



**P.S.48M
MICHAEL J. BUCZEK SCHOOL**

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

**SCHOOL: DISTRICT 6/ MANHATTAN/06M048
ADDRESS: 4360 BROADWAY
TELEPHONE: (917) 521-3800
FAX: (917) 521-3805**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 48 SCHO
OL
NAME: Michael J. Buczek

DISTRICT: 06 SSO NAME/NETWORK #: Leadership/ Network 1

SCHOOL ADDRESS: 4360 Broadway

SCHOOL TELEPHONE: 917-521-3800 FAX: 917-521-3805

SCHOOL CONTACT PERSON: Tracy Walsh EMAIL ADDRESS: twalsh@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Norma Davila-Patil

PRINCIPAL Tracy Walsh

UFT CHAPTER LEADER Ann Johneris

PARENTS' ASSOCIATION
PRESIDENT Trennis Smith

COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT Martha Madera

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/Constituency Represented	Signature
Tracy Walsh	*Principal or Designee	
Norma Davila-Patil	*UFT Chapter Designee/ SLT Chairperson	
Trennis Smith	*PA/PTA President	
Tanya Austrie	<i>Teacher- ESL</i>	
Cheremie Mondersire	Teacher-AIS	
Grace Loew	Teacher-Grade 1	
Maleta Apogo-Radji	Early Childhood Literacy Coach	
Fatima Cardenas	Parent	
Daisy Goins	Parent	
Yvonne Piedhahita	Parent	
Angela Garces	Parent	

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

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 48 makes certain that all members of its school community are treated with equality, dignity, and respect. Our mission is to engage students actively in the learning process while they are working to achieve their full potential as competent, respectful, socially responsible citizens. We facilitate academic excellence by enabling all students to attain maximum academic achievement.

As a result of a vibrant and forward-looking community, the school has established and continues to develop systematic and systemic data collection analysis and usage. The students enjoy lively lessons in which hands-on activities make learning exciting. The school analyzes performance of specific groups such as, English language learners and special education students. Teachers apply their understanding of students' progress effectively to differentiate instruction. Our school identifies and monitors each child's stages of improvement, in differentiation of learning, taking into account their learning styles and the modalities of speaking, listening, reading and writing.

P.S. 48's success is attributed to strong and creative leadership, as well as, empowered teachers who contribute their various knowledge and skills. Our school has a unity of purpose and an academic commitment to develop curriculum in content area using standards-based tracking systems. Teachers in all capacities collaborate in teams and support each other in the pursuit of improving instruction. Planning for our school's development is focused, structured and time-framed in line with the data analysis.

Our classroom organization and planning for English language learners and special education students are well structured. Students experience academic rigor and an enriched curriculum as a result of the high expectations of teachers and the wide variety of stimulating lessons they receive. Our teachers create curriculum plans using the *America's Choice Design Model* in reading and writing. In Math, we use the *Everyday Math Program* to expose students to a variety of grade-appropriate math

concepts and problem-solving approaches. Social Studies instruction follows a scope and sequence established the *New York State Core Curriculum for Social Studies*. Standards-based unit plans are utilized in Science which enables students to develop content vocabulary, as well as, procedural writing skills.

In addition to the core curriculum, our school offers students a variety of cluster classes and academic support. P.S. 48's technology program is incorporated into all aspects of the content areas. To ensure that students acquire a well-rounded education, music, theater and fine arts enhance the academic curriculum. On each grade level, self-contained ESL, Dual Language and CTT classes provide specific instruction to support targeted subgroups of the school's population.

At P.S.48, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement as essential ingredients for a successful educational program. Our school's parent coordinator works closely with the PA president and Parent Association to coordinate workshops, parenting skills courses and meetings based on parent needs and to provide important information regarding the school's educational programs.

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 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 048 P.O. Michael J. Buczek						
District:	6	DBN:	06M048	School BEDS Code:	310600010048		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	√
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	17	16	18		92.4	93.4	94.4
Kindergarten	89	81	79				
Grade 1	103	87	80	Student Stability - % of Enrollment:			
Grade 2	87	102	91	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	106	89	90		94.4	93.3	89.5
Grade 4	100	89	90	Poverty Rate - % of Enrollment:			
Grade 5	110	99	89	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		96.1	85.3	84.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		2	2	28
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		18	14	11
Ungraded	11	10	4	Special Education Enrollment:			
Total	623	577	538	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	10	8	4	Principal Suspensions	8	9	6
# in Collaborative Team Teaching (CTT) Classes	50	61	52	Superintendent Suspensions	8	2	1
Number all others	45	47	50	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	52	27	98				
# in Dual Lang. Programs	81	83	94	Number of Teachers	52	59	54
# receiving ESL services only	172	149	147				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	13	24	17	Number of Administrators and Other Professionals	7	24	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	7	7
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.3	71.2	72.2
				% more than 5 years teaching anywhere	36.5	37.3	48.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		83.0	75.0	80.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	92.5	98.8
Black or African American	2.9	3.5	3.2				
Hispanic or Latino	94.9	93.4	92.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.7	1.1				
White	1.6	2.4	2.4				
Male	52.0	53.4	53.7				
Female	48.0	46.6	46.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year 3						
√	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 3			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	102.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.9			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:	21.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8.3						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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?
-

