



P.S. 3 - JOHN MELSER CHARRETTE SCHOOL

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M003
ADDRESS: 490 HUDSON STREET, NEW YORK, NY 10014
TELEPHONE: (212) 691-1183
FAX: (212) 675-5306

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M003 **SCHOOL NAME:** John Melser Charrette School

SCHOOL ADDRESS: 490 Hudson Street, New York, NY 10014

SCHOOL TELEPHONE: (212) 691-1183 **FAX:** (212) 647-1280

SCHOOL CONTACT PERSON: Lisa Siegman **EMAIL ADDRESS:** lsiegma@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharlene Breakey

PRINCIPAL: Lisa Siegman

UFT CHAPTER LEADER: Jackie Peters

PARENTS' ASSOCIATION PRESIDENT: Alison Nelson

STUDENT REPRESENTATIVE: Susan Korn
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** Integrated Curriculum and Instruction

SSO NETWORK LEADER: Medea McAvoy

SUPERINTENDENT: Daria Rigney

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
Lisa Siegman	*Principal or Designee	
Jackie Peters	*UFT Chapter Chairperson or Designee	
Alison Nelson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Susan Korn	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sharlene Breakey	Parent	
Robin Burchill	Parent	
Susan Crowson	Parent	
Andrew Shapiro	Parent	
Stephen Duncombe	Parent	
Emily Szuchmacher Fox	Teacher	
JJ Venne	Teacher	
Jessica Harvey	Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Housed in a landmark building and fondly known in the neighborhood as the School with the Big Blue Doors, PS3 is a unique institution founded in 1971 by parents, educators and Greenwich Village residents as an alternative to traditional education. The school is dedicated to providing a learning environment that nurtures the intellectual, social and ethical growth of children through hands-on involvement with materials and subjects that have meaning for their lives. Respect for the individuality of each child is central to the teaching philosophy. Teachers at PS3 actively encourage children to take initiative, be resourceful and show independence of judgment in their classroom work, with the intent that each child will become a confident, self-motivated and passionate learner. Several basic tenets work to give PS3 its distinctive flavor:

An arts-based curriculum. At the root of PS3's mission is a focus on interactive, project based learning. The school integrates music, dance, clay, drama, studio art, etc., into all aspects of classroom life to help create independent thinkers. Teachers are not only encouraged but expected to be mindful of their students' passions as they draw on their own, a philosophy that has led to many rich and diverse projects and partnerships. Examples include alliances with such groups as the Merce Cunningham Dance Company, the Center for Architecture and Greenwich House Music School; a grant that enabled students to perform a collaboratively composed piece of music; and, most recently, the implementation of an Artist-and Scientist in-Residence program. This successful undertaking has for the past three years provided teachers with parent-raised funds that allow them to bring in art and science educators of their choosing to enhance their individual curriculums.

A commitment to community building. There is also an emphasis on the cultural life in and outside PS3, as well as connection to the community at large and the participation of that community in the school. By design, PS3 welcomes parents into the classroom, and they are viewed as an integral part of the educational environment. The school also welcomes the neighborhood in with programs

such as Power Lunch, in which area businesspeople read to students, and a local scientist who leads field trips to the Hudson River and provides students with a sense of where they live. At the same time, the school has forged relationships with such non-profits as UNICEF and Safe Passage, a school in Guatemala that the PS 3 students work to support, offering an understanding of the greater world.

A multi-age model. Mixed-grade classes, with two grades in one classroom, is a cornerstone of PS3's mission to build a school on the principles of cooperation and interdependence. The model recognizes and plans for varied student abilities, provides for different rates of progress and adjusts to individual emotional and social needs. Students find themselves in various roles—as tutor, mentor or group member. The kids who are being helped get peer role models and useful child-to-child explanations, while mentors are stretched to verbalize what they've learned, and in doing so develop responsibility and self-esteem. This attitude of cooperation permeates the school; classes frequently team up for collaborative projects like “buddies,” in which older children do a variety of projects throughout the year with younger ones. This younger/older child relationship continues during our end-of-day enrichment periods, where half classes of students of different grades will work together with the Dance, Art, Computer, Library or Physical Education teacher while their classmates are working with their classroom teachers.

