



**PATROLMAN ROBERT BOLDEN  
PUBLIC SCHOOL 345**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 19K345  
ADDRESS: 111 BERRIMAN STREET  
BROOKLYN, NEW YORK 11208  
TELEPHONE: (718) 647-8387  
FAX: (718) 827-5884**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 345      **SCHOOL NAME:** Patrolman Robert Bolden

**SCHOOL ADDRESS:** 111 Berriman Street, Brooklyn New York 11208

**SCHOOL TELEPHONE:** (718) 647-8387      **FAX:** (718) 827-5884

**SCHOOL CONTACT PERSON:** Wanda Holt, Principal      **EMAIL ADDRESS:** wholt@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Darlene Jones-Hardwick

**PRINCIPAL:** Wanda Holt

**UFT CHAPTER LEADER:** Adele Chavarria

**PARENTS' ASSOCIATION PRESIDENT:** Steven Warren Jr.

**STUDENT REPRESENTATIVE:** Not Applicable  
*(Required for high schools)*

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

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

**SSO NETWORK LEADER:** Dr. Kathleen Lavin

**SUPERINTENDENT:** Martin Weinstein

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
<b>Wanda Holt</b>	*Principal	
Adele Chavarria	*UFT Chapter Chairperson	
Steven Warren Jr	*PA/PTA President Designee	
Pamela McCrae	Member/DC-37	
Maureen Outcalt	Member/UFT	
Darlene Jones Hardwick	Member/SLT Chairperson/UFT	
America Mendoza	Member/UFT	
Jeffrey L. Ellison	Member/Parent	
Erica Perez	Member/Parent	
Willanda Brockington	Member/Parent	
Tiffany Silano	Member/ Parent	
	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**

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

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P.S. 345, Patrolman Robert Bolden School, is located in the East New York section of Brooklyn. This is a school where the highest standards for academic excellence are upheld. This in turn enriches the lives of the children we are entrusted to educate. At P.S. 345 we strive to prepare tomorrow's leaders by building a nested community of learners where every child is fully engaged in accountable talk, performance oriented tasks, inquiry-based skills and scientifically based research strategies. We work to accomplish this by creating a nurturing learning atmosphere through demonstrated sound instructional practices, shared consent and differentiated learning.

Our school offers a comprehensive and rigorous educational plan through various programs and services which include: AIS services, ESL services and Saturday Academy programs, in addition to 37.5 minutes of remediation for our students as well as after-school enrichment activities. PS 345 has placed an elevated level of emphasis on "quality first teaching" there by aspiring to ensure that students, including students with special needs and English language learners receive exposure to grade appropriate standards-based curricula. This achieved through the utilization of sound instructional strategies and proven methods of delivery. We have also implemented the Core knowledge curriculum for Grades K-2, in an effort to provide more holistic interdisciplinary exposure to students while learning content area materials.

In addition to our general education population for Grades Pre-K-5, P.S. 345 services five self-contained Special Needs classes, and one Collaborative Team Teaching class, along with enrichment classes for Grades 1-4. There is also a large population of English Language Learners, with Spanish as a dominant language. These students are serviced by our ESL program and our bilingual classes as well.

All of our students benefit from a strong, rigorous, high-quality curriculum though the implementation of city-wide approaches that provides sufficient opportunities to master State, content standards. The school also offers a wide choice of extra curricular and enrichment programs and activities to enhance the curriculum and motivate students to learn. These programs include the concert band which is well known throughout the various school districts and community for their performances for the UFT, Time Warner, and Lincoln Center. In addition there are sports programs such as Soccer and Basketball, and an Art Club. Furthermore the school has also created a strong collaborative culture among the staff that performs over and above what is expected of them.

This is our mission: PS 345 is made up of a community, (staff, parents and students) that is deeply committed to working cooperatively toward a common goal. Our purpose is to guarantee that the highest quality of education possible is being provided for every student, on a daily basis, throughout the school year. We all strive to promote a safe, calm and nurturing environment in order to ensure that our children will succeed. That success is realized by our children achieving excellence in Reading and Mathematics. Our motto is, "Believe in yourself as we believe in you."

In an effort to increase professional development, support and collaboration, PS 345 has recently hired a second Assistant Principal, Mrs. Dianna LoCoco; who brings a wealth of knowledge and a strong background in curriculum planning and implementation.

**SECTION III – Cont’d**

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

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 345 Patrolman Robert Bolden						
<b>District:</b>	19	<b>DBN:</b>	19K345	<b>School BEDS Code:</b>	331900010345		
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:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	36	36	36		91.0	90.8	91.7
Kindergarten	102	91	90	Student Stability - % of Enrollment:			
Grade 1	124	119	122	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	125	126	116		92.6	90.0	90.3
Grade 3	124	120	116	Poverty Rate - % of Enrollment:			
Grade 4	112	120	116	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	125	99	119		97.8	93.1	93.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		12	10	32
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		10	16	6
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	3	3	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	748	723	732				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	44	56	64	Principal Suspensions	1	1	16
# in Collaborative Team Teaching (CTT) Classes	6	8	7	Superintendent Suspensions	5	5	1
Number all others	25	25	20	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	63	62	53	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	57	50	39	Number of Teachers	61	64	62