We referenced to the most current version of the following documents: *The Quality Review Report, the Quality Review Self-Evaluation, the Progress Report, and NYS School Report Card* P.S. 48 Teachers' Survey (to gather information on writing pedagogy) to assess our school's needs. Based on evidential findings in the Quality Review Report, P.S. 48 has developed a broad base of student data and uses teacher strengths and skills well to apply data analysis for planning and instruction. Our data management to support reading progress is exemplary. Our school targets the needs of our large population of English language learners and special education students well and as a result, they have made good progress. P.S. 48 has focused, for the last four years, on the development of teacher-created curriculum plans in core areas. This endeavor has been an empowering process for all involved members.

After we examined class written assignments, DRA written responses and the ELA State exam, we determined that our students needed additional instructional support to improve skills. We identified our instructional focus by using the DWA rubric to assess the individual student's writing needs and thereby establish short-term goals for each student. This type of data collection is invaluable for detailed analysis leading to a continuous cycle of instructional decision-making, appropriate professional development and implementation of best pedagogical practice. Our school is taking proactive measures to respond to this need of the general school population

P.S. 48's student demographic is comprised of 92.4% Hispanic or Latino, 3.2% African-American, 2.4% White, and 1.1% Asian or other Pacific Islander. Since 2006, new arrivals who have been in the United States for more than one year, were required to take the ELA exam. Despite the challenges of building proficiency in test-taking and language deficits of our ELL population, our percentage of students making one year progress increased. The process of data collecting at our school enables us to note performance trends, particularly in subgroups needing to make more than one year's progress. By utilizing and relying on the currently implemented data systems, we can effectively monitor and project progress. We need to build on strategies established in developing reading data to extend to writing.

Teachers work diligently to develop curriculum that differentiates instruction in the classroom despite time constraints. Our teachers meet regularly to plan instructional efforts and provide each other with constructive feedback to refine their pedagogical practice. AIS staff is well-versed in intervention methodology and the use of supplemental instructional materials. They assist in closing the learning gap by instructing in small groups both in and out of the classroom. Our school's pedagogical staff qualifications reflect an increase in the percentage of teachers with master's degrees plus 30 hours.

The 2008-2009 NYC Progress Report indicated that we are closing the achievement gap in reading. In grades 3-5, the number of students who scored at levels 3 and 4 on the ELA exam increased. P.S. 48 experienced a 16% increase in third grade, a 7.9% improvement in grade four, and in fifth grade our school witnessed a 14.5% augmentation. Overall, the number of students receiving levels 3 and 4 in reading improved by 12.5%, which caused a decrease in the number of students receiving scores at levels 1 and 2.

In math, we continue to close the achievement gap. In 2008-2009, our school experienced a 22% increase in the number of third grade students attaining level 3 or 4, a notable 3.5% increase in fourth grade and an impressive 3.7.7% in the fifth grade. Overall, the number of students receiving levels 3 and 4 in math advanced by 10%, which caused a decrease in the number of students receiving scores of levels 1 and 2. However, ELLs and Latino students scored in the lowest one-third percentile.

We are focusing ways to increase parent involvement at P.S. 48. We would like to encourage our parent to participate in school-wide activities. We are convinced that parental involvement is the key to student success. All parents bring rich experiences and varied knowledge to enrich the school

culture. In turn, our parent will benefit by being exposed to strategies that can be utilized at home. P.S. 48 is planning a number of events that will attract attendance and develop partnerships. Based on 610 families, our goal is to have at least 30% active participation.

As per the Chancellor's initiative, 90% of our staff must be involved in a Professional Learning Community (PLC) by the end of 2010. It is the goal of the PLC to improve targeted focused instructional practices and to do so utilizing data in a quantifiable and measurable way. For the PLC to be successful, it requires that the PLC meets regularly. The strategies and activities employed in each PLC will inherently be at the discretion of the members on the particular PLC. The initiative will be monitored by the principal, upper grade assistant principal and the testing coordinator.

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.

Writing-

90% of students will achieve targeted writing indicators as measured by the Writing Continuum derived from grade level standards.