A diverse population. PS3 has a history of being a truly diverse school—ethnically, culturally and economically—and is governed with the understanding that everyone must be treated with respect. The arts-based curriculum allows us to draw out individual contributions from this wide variety of perspectives and to learn from each other. To maintain a richly diverse student population, PS3 has historically sought families from across the city. However, it must be noted that in the midst of the current overcrowding in downtown, the school has lost its ability to offer variances and consequently lost some of that diversity. It is missed.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 003 Charrette School							
District:		2	DBN:		02M003	School BEDS Code:		310200010003	
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>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		51	54	0			94.1	94.3	TBD
Kindergarten		105	107	127					
Grade 1		86	115	121	Student Stability - % of Enrollment:				
Grade 2		95	82	110	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		79	104	79			95.4	95.9	TBD
Grade 4		96	82	105	Poverty Rate - % of Enrollment:				
Grade 5		73	95	80	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 6		0	0	0			6.6	11.2	TBD
Grade 7		0	0	0	Students in Temporary Housing - Total Number:				
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 9		0	0	0			0	0	TBD
Grade 10		0	0	0	Recent Immigrants - Total Number:				
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 12		0	0	0			1	1	0
Ungraded		0	1	3	Special Education Enrollment:				
Total		585	640	625	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							1	1	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		11	23	21	Principal Suspensions		0	0	TBD
# in Collaborative Team Teaching (CTT) Classes		42	49	50	Superintendent Suspensions		0	0	TBD
Number all others		49	36	42	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	CTE Program Participants		0	0	0
# in Transitional Bilingual Classes		0	0	0	Early College HS Program Participants		0	0	0
# in Dual Lang. Programs		0	0	0	Number of Staff - Includes all full-time staff:				
# receiving ESL services only		34	36	29	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					Number of Teachers		41	43	TBD

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	2	7	Number of Administrators and Other Professionals	10	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	65.9	76.7	TBD
				% more than 5 years teaching anywhere	58.5	55.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	88.0	88.0	TBD
American Indian or Alaska Native	1.4	1.7	2.1		100.0	100.0	TBD
Black or African American	12.3	11.7	9.0				
Hispanic or Latino	17.3	15.5	13.8				
Asian or Native Hawaiian/Other Pacific Isl.	8.9	7.0	5.8				
White			9.4				
Male	55.2	53.1	52.6				
Female	44.8	46.9	47.4				
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			
	N	N	N	N			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	6	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	87.8			Quality Statement Scores:			
Category Scores:					Quality Statement 1: Gather Data		
School Environment:	10.2			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:	17.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise		
Student Progress:	57.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance trends

P.S. 3 continues its commitment to educate children with a wide range of learning abilities who develop high academic skill levels and are prepared to make fulsome contributions to a complex and challenging world. Staying true to its roots, the school uses an arts-based curriculum: to create access to learning for as many students as possible including those who may have difficulty engaging academically; to enhance the emotional component of learning so that students enjoy being in school; to help students experience the world more comprehensively and with greater nuance; and to sustain the individual creativity of staff in curriculum development. Teachers have done an impressive job of preparing students for standardized testing without relinquishing their rich and complex curricula. At the same time, since students' overall learning and development is not sacrificed for excessive focus on tested tasks, students may not perform as well on standardized tests as they would have if this were the primary goal.

Two general trends are observable. First, students historically outperform in math over literacy on the New York State tests. This finding does line up with the school's pedagogical priorities, as the New York State Math test is better aligned with our instruction. Throughout the grades, we value both computational efficiency and mathematical understanding in our teaching. Students are accustomed to showing their work in a manner consistent with the test format. We also have a substantial number of students with language learning difficulties, many of whom are more adept in mathematics.

The second trend is that students outperform in reading over writing, leading to a drop in scores on the New York State ELA between third and fourth grades. This reflects several factors. The first is simply the discrepancy in the tests, since there is no extended writing required on the third grade NYS

ELA and skills such as comprehension and understanding of writing conventions are tested in relative isolation. The second is normal development, as in most cases becoming a skillful reader precedes and assists becoming a proficient writer. Finally, given that a significant portion of our population has a range of learning difficulties, bringing all the skills together in the way required to write well is a challenge. Over the past several years, examination of both standard and non-standard assessments has shown that our students have become better able to write extensively and on topic but many are still unable to simultaneously synthesize their ideas with correct conventions. This has formed the basis for the work of our Inquiry Team the past two years. During this time, we have seen growth in our students' writing skills. It continues to be an area of school wide focus.

Staff conversations at the end of the 2008-09 school year identified another area of need. Our ongoing assessments indicated that many students did not consistently apply skills that they demonstrated in isolation. For example, a student might be able to spell correctly on a spelling quiz, but would misspell the same words when using them when writing. Similarly, a student might be able to correct mistakes during an editing exercise, but would be oblivious to them in her/his own work. This has prompted us to launch an inquiry into how to involve students more in reflecting on their own progress and in setting goals for their learning.

Greatest accomplishments

PS 3 is a vibrant learning community that engenders a strong individual voice and ethical sensibility that has a lasting efficacy. Students return from middle school and high school to seek out individual teachers and mentors and report that they love school, irrespective of their placement. This speaks directly to our efforts to engage each student, to build on their strengths, to develop their areas of weakness, but above all, to encourage the attitude that learning is a wonderful adventure in which each student can participate. Under the aegis of D.Y.O. assessments, PS3 has begun to design and implement assessments that are aligned both with the way we teach and the New York State assessments, therefore being more useful to the teachers as a way of assessing what students actually have learned and by allowing teachers to use the data collected from assessments to inform their everyday teaching. Through the use of research based assessments, such as the Teachers College literacy assessments and the *Investigations* mathematics assessments, supplemented by school-made measures, we have begun increasing the sophistication of staff understanding of the often complex relationship among student learning, student performance, and their instruction.