**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	2	3	Number of Administrators and Other Professionals	5	10	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	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	70.5	73.4	75.8
				% more than 5 years teaching anywhere	59.0	64.1	67.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	90.0	89.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.6	97.1	94.8
American Indian or Alaska Native	0.1	0.7	0.5				
Black or African American	46.5	48.8	49.9				
Hispanic or Latino	48.7	45.5	44.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	3.7	3.6				
White	1.7	1.2	1.9				
<b>Male</b>	50.8	52.7	52.3				
<b>Female</b>	49.2	47.3	47.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		X	√	-			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		4	6	4	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	70.4			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	7.7			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:	17.7			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	39.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				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

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Performance Trends**

Based on the NY State Report Card

- We made AYP
- LEP student subgroup made AYP through Safe Harbor

Based on the NYC Progress Report

- Overall rating has decreased to 45.2 from 47.5
- Attendance has increased to 90.8%
- School environment score has remained constant between the 06-07 and 07-08 school years
- Student performance in ELA stayed basically steady but Mathematics has decreased from 79.4 to 75.0
- Students making at least one year of progress in ELA increased 11.2%, from 44.1 to 55.3%
- Students making at least one year of progress in Mathematics increased from 44.1 to 49.2%, which is an increase of 5.1%
- In ELA 85.7% of the lowest third made at least a year of progress but 49.2 % of the lowest third in Mathematics made at least a year of progress

Our demographic data show:

- Our enrollment is decreasing however the ungraded population is increasing
- We had two additional special needs classes on grades 3 and 4

NY Start data

- ELA
  - There has been a slight improvement in the percentage of students in Levels 3 & 4
  - Students in Grade 5 cohort have shown progress in reducing the number of students in Level 1 from grade 3 to grade 5. In 2007, in grade three, there were 16.8% Level 1s, in 2008 there were 10.5% and in 2009 there were no level 1 students.
  - The achievement gap between Special Education and General Education students is 30.2%
  - Females did better than male students by 13%
  - Proficiency levels among ELLS and English Proficient students have a gap of 21% for all grades
  - The proficiency levels for ELLs has increased slightly from 40% to 47.6% between 2006 and 2009

- Math
  - There has been an improvement of 6.4 percent of students in Levels 3 & 4
  - Students in Grade 5 cohort have shown progress in reducing the number of students in Level 1 from grade 3 to grade 5. In 2007, in grade three, there were 5.2% Level 1s, in 2008 there were 9.2% and in 2009 there were 2.6% level 1 students.
  - The achievement gap between Special Education and General Education students is 50.4%
  - Females did better than male students by 4.2%
  - Proficiency levels among ELLS and English Proficient students have a gap of 4.4% for all grades

The proficiency levels for ELLs has from 64.8% to 80.7% (15.9% increase) between 2006 and 2009

- Science
  - The percentage of Level 3 students increased 5% and Level 4 students increased 7% from 2008 to 2009.
  - The percentage of Black students receiving Level 4 increased 21% from 2008 to 2009.
  - Females did better than male students by 6% in Level 4.
- Social Studies
  - The percent of Level 1 students decreased from 16% to 9% and Levels 3 and 4 increased from 72% to 81%
- NYSESLAT
  - K-1 the percentage of beginners decreased and the percentage of students at the proficient level increase in Reading/Writing and Listening/Speaking
  - The percentage of students in grades 2-4 in the beginner level decreased and the proficient level increased in Listening/Speaking but in Reading/Writing the percent of beginners increased and the percent of proficient students decreased
  - In grades 5-6 students in the proficient level increased from 23% to 53% in Listening/Speaking but in Reading/Writing the percent of both beginners and proficient students increased while those at the intermediate level decreased

## **Accomplishments**

The percentage of students making at least 1 years progress in ELA improved 10.7% from the 2006-2007 school year. These gains can be attributed in part to a school-wide emphasis on data analysis and management. The school's data specialists have given multiple staff developments throughout the year to help teachers better navigate available data sources. In addition, the data specialist has shown teachers multiple methods for the management of teacher-generated assessments. Teachers currently use data binders to collect and organize pertinent assessment data.

The school plans and implements workshops focusing on collecting data, analyzing and evaluating student work then utilizing the data to plan for and drive instruction. In addition to formal city wide tests and assessments which include Interim Assessments, E-CLAS and E-PAL, P.S.345 has implemented a school based system for monitoring student progress in literacy. The tools utilized are the following: Scholastic Inventory Assessments (Lexiles), Reading Achievement Indicator (RAI), Sidewalks on My Reading Streets interim assessments and Open Court interim assessments. In addition, there are end of unit science, math, and social studies exams in all grades. To track and manage its data collection the school has developed a variety of consistent spreadsheets for recording and tracking data collected. The extended day (thirty seven and one half minutes) instructional plan is driven by needs assessment derived from data, i.e. fall = literacy/math instruction; spring = science/writing. Collaboration between classroom teachers and coaches in the form of professional development conferences, inter-visitations, and curriculum modeling is a result of data evaluation. Both formal and informal administrative observations drive instruction and instructional patterns.

Instructional focuses based on data are instituted in all content area teaching. Based on data review of teaching and learning patterns throughout the school, universal content curriculum blocks are instituted yearly (i.e. literacy, writing, mathematics). Staff development goals and plans are driven by both informal and formal data results. There is a mentor program for new teachers assisting with adaptation and pedagogy.

