.**

- 6. Parents are asked to meet with the teachers to participate in the planning, review, and improvement of the school's parental involvement policy reading our monthly newspaper (with translation available) and attending PTA and Leadership meetings.**

- 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.**

- 8. All parents of Title 1 students are invited to attend the two annual meetings of the PIP.**

- 9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. The school and providers will send notification to parents in September.**

- 10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. 0

Parent Responsibilities

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

- **Monitoring attendance.**
- **Making sure that homework is completed.**
- **Monitoring amount of television their children watch.**
- **Volunteering in my child's classroom.**
- **Participating, as appropriate, in decisions relating to my children's education.**
- **Promoting positive use of my child's extracurricular time.**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

Student Responsibilities

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

- **Do my homework every day and ask for help when I need to.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Follow the Discipline Code of the DOE and the school.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.
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.

Note: Section IV: Needs Assessment pages 16-18

3. Instruction by highly qualified staff.

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.

Note: Section V: Annual goals pages 18-21

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

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

Note: Section III: School Profile: pages 5-13

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.

Note: Section III: School Profile: pages 5-13

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.

Note: Section V: Annual School Goals pages 18-21

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.

Note: Section IV: Needs Assessments pages 16-18

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. **Note: Section III: School Profile pages 5 - 13**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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?

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

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?

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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?

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

2B – Mathematics Instruction

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

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

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

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?

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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

Please respond to the following questions for Key Finding 3:

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

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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

Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

Applicable Not Applicable

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

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.) **28**
2. Please describe the services you are planning to provide to the STH population.

STH population children are served by having an opportunity to work with AIS personnel on each grade level in the building, are invited to attend our extended time program and are also invited to an after school program 'Groundworks' offered five days per week in the building.

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.