Our school is a model for what collaboration in public education really looks like. It allows teachers to respond to students' interests (child-led learning) and to design aspects of their own

curricula, while adhering to overarching curricular mandates. It brings in cultural and institutional partners (e.g., Merce Cunningham, the Center for Architecture, NYU, the list goes on). It utilizes parents in ways that really enrich the learning experience (e.g., parent-assisted classroom projects, PTA funded art programs, Artists in Residence, many field trips). The generosity of time, intelligence, and resources donated by parents is impressive. Differences in the community are handled productively and sensitively. Perhaps the greatest accomplishment in the school is the undiminished enthusiasm for learning evident in every classroom. The excitement is palpable and transcends immediate scarcities and obstacles.

Simultaneous accomplishment and challenge

Increased Special Needs While the actual number of students with special needs has increased a modest amount in relation to the total population, the nature and severity of these needs have significantly increased the amount and nature of the attention that they require. Our intention several years ago was to shift from having our students with special needs served via SETSS and self-contained classes to having them served predominantly in CTT classes. This was seen as a more inclusive, less disruptive model for a community based school with a diverse population. However, given the realities of the placement process and the apparent increase in the number of students with marked attention and Autistic Spectrum Disorder issues, we have had to modify this plan. In order to meet the needs of our community, we now have two self-contained (12:1:1) classrooms, serving grades K/1/2 and grades 3/4/5, as well as five CTT classes (one K/1, two 2/3, one 4 and one 5), having added one per year for the past five years. Starting last year, we have received support from the Office of Special Education Initiatives in working with our students with ASD issues. Staff has been able to participate in professional development workshops that support our work with students with a range of ASD behaviors. We have been able to provide social skills groups and hire an ASD case manager and two shared paraprofessionals who are available to support students in inclusive environments. We are proud of our work with all students, and thrilled with the support we have been given. However, at the same time, the creation of these classes has drawn additional students with special needs from beyond our zone. They, in turn, require significantly more time and energy from both the administration and staff.

Scarcities, Obstacles and Challenges

Managing additional students Because of the overcrowding situation in our zone, we have had to move our pre-K program out of P.S. 3 in order to make room for two new kindergarten classes.

This has presented the school with several challenges. First, PS3 is built on a mixed grade model, which we have had to suspend in two kindergarten classes so as to prevent an imbalance in the ratio of kindergartners to 1st graders. We will need to move forward thoughtfully in order to maintain our mission, while doing what's best for students and the neighborhood. This influx of kindergarten-age children has also overwhelmed our limited cafeteria and made it necessary for two K/1 classes each day to have an early recess and eat lunch in their classrooms. We have also added a part-time cluster position, but the teacher must travel room to room. Finally, the loss of our Pre-K program, which we worked long and hard to build, has affected our larger community building efforts. Next year, we hope to regain our pre-K program, which has been a wonderful means for P.S.3 to introduce itself to neighborhood families, as well as to bring in parents who have a history of becoming our most ardent and active volunteers.

Our physical plant Currently we share a century old building with MS 896 (Greenwich Village Middle School), which has long presented both schools with numerous physical challenges. Some of our space issues will be relieved by the imminent departure of MS 896 from the building (scheduled for the September 2010) and the opening up of the fifth floor to PS 3. We are very thankful for this. However, we also recognize that the opportunity does not eliminate the venerable building's physical limitations and will present us with many challenges as our increased space demands increased enrollment—mostly kindergarten age. Currently, our cafeteria is in the basement and has a legal capacity of 175 people. The “gym” is a long, bent, pillar-studded room (it follows the contours of historic Grove Street) that doubles as a hallway. The auditorium, a multi-purpose room, houses our “Games” (physical education) classes. There is a folding door that can be used to split the room horizontally, permitting simultaneous use of the space for classes, rehearsals, and meetings. The only school yard is accessed from the building's second floor, being situated on the auditorium's roof. On floors two through four, where most of our classrooms are located, there is only one student bathroom per floor. This limits where we can locate our youngest students, though this is where our class sizes will continue to grow most dramatically.. With the assistance of School Facilities and the School Construction Authority, we have reconfigured to add classes, eliminating our science room, staff room, and parent room in the process. Our small SETSS room is the ante-room to a bathroom, as is our shared parent-coordinator/after-school program/PTA mailbox area. Space is tight, which makes small group work, daytime parent meetings, and testing students with accommodations particularly challenging. In addition, the average square footage of our classrooms is smaller than the current standard. This has an impact on student learning, particularly for students with attention and social difficulties.