Grade wide curriculum planning has been instituted in order to set goals and plan instruction. Individual teacher conferences occur three times yearly to discuss data and instructional planning

### **Improvement Barriers**

Although the school has implemented a data management initiative, teachers use data in varied capacities. The use of data to improve pedagogy is not completely standardized and the collection of this data needs to be simplified. The same is true for school-wide goal setting procedures. There is a computer lab available to all teachers and an assigned technology teacher who provides cluster coverage. In addition, each classroom is equipped with at least one computer. Moreover, there are five smart-boards school wide for the utilization of students and teachers. Furthermore, the data specialist has been available to help teachers maximize their use of technology and data in the classroom.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**I. The achievement gap between Special Education and General Education students in ELA will close by at least 5% by June 2010.**

**II. The achievement gap between Special Education and General Education students in Math will close by at least 10% by June 2010.**

**III. 10% of Special needs students will show an increase in performance in ELA as evidenced by an increase of three Fountas and Pinnell reading levels by June 2010.**

**IV. Special needs students will show an increase in performance in Math as evidenced by a 10% increase of Scale Score level on Scantron Ed-Performance Series by June 2010.**

**V. There will be at least 10 parent workshops with a 10% increase in attendance by June of the 2009 - 2010 school year.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The achievement gap between Special Education and General Education students in ELA will close by at least 5% by June 2010.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly grade conferences will be held to discuss academic trends and share best practices. These grade conferences will be coordinated by both grade leaders and administrators. Grade conferences will also be used for curriculum planning to ensure literacy instruction is standards-based.</p> <p>The school will continue implementing the Sidewalks on Reading Street program in grade 3 and extend its use to grades 2, 4, and 5 in order to address school-wide deficiencies. Teachers received professional development related to effective planning and implementation of this new program and will receive ongoing support in the use of the program by the Literacy Coach. Additional professional development sessions will be provided throughout the school year.</p> <p>Pacing calendars and literacy maps will be developed in order to align curriculum and instruction with the NY state standards.</p> <p>The school will continue the use of the Ticket to Read Program school-wide.</p> <p>Throughout the year, teachers will use their access to the ARIS and Acuity systems to track student progress throughout the school year.</p> <p>The school will use City Year (CBO-Community Based Organization) 4 days a week as a push-in for literacy by using programs such as Great Leaps to improve literacy to improve fluency and accuracy in special education classrooms.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers will be paid training rate to attend off-site training for the Sidewalks on Reading Street program. This will be funded by 5% of Title 1 Funds set aside for professional development. Title 1 funding will be used to provide extended day support services.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Scholastic Reading Inventory (SRI) will be administered on a two month cycle to accurately gauge student progress. The SRI will be used to monitor student progress by Fountas and Pinnell level. Reading Assessment Indicator (RAI) will monitor and assess students comprehension sub-skill strengths and weaknesses. (In lower grades, teachers will continue implementing Core Knowledge along with Open Court to address phonemic awareness and decoding skills. ECLAS-2 will be utilized twice a year to monitor student progress.</p> <p>The NYC Predictive and Scantron Performance Series will be administered 3x throughout the school year, September, January and June. The Scantron Performance Series will show a 5% increase in Scale Score Level.</p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 funding will be used to provide extended day and Saturday support services.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Acuity Predictive will be administered twice and Scantron Performance Series will be administered 2 times, October and April. The Scantron Performance Series will show a 5% increase in Scale Score Level.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Special Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>10% of Special needs students will show an increase in performance in ELA as evidenced by an increase of three Fountas and Pinnell levels.</b></p> <p><b>Special needs students will show an increase in performance in Math as evidenced by a 10% increase of Scale Score level on Scantron Performance Series.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly grade conferences will be held to discuss academic trends and share best practices for Special Need students. These grade conferences will be coordinated by Administration.</p> <p>Regular supervisory observations will be made to ensure implementation of actions and strategies that were previously outlined.</p> <p>The school’s data specialist will continue training teachers in interpretation of assessment data and its use to differentiate instruction. These data sources include, but are not limited to, Acuity and the Scantron Performance Series.</p> <p>The school-based Inquiry Team will work to develop effective interventions to address the needs of Special Need students included in the target population. The results of their action research project will be disseminated quarterly to the Special Need teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The position of data specialist will be funded by pre-allocated funding.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

The Acuity Predictive will be administered twice and Scantron Performance Series will be administered 2x, October and April. The Scantron Performance Series will show a 5% increase in Scale Score Level.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>There will be at least 10 parent workshops with a 10% increase in attendance by June of the 2009 - 2010 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The parent coordinator will work with the PA to coordinate monthly meeting and notices to parents.</p> <p>Parent workshops in ELA and Math will be implemented to provide support for parents to help their children in these areas.</p> <p>The School Leadership Team will meet monthly to address school-wide academic and social issues. They will also develop initiatives to promote parental involvement including the distribution of a monthly parent circular.</p> <p>The parent coordinator will provide monthly workshops for the improvement of school-wide parental involvement.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>One per cent of the school's annual Title 1 funding goes towards parent involvement.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Parental attendance at monthly PTA meetings will be used to gauge the success of the aforementioned initiatives.

Parent surveys will be distributed twice annually to further gauge parental involvement.