We look forward to the concurrent challenge and opportunity of growing into our newly acquired fifth floor, knowing that the overall health of our school will be greatly affected by how well we are able to design and allocate the new space into classrooms, lavatories, cluster classes, etc., and that the fifth floor redesign will have an impact on the function and utility of other spaces throughout PS 3. From the traditional perspective of number of classrooms, we will be much better endowed than we currently are. However, the infrastructure limitations including the paucity of student bathrooms and the diminutive and remote cafeteria must be addressed if the school is going to adequately house a larger population of young children.

Shifting nature and quantity of administrative work. The increase in accountability requirements and the shifting of administrative responsibilities from Districts and Regions to individual schools has refocused much of the administration's attention onto these tasks, leaving far less time for administrators to concentrate on instruction-related and community matters. This situation is compounded by the current economic realities. The number of required administrative items detailed in the *Principals' Weekly* and is staggering, particularly given an administrative staff of two. It intrudes on administrators' ability to spend sufficient time visiting classrooms, meeting with teachers, becoming better acquainted with students and their families, and making the countless observations that inform the quality of instruction and life in a school.

Decrease in diversity. Our school has historically been able to maintain a student population that was diverse in ethnicity, experience, family structure, and to a degree economics. This was a result of the fact that, as the second elementary school in a zone (shared with PS 41), we had room to admit students residing in other parts of New York City whose families sought out a school with an arts-based curriculum and a strong focus on supporting students' individuality. However, with the increased student enrollment in the district and zone, this is no longer possible. While our current students have a range of family backgrounds and experiences, strengths, interests and needs, the diminished diversity in ethnicities and economics is reducing what has been an abiding educational resource.

Additional needs. On our most recent Quality Review, conducted during the 2007-08 school year, one of the major recommendations was that we should increase our use of technology. Exploring the acquisition of SMART Boards was specifically mentioned. We began investigating these, however budgetary limitations interfered. At the Design Your Own Assessment Symposium last spring, Heidi Hayes Jacobs made a convincing case of increasing use of digital technology in schools. Particularly impressive was the use some school districts are making of digital portfolios. PS 3 has the foundation for growth in this area: a capable and energetic technology teacher, a computer lab, a functional

wireless network, laptops that can be borrowed by classes for project work, several digital cameras and two LCD projectors. We have begun to increase our focus on how to best accomplish the integration of additional digital technology. We prioritized the acquisition of SMART Boards and, with the assistance of the PTA, we were recently able to purchase six for upper grade classrooms; we have funding for another courtesy of a NYS Legislative grant. We need to make sure teachers have the chance to develop the technical expertise necessary to make optimal use of these. We recently received a donation of used iBooks that we are placing in classrooms so that students with fine motor challenges that are obstructing their writing development can circumvent this issue by keyboarding. We need to develop a way to monitor the effectiveness of this strategy. Finally, there is staff interest in including digital components in our student portfolios. We need to develop a plan for doing this.

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.

Goal one: To increase the use of digital technology as an instructional tool at P.S. 3 through acquisition of additional digital equipment including SMART Boards, iBooks, iPod nanos with video capability, photo printers, and capacious hard drives. Our most recent quality review recommended we increase our use of technology for instructional purposes, as did our own assessment of staff needs, so we have phased SmartBoards into upper grade classrooms and plan to continue to acquire additional digital equipment through multiple funding sources (as outlined below) and measure the efficacy of those tools through mid-year and end-of-year teacher surveys.

Goal two: To increase student monitoring and assessment of own work. We found through our Inquiry Team that many students did not consistently apply skills that they demonstrated in isolation, such as spelling a word correctly on a quiz but not while writing an essay. Ultimately, students must take responsibility for their own learning and the work they do. We are hoping to support the development of this awareness. We hypothesize that this will also support them in the application/integration of newly acquired skills into their work. All teachers have been asked to develop a regular reflection ritual for their classes in which students articulate something they have accomplished and a goal they have for themselves. These are to be recorded by the students if they are able to, or by the teachers if they are not and progress will be measured through regular grade and staff meetings, Inquiry Team meetings and staff surveys.

Goal three: To continue to build staff expertise in working with students in inclusive settings, with a particular focus on those who are on the autistic spectrum, by increased staffing, professional development, social skills groups for students with social/language difficulties/disabilities, and outreach to families by school staff (see below). This is because we see that the number of students we are serving in this population has increased, as has the severity of the problems.

Goal four: To continue to support and develop a strong program in mathematics instruction, and develop strategies and methodologies for creative engagement in mathematics and the sciences, including designating a K/1 teacher to provide technical support in mathematics to the lower grades, utilizing a part-time math coach/specialist to support middle and upper grade teachers and lead math enrichment groups for upper grade students, and expanding the number of classes participating in Hudson River (see below) facilitated by parent who is a scientist/science educator.