## **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	15	15	N/A	N/A	15	5	5	7
1	120	120	N/A	N/A	8	5	5	7
2	85	85	N/A	N/A	8	5	5	7
3	111	111	N/A	N/A	20	5	5	8
4	104	104	104	104	20	5	5	8
5	94	94	94	94	25	5	5	10
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA: New York State ELA</b></p>	<p>Students receive AIS in a small group setting utilizing the pull out/push-in method. The programs being utilized in the upper grades is Great Leaps, Passageways, My Sidewalks on Reading Streets. The lower grades will use Plato, Open Court, Earobics, and Ticket-To-Read Program will serve as their reading intervention tools.</p>
<p><b>Mathematics: As a school wide imitative we will be implementing the <u>V-Math Program</u></b></p>	<p>Students receive AIS in a small group setting utilizing the pull out/push-in method. The programs being utilized are Achieve It, Breakaway Math, Math Steps, Foundations, and March to March.</p>
<p><b>Science:</b></p>	<p>Students receive AIS services in small group settings during the 37 1/2 min. extended day, after school and Saturday school. They also receive hands-on experience utilizing both the FOSS Kits, Measuring Up and Reading Streets.</p>
<p><b>Social Studies:</b></p>	<p>Students received AIS services during the 37 1/2 min extended day. During this time they utilize the Coach DBQ and Our Nation Workbooks.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>At risk is usually provided in a 1:1 setting depending on the circumstance. If the need cannot be addressed in a small group setting.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>At-risk services are provided by the school psychologist either in small group or on a one to one basis dependent on student need.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>At risk is usually provided in a 1:1 setting on an as needed basis.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>At-risk health related services are provided on a case by case basis by health related providers. Some of these services include health and hygiene counseling, Diabetes Counseling and nutrition awareness. On a monthly basis, the school nurse conducts an “asthma class” for students in grades 2-5.</p>

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

*NCLB/SED requirement for all schools*

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

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

<i>Principal:</i>	Wanda Holt	<i>ESL Teacher:</i>	Sofia Bazarov Shantell Nelson
<i>Assistant Principal:</i>	Stacia Mason	<i>Assistant Principal:</i>	Dianna Lo Coco
<i>Guidance Counselor:</i>	Deborah Kenel	<i>Literacy Coach:</i>	Mary Steakin
<i>Content Area Teacher:</i>	Mary Joy Boyce	<i>Math Coach:</i>	Nycolle Woodard
		<i>Parent Coordinator:</i>	Kathleen Rodriguez

### **II. Teacher Qualifications**

***There are two certified ESL Teachers and five certified bilingual Teachers on staff at PS 345 K.***

### **III. School Description / Demographics** (Include the number of students in school and number of ELLs in the school.)

***In PS 345 we have a student population of 736 students. We offer four self-contained Spanish Bilingual classes and an ESL pull-out program for grades kindergarten through Grade 5 ELLs.***

- In the Bilingual classes children are grouped by age/grade level of mixed English language proficiency levels.***
- The ESL model works as follows; children of the same grade level are pulled out by the ESL teacher to work in small groups in the ESL class. ELL children are placed in groups of different age/grade level to best serve their language needs. As students become proficient in their command of English , the groups are reviewed and student placement adjusted further.***

***Two ESL teachers work with approximately 43 ELL students. There is one ELL student classified as special needs. Four bilingual classes service grades 1, 2, 3, 4 and 5 children. There are 24 students in grades K-5 who are pulled out for mandated 360 minutes of ESL. Twenty students are receiving 180 minutes of ESL instruction per week as well as ELA in their classroom.***

*In the bilingual classes, Bridge 1-2, Grade 3, Grade 4, and Grade 5, all ELL students receive ESL instruction provided by the ESL teacher. Beginners and Intermediate ELLS receive double block periods of 90 minutes a day. All bilingual students in the bilingual class receive 90 minutes of Native Language Arts instruction daily.*

*In our school we offer a bilingual and ESL programs which are aligned with the parents' requests. All efforts are made to engage parents in the selection of a program for their child. A team of school staff members including the teachers, paraprofessionals, school aides, DOE Translation Team assist in verbal and written communication and translation services to facilitate parent involvement and education of school wide programs, practices, policies and student achievement.*

IV. ELL Identification Process & Parent Choice      Include a brief paragraph to describe in detail:

*All students who are registered in PS 345 K and are new to the English Speaking Education System, are given the Home Language Identification Survey (HLIS) to be completed by the parent. School Aides, teachers, paraprofessionals and the DOE Translation team help non English speaking parents in the completion of the form and conduct the survey. They also assist the administrators and teachers to communicate with parents/guardians in their native language and explain the program choices. The ESL teachers review the admission list and the HLIS to ensure that all procedures are in place for all newly admitted students. Based on the parent responses on the HLIS, language used at home, the decision is made whether the student is eligible for Language Assessment Battery- Revised (LAB-R).*

*The test is administered to eligible students only based on HLIS review. Hand written scores are used for placing children in bilingual or monolingual classes with ESL pull-out services. Placement is made according to the parent's program selection choice. Consideration is given to the student's age and grade levels to ensure appropriate placement. At the end of each school year all ELL students (both in General and Special Education) take NYSESLAT to evaluate their progress as well as to identify those who are ready to exit the ELL program.*

*At PS 345, the parents/guardians are invited to attend an orientation meeting. The invitation is provided in native language of the population represented at the school. At the orientation meeting, parents have an opportunity to watch a film about the programs of choice in NYC DOE. This presentation helps parents to make the decision about program choice. The orientation takes place at the start of the school year, in September. This school year it was on September 30, 2009. Ms Rodriguez, Parent Coordinator, Ms. Bazarov and Spanish speaking School Aides assisted the parents.*

***If the parents do not come to the orientation, they are sent the Parent Survey and Program Selection Form. The entitlement letters are distributed immediately after administering LAB-R, the translation to the native language of the family is provided. Students are tested within ten days after being registered in PS 345.***

V. ELL Programs Please include the following:

***In the ESL model the instruction is delivered in English. In the Bilingual classes, students receive content area instruction in Spanish (Math, Social Studies, Science), while the discussions are conducted in English. The ratios of English and Spanish are adjusted according to the students' ability.***

***The ESL teachers pull out students in a small group for the professional period. Students also get help in small groups (not more than 10 students) for 37.5 minutes, what may help them on ELA test. Those who receive ELL services also participate in After School Program.***

***The ELL student population is as follows:***

- ***For school year 2008-2009***
  - Bilingual- 53 students***
  - ESL - 38 students***
- ***For school year 2009-2010***
  - Bilingual -49 students***
  - ESL -43 students***

VI. Years of Services / Programs / ELLS by Sub-groups (Please refer to worksheet.) Include:

***There are a total of 93 ELLs at PS 345K. There are 9 SIFE in our school. We have 62 newcomers. Approximately 28 students receive services 4-6 years. In addition, there is one student who completed 6 years. A student with special needs gets instruction in a very small group.***

VII. Home Language Breakdown and ELL Programs

***There are five bilingual classes with children dominant in Spanish.***

- ***Grade 1 – 9 students***
- ***Grade 2 – 6 students***
- ***Grade 3 -10 students***
- ***Grade 4 -13 students***
- ***Grade 5 – 10 students***

### ***In the ESL Program***

- ***Grade K – 11, Spanish; 2, Bengali; 1, African***
- ***Grade 1 – 8, Spanish; 1, Bengali; 1, French***
- ***Grade 2 – 5, Spanish; 1, Bengali; 1, Swahili***
- ***Grade 3 – 5, Spanish; 1, Bengali; 2, Hausa***
- ***Grade 4 – 3, Spanish; 1, French***
- ***Grade 5 - 2, Spanish***

### VIII. Program and Schedule Information

***At PS 345, there are 736 students served in grades Pk-5. There are four self-contained Spanish Bilingual classes, grades 1-5 and an ESL pull-out program for grades kindergarten through Grade 5.***

***In Bilingual classes children belong to the same age level with mixed proficiency level. ESL model works as follows children of the same grade level are being pulled out. The ESL program is designed to serve ELLs in small groups that address their language proficiency level. Students are placed according to the level of proficiency Beginner, Intermediate, or Advanced. Two ESL teachers work with approximately 43 students. One ELL student has been classified a special needs student. There are 24 students in grades K-5 who are pulled out for mandated 360 minutes of ESL. Twenty students are receiving 180 minutes of ESL instruction per week and ELA in their classroom.***

***In the bilingual classes participating ELLs, 49 students-grades 1-5, receive ESL instruction in the bilingual class. Beginners and Intermediate ELLs receive - 90 minutes of ESL a day and those that are advanced, receive 45 minutes of ESL daily. All bilingual learners participating in the bilingual program participate in 90 minutes of Native Language Arts daily.***

### IX. Plan for SIFE

***SIFE students get AIS, small group instruction during extended day, after school.***

### X. Plan for ELLs in school less than 3 years/ Newcomers

***Our newcomers will participate in extended day and after school.***

### XI. Plan for ELLs in school 4-6 years

***ELLs who are in school 4-6 years will favor from extended day and after school.***

### XII. Plan for ELLs in school 6 years completed or more / Long Term ELLs

***One long-term ELL will get AIS, extended day and after school.***

XIII. Plan for ELL Special Needs Students

***Our student with special needs is getting instruction in a very small group.***

XIV. Intervention Programs for ELLs (AIS)

Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years) ***Transitional students will get support after the necessity is discussed with the classroom teacher.***

XV. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

***PS 345 has historically served a large ELL population that is part of the school community. The school has served ELLs in both TBE and ESL with much success. A continued review of student data will provide information and opportunity for pedagogues to review and revise programs to best meet the needs of students. Presently all efforts are to continue and strengthen Programs for ELLs to ensure academic success and school-wide goals achievement.***

XVI. Equal access to all programs

***ELL students are involved in after school programs and clubs, Star Fish, as well as Soccer. They have equal access to all programs.***

XVII. After school programs for ELLS

***All students in grades one through five participate in small group extended day and after school programs.***

XVIII. Instructional materials including technology

***Computers and smart boards are used to assist ELLs. Read Well is used to assist reading comprehension.***

XIX. Instructional materials in Content Areas

***A wide variety of materials are used to ensure student participation in all academic activities. Everyday Math in Spanish is used in bilingual classes.***

***Text and content books are provided in native language and English. Classroom libraries are available in both English and native language in all classes. Books are also available in native language in the school library.***

XX. Native Language Support

***All bilingual learners participating in the bilingual program participate in 90 minutes of Native Language Arts daily.***

XXI. Support Services

*Math. Science, and Social Studies are delivered in Spanish to enhance better comprehension.*

XXII. Professional Development

*ESL and Bilingual teachers participate in workshops conducted by Marie Rodriguez, Senior ELL and Bilingual Educational Management Specialist on a monthly basis to address best practices for ELLs.*

XXIII. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)

**A review of the data for ELA indicates that the majority of ELLs score at level 2 and 3 with no students scoring level 4. A small number of ELLs score at the level 1 mark.**

In mathematics the data shows that ELLs are more scoring at a higher level in greater numbers. Twenty-one (21) ELLs scored level 3 in mathematics, 4 ELLs scored level 4 with only 3 students scoring level 2 and 2 scoring level 1. The lower scored in mathematics.

In both ELA and mathematics the lower scores were attained by students who were in the newcomer group of ELLs.

In Mathematics ELLs performed significantly at the higher levels of 3 and 4 including ELLs with an IEP.

This may be attributed to the increased confidence, knowledge and skills of classroom teachers in addressing Mathematics topics. Teachers address instruction in mathematics in the native language thereby ensuring student comprehension and success.