Goal five: To maintain community participation in all aspects of school life by building and maintaining communication and collaboration among administration, teachers, students and parents. We have found through ongoing analysis that community participation, one of the linchpins of PS3's

mission, is most effective when aligned with instructional goals. We will ensure this happens by continuing to develop multi-faceted streams of communication as outlined below.

Goal six: To create a viable plan for the optimal use of the school building by Spring 2010. In order to best meet the needs of our students and the community as we grow into the space vacated by Greenwich Village Middle School, we will create an SLT subcommittee to perform the duties outlined below. We know from experience that many facets of our aging facility are not optimal for ensuring the health and safety of elementary age students and that the overall health of our school will be greatly affected by how well we are able to design and allocate the new space.

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): Instructional Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of digital technology as an instructional tool</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Acquisition of additional digital equipment including SMART Boards, iBooks, iPod nanos with video capability, photo printers, and capacious hard drives.</p> <ul style="list-style-type: none"> • SMART Boards are being phased into classrooms starting with the 4th and 5th grades, prioritizing classes of students with special needs and CTT classes. Professional development support for teachers is planned. The first six Boards were installed prior to the start of the school year; we expect to purchase at least two more, depending upon funding. PD will take place throughout the year. • We have increased our base of iBooks through purchase and PTA donation of new iBooks and purchase and donation of used machine, thereby increasing the number available to classes to conduct research and do project work. • The iPods and printers have been ordered for use in classrooms by teachers and students in documenting their work. One printer will be housed on each floor. The hard drives will be kept in the computer lab. • Our technology specialist will be instrumental in supporting this work, in collaboration with teachers and administrators.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Multiple funding sources include:</p> <ul style="list-style-type: none"> • Fair student funding • C4E ASD expansion funding • PTA donation • NYS Legislative grant • New York City Council Reso A funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Survey of staff midyear and end-of-year to determine:</p> <ul style="list-style-type: none"> • Staff use of new digital technology • Student use of new digital technology • Usefulness of new digital technology in improving student engagement, effectiveness of instruction, documentation/recording of teacher and student work

Indicators of Interim Progress and/or Accomplishment

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

- Twice monthly reviews by Inquiry Team
- Monthly reviews by teaching staff
- Instruments of measure include:
 - Documentation of student reflection
 - student work samples
 - student behavior
- Projected gain is observable increase in student assessment and self-monitoring of behavior and school work.

ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a 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): Students with special needs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to build staff expertise in working with students in inclusive settings, with a particular focus on those who are on the autistic spectrum.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Maintain increased staffing (see below). • Professional development (see below). • Social skills groups for students with social/language difficulties/disabilities. • Outreach to families by school staff (see below).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use of C4E funds and PTA grant to support year-long CTT PD for all CTT teaching teams provided by Goldmansour and Rutherford, who specialize in inclusive classrooms. • Use of grant from Office of Special Education Initiatives to fund ASD case manager, two ASD shared paraprofessionals, a p/t social worker, attendance at workshops/conferences, teacher per session for study groups, planning meetings, and creation of handbooks of strategies, as well as supportive materials.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Observations of classrooms by administrators, case worker, school psychologist and social worker looking for evidence of student engagement and use of specific strategies for dealing with learning and social differences/difficulties. These occur at least weekly.</p> <p>Increase in repertoire of staff strategies to support students with special needs in inclusive settings including classroom, cluster, and lunch/recess. Increase in positive feedback from teachers and other staff regarding their ability to deal successfully with their students’ needs, and from families of students receiving support.</p>

ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to support and develop a strong program in mathematics instruction, and develop strategies and methodologies for creative engagement in mathematics and the sciences</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Ongoing staff conversations about the effectiveness of the <i>Investigations</i> curriculum and how to supplement it to meet the needs of all students. • Designated K/1 teacher to provide technical support in mathematics to the lower grades. • Part-time math coach/specialist to support middle and upper grade teachers and lead math enrichment groups for upper grade students. • Experienced dual licensed teacher to support middle grade teachers and provide AIS services with a focus on 3rd graders. Construction of science framework based in the scientific process for grades K/1 through 5 in order to provide context for curriculum and activities. • Acquisition of additional FOSS materials for lower grades. • Expansion of lower grade participation in architecture projects partnering with American Architecture Institute. • Expansion of number of classes participating in Hudson River Study facilitated by parent who is a scientist/science educator. • Collaborative development of 2nd/3rd grade science units of study, facilitated by principal and assistant principal.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding sources:</p> <ul style="list-style-type: none"> • C4E funding for teachers to attend Math in the City summer workshops. • Depending upon budgets, Fair Student Funding for teachers to attend Math in the City workshops during the school year. • PTA funding to work with the Center for Architecture. • FSF for part-time math coach. • FSF for AIS services. <p>Meeting time scheduled to discuss implementation of math curriculum. Meeting time scheduled to develop science curriculum.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Collection of student end-of-unit math assessments. • Observation of classrooms to monitor teaching and student learning. • Student participation in voluntary math enrichment program. • Science work samples and projects. Projected gains: <ul style="list-style-type: none"> ○ Increased student engagement in mathematics. ○ Increased student engagement, understanding and skill in the sciences.

ACTION PLAN

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To maintain high levels of community participation in all aspects of school life.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Regular meetings between PTA co-presidents and principal; attendance of principal and parent coordinator at monthly PTA meetings; periodic community breakfasts with principal to discuss community issues • Regular e-mail bulletins from parent coordinator to families. • Parent-maintained school website • Active class parents committee • Welcoming of parents/adult family members as volunteers in classrooms, at lunch/recess, and in afterschool program. • Collaboration of administration, staff and families on enrichment activities such as music program, clay program, artist in residence program, and science program. • Events such as parent/staff potluck, Halloween parade and concert, and square dance which are focused on community building rather than fundraising.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • PTA funded music and clay enrichment programs are part of regular school schedule. • Specific effort is made by administration and staff to encourage and support integration of parent initiated/funded art, science, and enrichment programs into the curriculum. Considerable time is devoted to structuring these projects so that they become a component of a coherent educational experience for students. • Ongoing availability of administration and staff for community initiated projects.

Indicators of Interim Progress and/or Accomplishment

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

- Continued community support of arts enrichment and expansion of digital technology programs both through funding and volunteer assistance.
- Continued availability of parent/family volunteers to assist with classroom projects and lunch/recess.
- Continued positive response to outreach. Continued flow of community initiated project proposals.

ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a viable plan for the optimal use of the school building in order to best meet the needs of our students and the community.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Formation of SLT subcommittee to assist in planning for use of additional space that will be gained when Greenwich Village Middle School (MS 896) relocates for the 2010-11 school year. • Input from community including elected officials, parent-architect, and P.E.N.C.I.L. partner. • Outreach to Department of Education Manhattan Space Planner, SCA and DSF. • Efforts were begun last school year and are currently in process.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Dedication of time for building walkthroughs and planning meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The review of progress is ongoing. Instruments of measure:</p> <ul style="list-style-type: none"> • Adequate instructional space • Adequate facilities to ensure health and safety of students and staff including lavatories and cafeteria.

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Reading Writing	Foundations, small group, during school day Wilson, small group, during school day Great Leaps, one on one, during school day Guided reading, small group, during school day, Writing tutorial, small group, during school day; mid-size group, after school
Mathematics:	Small group, during school day
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Short term counseling, small group or one on one, during school day
At-risk Services Provided by the School Psychologist:	Emergency counseling, one on one, during school day
At-risk Services Provided by the Social Worker:	Socialization groups, small group, during school day
At-risk Health-related Services:	Asthma group, small group, during school day

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.

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 _____ Number of Students to be Served: _____ 30 _____ LEP _____ 0 _____ Non-LEP

Number of Teachers _____ 1 _____ 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.

Title III, Part A

P.S. 3 is a kindergarten through 5th grade school with approximately 624 students. In recent years, our ELL population has hovered in the low 20s. However, last school year we had 39 ELL students, and this year we have 30. Our ELLs are from diverse backgrounds and speak a range of native languages. These include Spanish, Japanese, Amharic, French, Croatian, Dutch, Russian, and Arabic. All students, regardless of their home language, participate in an instructional program of grade appropriate work in literacy, math, social studies, science and the arts. Students read in a range of genres for a variety of purposes. They build a shared knowledge of the topic through integrated curriculum and thematic teaching.

Language Instruction Program

In addition to our mandated ESL program, the Title III monies provide P.S. 3 with the opportunity to conduct supplemental English language instruction to ELLs in grades 3-5 and their families. There will be an after school program taught by our licensed ESL teacher/coordinator, Jean Hale and a general education teacher. The program will meet two times per week, on Tuesday and Wednesday afternoons from 3:15 – 4:45 PM, mid-December through mid-June. The language of instruction will be English. The program will be supervised by the school principal, Lisa Siegman.

The group will consist of 10 or fewer students. It will be a multi-focal program, with listening, speaking, reading and writing experiences. The focus of the first half of the year will be on science, the second half on social studies. Students will be invited to become specialists in a field of study. They will share the excitement of scientific discovery and learn the steps and methods of scientific investigation. In the second half of the program, when the focus shifts to social studies, they will learn to differentiate fact, opinion, and propaganda. There will also be an emphasis on the development of academic language and strategies in the context of both science and social studies. Students will use the Internet for research and to learn to distinguish high quality, reliable content from lesser material. Particularly for our older ELLs, the integration of technology is a wonderful means to immediately engage students interest and involve them in logical thought and learning that is visually based rather than language dependent. This can provide an important scaffold from which to accelerate their language acquisition.