In the area of Science and Social Studies, students participate in instruction that is conducted with native language support. The outcomes also as in mathematics show increased student levels/performance.

However in the area of ELA-English language arts, this is more difficult as teachers and students struggle to incorporate ESL/ ELA to develop literacy competencies that are near native level proficiency aligned to grade/standards of performance. Therefore it is evident that while more work is needed to further support ELLs in ELA, the data shows promising progress in the performance of ELLS in achieving standard level proficiency.

XXIV. Describe ELL program success

*ELL Programs facilitate better and faster adjustment in English Speaking Educational System as well as adaptation in our American society.*

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>Knowledge Network</b>	School <b>Robert Bolden</b>
Principal <b>Wanda Holt</b>	Assistant Principal <b>Stacia Mason/Dianna LoCoco</b>
Coach <b>Mary Steakin</b>	Coach <b>Nycolle Woodard</b>
Teacher/Subject Area <b>Mary Joy Boyce</b>	Guidance Counselor <b>Deborah Kenel</b>
Teacher/Subject Area	Parent <b>Lee Nelson</b>
Teacher/Subject Area	Parent Coordinator <b>Kathleen Lavin</b>
Related Service Provider <b>Doreen Brathwaite</b>	SAF <b>Anita Skop</b>
Network Leader <b>Dr. Kathleen Lavin</b>	Other

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>5</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>736</b>	Total Number of ELLs	<b>93</b>	ELLs as Share of Total Student Population (%)	<b>12.64%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	9	6	11	14	10				50
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0				0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In</b>	14	9	7	8	3	2				43
<b>Total</b>	14	18	13	19	17	12	0	0	0	93

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	62	Special Education	2
SIFE		ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	36	9		13						49



**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):     

Number of third language speakers:     

Ethnic breakdown of EPs (Number)

African-American:     

Asian:     

Hispanic/Latino:     

Native American:     

White (Non-Hispanic/Latino):     

Other:     

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

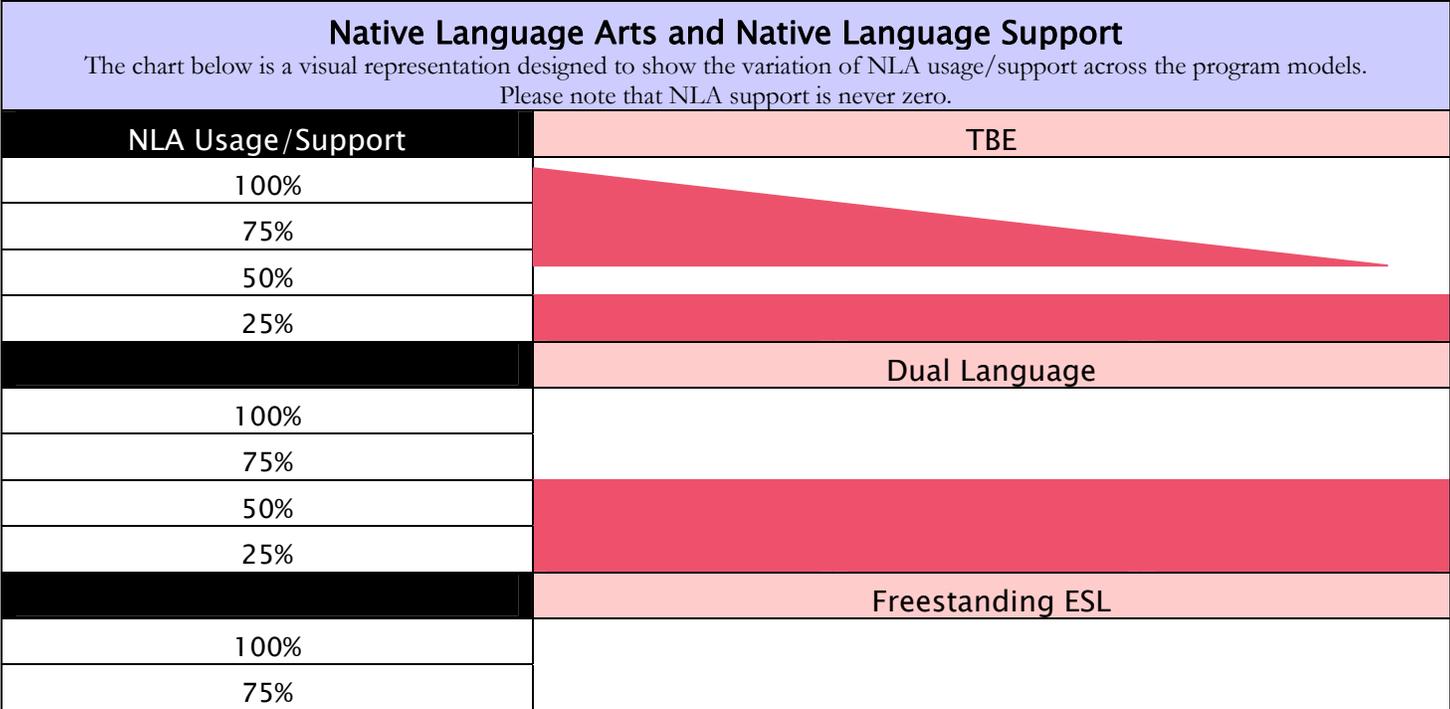
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	11	8	5	5	3	2				34
Chinese										0
Russian										0
Bengali	2	1	1	1						5
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1	1	1	2	1					6

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>14</b>	<b>10</b>	<b>7</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

### Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	4	13	4	7	6	5				39
Intermediate(I)	4	3	5	9	6	3				30



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		5		6		1		14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		


**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

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

**Form TIII – A (1)(a)**

**Grade Level(s)** K- 5 104    **Number of Students to be Served:** 104    **LEP** \_\_\_\_\_    **Non-LEP**

**Number of Teachers** \_\_\_\_\_ 6            **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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*In our school we have four Spanish bilingual classes with 58 students being served and 41 ESL students being served by two ESL teachers. The languages of instruction in bilingual classes are English and Spanish, in ESL classes English only. To identify students eligible for LAB-R testing, the Home Language Survey is being screened. Those children, whose home language is different from English, are being administered LAB-R, which is a tool to identify students eligible for ESL or Bilingual Programs. NYSESLAT is administered at the end of the school year to identify who is ready to exit ELL programs.*

*Our ELLs participate in the Extended Day Program, AIS, After School and grade 4/5 Bilingual Saturday Academy. A bilingual Spanish teacher teaches Science in grades three through five. The Literacy Programs are Open Court for grades K through two and Sidewalks for grades three through five. The Math Program is Everyday Math.*

*There is also one grade 4/5 Saturday class with 21 students. The language of instruction is Spanish/English. Such materials as Amazing English, English at Your Command, Read Well are being used. The instructional strategies are targeted on helping the students meet ELL and ELA standards.*

**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.

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*Our ESL teachers attend monthly meeting delivered by the Senior ELL/Bilingual Education Management Specialist who share various strategies in the areas of second language acquisition, scaffolding instruction and integrating content and language goals for ELLs. Additionally she also provides on-site professional development to our Bilingual classroom teachers who also attend off-site training to familiarize themselves with new strategies and advancements in the areas of second language acquisition.*

**Form TIII – A (1)(b)**

School: P.S. 345                      BEDS Code: 19K345

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	11,973.60	<b>4 teachers X 3 hours X 20 weeks x \$49.89 = \$11,973.60)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	<b>N/A</b>
<b>Principal’s Per Session</b>	\$1500	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1500	<b>Camp Can Do            Supplementary Level Libraries ( English/Spanish)            Supplementary Math Materials ( English/Spanish)            Multicultural Libraries            NYSESLAT Practice Materials</b>

<b>Educational Software (Object Code 199)</b>	\$386.40	<b>Lexia SOS</b> <b>Math Blaster</b>
<b>Travel</b>		
<b>Other Parent Involvement</b>	\$ 200	Parental Interactive Workshops
<b>TOTAL</b>	\$15,560.00	

### **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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*Home language Surveys provide initial information regarding family translation needs; teachers provide additional information regarding the written translation and oral interpretation needs of the families of their students. Teachers and paraprofessionals interpret and translate necessary communications in addition to the Interpretation Unit provided by the NYCDOE which assist in making timely communication possible to all parents.*

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

*When letters are written in the Native Language of the families the level of participation has shown improvement. Out of the families that required translation services there has been an increase in participation and attendance in parental workshops and meetings. The families have a better understanding of calendar events and other correspondences sent from the school.*

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

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

*Our translation team consists of our parent coordinator, bilingual teachers, paraprofessionals, and school aides who translate all weekly letters and flyers and correspondence to parents in a timely manner. In addition, the NYCDOE Translation Unit also provides translation services as needed via telephone.*

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

*Oral interpretation services are provided by school staff, NYCDOE Interpretation Unit and occasionally parent volunteers. This service is provided at parent-teacher conferences and IEP Conferences whenever necessary.*

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

PS 345 utilizes the home language surveys to identify the parents and students native language. Translation and interpretation services are then provided as needed by paraprofessionals, bilingual teachers, NYCDOE interpretation unit and on occasion our parent volunteers in an effort to increase parental involvement and strengthen the home language communication.

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:	895,699	71,599	967,218
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,960		8,960
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	44,785		44,785
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			

6. Enter the anticipated 10% set-aside for Professional Development:	17,816	17,816
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		
8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: <u>100%</u>		
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.		

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

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

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

***2009-2010 Parent Involvement Policy  
Public School 345***

***P.S. 345 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.***

- ***The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.***
- ***The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.***

- *Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.*
- *With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home.*
- *The school will work to assist parents in having meaningful roles in the school decision making process. The school will provide parents with training and information so they can make the most of this opportunity.*
- *The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.*
- *Parents will be invited to attend culminating celebrations marking their child's success at the school.*
- *School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.*
- *The school calendar will be disseminated each month to all parents, one week before the start of the month.*
- *At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.*

***Professional Development:***

*Bi-monthly professional development for parents will be provided by the school's parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families i.e. Breast Cancer Awareness, and HIV workshops.*

*Professional Development is provided by in house and outside consultants at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.*

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

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

***Annual evaluation of the Parent Involvement Policy***

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

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

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

<b>P.S. 345 School Parent Compact</b>	
<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various time, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent-teacher conferences at least annually</li> <li>• Frequent reports to parents on their</li> </ul>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistant training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 2nd grade students; and listen to grade 2 through 3 students read for 15-45 minutes per day.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Punctuality</li> <li>• Homework</li> <li>• Television watching and bedtime</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

<p>children's progress</p> <ul style="list-style-type: none"> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer</li> <li>• Parent calendar</li> <li>• Parent breakfasts</li> </ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes and workshops on reading and mathematics strategies.</p>	<p>To encourage parents to volunteer in their child's school and participate in cultural celebrations and assemblies.</p>
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### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **See Section IV.**

1.