All instruction is content based and will be designed for the specific language needs of the individual students. This supplemental instruction will help the students acquire the necessary skills to be successful on New York State standardized tests including the NYSESLAT.

Parent/community involvement

Our ESL coordinator, Jean Hale, maintains an ongoing dialogue with ELL parents. She discusses:

- 1) the Home Language Identification Survey (HLIS)
- 2) the administration of the Language Assessment Battery – Revised (LAB-R) to establish English proficiency level
- 3) the parents' program choice for their child
- 4) the New York State English Language Achievement Test (NYSESLAT)
- 5) the students' instructional program for the year
- 6) contact information for key school personnel
- 7) Literacy websites that promote ELL students' language development
- 8) Strategies for parents to use in supporting their children's academic advancement
- 9) Information regarding the specific science and social studies process and content addressed in the sessions with their children

Informational sessions are held on Meet the Teacher Night in September and during breakfasts and evening sessions for families of ELLs in October and April. The ESL Coordinator follows up with ongoing outreach throughout the year, using one-on-one meetings, letters, and telephone

conversations. She is assisted in this by our Parent Coordinator, Terry Spring-Robinson, our bilingual teachers, Susan Soler, Mirza Silva, and Otis Kriegel, paraprofessionals, Aetlaf Morsi, Juliana Guzman, Sagrario Diaz and Jose Araujo. During November and March parent-teacher conferences, our ESL Teacher/Coordinator meets with families of ELLs to discuss student progress and share specific strategies and learning techniques.

Parents of ELLs, as well as other parents, are encouraged to become volunteers either in the classroom or at lunch/recess in order to strengthen the school/home community connection.

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.

Professional Development

ESL Teacher/Coordinator will attend professional development workshops at Hunter College BETAC. She has attended two of four sessions offered by the NYC Department of Education in collaboration the Paley Center for media with a focus on “examining themes, content, and historical accuracies/inaccuracies” in Hollywood films with historic themes.

In addition, our ESL Teacher/Coordinator has attended the Saturday Literacy Reunion at the Teachers College Reading and Writing Project. Each year she attends a study group of ESL teachers at neighboring schools that meets monthly.

There is a focus on improving writing organization in our whole staff and grade level meetings. There has also been an ongoing effort/study among staff on how to help students incorporate new vocabulary words into their spoken and written language. This is directly applicable to our ELLs. There has also been a focus on improving students’ writing organization. Again, this is directly applicable to our ELLs.

The professional work described above takes place at no cost to Title III. We are requesting to use Title III funding for the following additional professional development:

- ❖ Ms. Hale, our ESL teacher/coordinator, would attend the two day conference *Celebration of Teaching and Learning* sponsored by Educational Television, produced by Thirteen WNET 3/6-3/7/2010. She will attend workshops with a focus on science and social studies. Cost: \$300
- ❖ Ms. Hale would like to attend the NYS TESOL Conference, *Critical Literacy: Opening words and worlds to English Language learners* (11/13-14/2009). Cost: \$250

Form TIII – A (1)(b)

Title III LEP Program – Section XVII – Budget Narrative

School District 2

For Title III

BEDS Code 31020001003

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Code 15 Professional salaries, per session with fringe benefits	\$9000	Per session for ESL teacher and general education teacher for after school enrichment and family outreach (2 Teachers X \$50/hr) x 80 = \$8000 Guest “specialist” teachers \$1000
Code 16 Support staff salaries		N/A
Code 40 Purchased services such as curriculum and staff development contracts	\$250 \$300	NYS TESOL Conference, <i>Critical Literacy: Opening words and worlds to English Language learners</i> <i>Celebration of Teaching and Learning</i> sponsored by Educational Television, produced by Thirteen WNET.
Code 45 Supplies and materials	\$1821 161 999 519 \$1000	Desktop computer (iMac) Security lockdown device Bookflix (Scholastic) DVDs (science and history based) Books, books on tape (science and history based)

Code 80 Employee Benefits		N/A
Code 90 Indirect Cost		N/A
Code 49 BOCES services		N/A
Code 20 Equipment		N/A
TOTAL	\$14,500	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our population of parents who needs translation is notably small. The data we used to determine this is a combination of the home language survey, direct staff contact during the registration process, and outreach by our ESL teacher/coordinator. Office staff, the parent coordinator, and the ESL teacher team with bilingual staff members and parent volunteers to ensure that parents are provided with information in a language they can understand.

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

Parent need: Each year we have a handful of parents who are unable or uncomfortable communicating in English. Their home languages vary, with Spanish generally being represented. Based on the current need, we identify staff members or parents who can act as oral interpreters. Usually, the translated materials provided by the Department of Education cover our need for written materials. In the rare instances where this is not the case, staff members or parents will translate.