**The School Leadership Team will conduct an annual needs assessment and use this data to develop school goals and action plans for the CEP. These goals and their implementation will be monitored at School Leadership meetings throughout the school year by assessing our Interim measures of progress. As a part of our school-wide system of continuous improvement student progress will be monitored and instructional strategies will be modified accordingly.**

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

**See Section VI Action Plans and Appendix 1**

3. Instruction by highly qualified staff.

***All teachers hired will be Highly Qualified. For those teachers who are not highly qualified we will make efforts to offer them tuition reimbursements. Teachers are assigned according to area of license.***

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.

***We provide professional development opportunities and support for teachers by the Literacy and Math coaches, the LSO, SETRC and DOE workshops. Teachers that attend off site workshops will turnkey the training in supporting the growth of our Professional Learning Community.***

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

***All teachers hired will be Highly Qualified. The Principal and/or her designee will attend job fairs and participate in other recruitment efforts of the DOE.***

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

***We provide workshops for parents in Math and ELA as well as ESL and GED classes.***

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.

***To assist students transitioning into Kindergarten, we will conduct an orientation for new admits.***

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

***Teachers participate in monthly grade meetings with the administration for the use and analysis of data and using the data to inform instruction. These sources of data include but are not limited to Tickets to Read, Ed Performance, Acuity and the NYS testing program.***

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.

**See Appendix 1.**

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.

#### **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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> 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.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

*Administrators in conjunction with the SLT utilized current school's data to assess whether the finding was relevant to our 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?

*The evidence utilized to dispel the relevance of the findings to PS 345's educational program is the Quality Review, The School's Report Card and NYS Standardized test scores.*

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.

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**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.

*Administrators in conjunction with the SLT utilized current school's data to assess whether the finding was relevant to our 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?

*The evidence utilized to dispel the relevance of the findings to PS 345 in reference to the educational program is the Quality Review, The School's Report Card and NYS Standardized test scores.*

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

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

*Administrators in conjunction with the SLT utilized current school's data to assess whether the finding relevant to our 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?

*The evidence utilized to dispel the relevance of the findings to PS 345's educational program is the Quality Review, The School's Report Card, Formal and Informal observations and NYS Standardized test scores.*

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.

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## **2B – Mathematics Instruction**

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

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<sup>3</sup> 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.

*Administrators in conjunction with the SLT utilized current school's data to assess whether the finding was relevant to our 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?

*The evidence utilized to dispel the relevance of the findings to PS 345's educational program is the Quality Review, The School's Report Card, Formal and Informal observations and NYS Standardized test scores.*

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

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

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

Please respond to the following questions for Key Finding 3:

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

*Administrators in conjunction with the SLT reviewed the school's BEDS survey data to assess whether the finding relevant to our 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?

*The evidence utilized to dispel the relevance of the findings to PS 345's educational program was the BEDS Survey.*

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

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

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

Please respond to the following questions for Key Finding 4:

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

*Administrators in conjunction with the Coaches reviewed teacher survey, Monthly Professional Development schedule from the district and the Principal's Weekly to ascertain professional Development opportunities for teacher attendance.*

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?

*The evidence utilized to dispel the relevance of the findings to PS 345's educational program was a log of teacher Professional Development attendance.*

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

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

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

Please respond to the following questions for Key Finding 5:

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

*Administrators in conjunction with the ESL teachers reviewed NYSESLAT testing data to ascertain student proficiency levels and placement.*

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?

*The evidence utilized to dispel the relevance of the findings to PS 345’s educational program is the NYSESLAT testing data.*

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

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

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

Please respond to the following questions for Key Finding 6:

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

*Administrators in conjunction with the SAT team, Related Services Providers and IEP teacher provide copies of the student's IEP's, information and support on IEP as needed in addition to IEP access for teachers as needed. In addition to reviewing is the Special Education Service Delivery Report and month professional development calendar from the ISC to determine professional development opportunities and teacher needs.*

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?

*The evidence utilized to dispel the relevance of the findings to PS 345's educational program is the Special Education Service Delivery Report data.*

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

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

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

Please respond to the following questions for Key Finding 7:

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

*Administrators, the SAT team, Related Services Providers, classroom teachers and the IEP teacher review copies of the student's IEP's, accommodations and/or modifications for the classroom and testing environments in addition to reviewing is the Special Education Service Delivery Report.*

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?

*The evidence utilized to dispel the relevance of the findings to PS 345's educational program is the Special Education Service Delivery Report data*

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

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

### **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.

Appendix 9 Continued

Part A

<b>d) Data As of January 7<sup>th</sup> , 2010</b>			
<b>Grade Level</b>	<b>Temporary</b>	<b>Shelter</b>	<b>Doubled Up</b>
Pre-K	0	0	0
Kindergarten	0	1	0
Grade 1	1	4	0
Grade 2	2	3	0
Grade 3	0	4	0
Grade 4	1	5	0
Grade 5	1	3	0

2.Services

- Parent Coordinator will provide basic school supplies and uniforms when needed.
- For Academic Intervention offered
- , Arrange transportation (yellow bus or metro cards for students)
- Guidance Counselor and Social Worker will provide crises counselor as needed
- Students in grades k-5 are invited to participate in various community service activities including but not limited to Pennies for Patients, and the March of Dimes Drive and Walk.
- Outreach provided by guidance counselor and parent coordinator to parents of students in Temporary Housing to access after school programs and counseling outside the school. Some of the programs include GED, JHS, and ARIS Training
- Payment for school trips provided for students in Temporary Housing
- Eyeglasses purchased for students in need