Student need: On several occasions in recent years, we have needed to engage translators to translate NYS mathematics tests for students. The languages included German, Amharic, and Japanese. Whenever possible, we place students who do not speak English in a class with either a bilingual teacher or a classmate who can communicate with them.

Part B: Strategies and Activities

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

In most instances, the materials provided by the Department of Education for vital information are adequate. In other cases, early identification of in-house staff and volunteers is sufficient to meet our needs. For student testing situations, we occasionally contract with an outside vendor.

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

Oral interpretations services are provided mostly by in-house staff (Spanish, Arabic, French, Swedish), and occasionally parent volunteers (Japanese, Korean, among others).

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

The ESL teacher/coordinator, the parent coordinator, and the office staff coordinate outreach.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
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:			
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:			
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: _____
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.

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.

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: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We engage in ongoing staff examination of the efficacy and continuity of our ELA curriculum on an ongoing basis in grade level and cross-grade conversations.

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

Applicable X Not Applicable

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

In the 2008-09 school year we constructed a revised documentation of our expectations by grade in students writing skills. We monitor students' reading development using the TCWRP assessments. We have put special efforts into meeting the needs of our students with disabilities, incorporating both the Wilson program and a variety of visual and behavior supports.

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

1B. Mathematics

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.

We engage in ongoing staff examination of the efficacy and continuity of our math curriculum on an ongoing basis in grade level and cross-grade conversations.

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

Applicable X 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?

We use the *Investigations* curriculum and supplement it with a range of materials based on evidence of student need. This curriculum is strong in process skills. Teachers use techniques learned working with CUNY's "Math in the City" program, as well as traditional computational practice, to ensure that mathematics instruction is both effective and aligned with the NYS standards.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Regular classroom observations by administrators, professional development by literacy coach and outside consultant.

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

Applicable X 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 workshop model of reading and writing instruction is used solidly throughout the school. This entails a short “mini-lesson” followed by a work session where students apply the skills and/or strategies of the lesson. In lower grade classes, there is partner reading, and guided reading groups. In upper grade classes there are book groups/clubs. Students are working on individual writing pieces on an ongoing basis, with intermittent “publishing.”

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

2B – Mathematics Instruction

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

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

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

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

Regular classroom observations by administrators, professional development by mathematics coach.

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?

As with literacy, math instruction follows the workshop model. Furthermore, the *Investigations* curriculum is built on student's working together in groups, often with hands-on materials, recording their work and then sharing it with the whole class. This is antithetical to a model where direct instruction predominates.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Examination of staffing changes year to year.

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?

Personnel data shows that staff stability is high, with teachers leaving mostly for "life events" such as childbirth, and in many cases returning after taking leaves. There have been several retirements, but overall turnover is low.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We regularly survey teachers, via anonymously returned questionnaires, e-mail, and in question regarding their professional development interests and needs. Many outside PD opportunities are passed along to the entire staff via e-mail.

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

Applicable x 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?

There is a high rate of staff response to surveys and information of outside PD opportunities. Staff members also share opportunities with each other and with the administrators via e-mail. Support in planning and teaching from in-house coaches is generally in demand by staff;

they work with teachers in cycles to ensure equitable distribution of human resources. We are also fortunate enough to have many experienced teachers, permitting us to make formal and informal peer coaching arrangements.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We have a very small ELL population and a percentage of these students come from academic families and are in the United States on a relatively short-term basis. We also have a very experienced ESL teacher/coordinator who is also trained in Reading Recovery. She carefully monitors individual progress and confers with classroom teachers, learning specialists and administrators when there are concerns.

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

Applicable X 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?

Eight+ years of working with the ESL teacher/coordinator.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Observation of classes including general education, special education and inclusion classes, feedback from families, learning specialists, and outside providers/contractors.

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

Applicable X 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?

We have been fortunate recipients of C4E ASD funding for the past two school years (08-09 and 09-10), as well as professional support from the Office of Special Education Initiatives. This has permitted us to provide many PD opportunities to all staff including workshops provided by Internal Services, outside agencies, and staff facilitated study groups. We have also worked with outside consultants to strengthen our team teaching classes and to learn strategies to work with students who have attentional issues. (see CEP goals)

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

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment

between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

Reviewing student IEPs, assigning former special education staff developer/current ASD caseworker to work with newer teachers on IEP writing.

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

Applicable X 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?

Attendance at IEP meetings, conversations with the IEP team, teachers, related service providers and the ASD caseworker, and our school wide focus on supporting our special needs students in whatever way possible.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently, none.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

In the past, when we have had students living in temporary housing, the classroom teachers, guidance counselor, ESL teacher, and parent coordinator have worked as a team to provide students and their families with as much as support as possible. This included informal/at-risk academic and counseling support, referrals to outside agencies if appropriate, and material support (clothing, school supplies, books) if needed. Staff members have also helped families negotiate social service and housing agencies, particularly when language was a barrier.

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.