Parental Involvement-

During the 2009-10 school year, there will be a 10% increase (from 25-35%) in number of parents participating in school activities as measured by comparison to the 2008-09 attendance records.

Professional Learning Community (PLC)-

90% of teachers will participate in a year long (2009-10) process of inquiry which increases teacher collaboration and leads to improved instruction using quantifiable data.

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): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>90% of students will achieve targeted writing indicators as measured by the Writing Continuum derived from grade level standards.</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"> • Teachers will assess writing skills three times a year using the DWA • AUSSIE will provide 20 sessions of PD • AIS teachers will push in for small group instruction a least four times a week • Literacy Coaches will facilitate writing PD periodically throughout the year • Teachers will utilize a five-point genre specific standards-based rubric during one-to-one student conferencing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Common planning sessions and grade meetings will be used to train staff on analyzing student work with the use of the standards-based rubric. • Title I and Title I ARRA Funds used specifically for America’s Choice and AUSSIE Professional Development • Title III Dual-Language/ESL Study Groups • UFTTC funds for developing writing from oral language • CAE Allocations
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Throughout 2009-10, Literacy common planning meetings will include examining student writing to identify trends and needs of our population. • Teachers will assess writing skills three times a year using the DWA • Teachers will examine the baseline writing to gauge students’ interim progress • Teachers will use students’ conference notes to determine next steps as measured by the

	Writing Continuum
--	-------------------

Subject/Area (where relevant): Parental Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	During the 2009-10 school year, there will be a 10% increase (from 25-35%) in number of parents participating in school activities as measured by comparison to the 2008-09 attendance records.
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>	<ul style="list-style-type: none"> • PA fundraising activities • PA meetings • Parent Coordinator workshops and information meetings • School-wide parent newsletter • <i>Family Math Night</i> • Family Math Games Day • Family Math Literature Day • Math workshops • Publishing Parties celebrating students' writing • Parent workshops on preparing for standardized testing • Two ELL Success Grant meetings
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • ELL Success Grant • Title I Parent Involvement Funds • Teachers, ELL Coordinator, Parent Coordinator, Coaches, Study Groups

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monitoring attendance sheets • Analyzing Evaluation forms
--	--

Subject/Area (where relevant): Professional Learning Community (PLC)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>90% of teachers will participate in a year long (2009-10) process of inquiry which increases teacher collaboration and leads to improved instruction using quantifiable data.</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"> • PLCs will meet at least twice a month • Teachers will use common assessments such as DRAs, Math Trackers • PLCs will choose targeted population • Implementation of the PLC initiative will be monitored by Principal, Upper Grade Assistant Principal and Testing Coordinator
<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"> • PD on Chancellor’s Conference • UFTTC Funds to support study groups • Tax Levy funds for PD and materials • Upper Grade Assistant Principal and Data Specialist • Professional Learning Teams
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance Sheets • Posting questions on the P.S. 48 PLC <i>Wikispace</i> • Meeting agendas and minutes

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	61	-	N/A	N/A	2	1	1	1
1	70	-	N/A	N/A	2	1	1	3
2	56	-	N/A	N/A	4	1	1	4
3	19	19	N/A	N/A	2	1	1	2
4	32	4			3	1	1	3
5	17	12			3	1	1	2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Type of Programs:</p> <p>At Risk Students</p> <p>1) <i>Foundations</i>- <i>Foundations</i> is a phonological/phonemic awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. AIS teachers deliver differentiated instruction to small groups of grades K-2 students one period per day during the school day.</p> <p>2) <i>Wilson</i>- <i>Wilson Reading System</i> is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Teachers deliver differentiated instruction to small groups of grades 3-5 students one period per day during the school day.</p> <p>3) <i>Estrellita</i>- <i>Estrellita</i> is a Spanish language phonological/phonemic awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.</p> <p>4) Guided Reading Groups-Each lesson has a set of objectives to be taught through the course of a session. Teachers will aid students in decoding words, figuring meaning, etc. AIS teachers deliver differentiated instruction to small groups of K-5 students one period per day during the school day.</p> <p>English as a Second Language</p> <p>English as a Second Language- one ESL teacher in grades K-5, utilizing the Push-in/Pull-out model, delivers differentiated instruction to small groups of students who have not achieved</p>

	proficiency on the <i>NYSESLAT</i> . Each group is serviced for one period per day during the school day.
Mathematics:	<i>Everyday Math- Everyday Math</i> is a standards-based curriculum developed by the University of Chicago. It is research-based; has been field-tested and proven by results; it teaches basic skills and conceptual thinking; uses a hands-on approach; and sets higher expectations. One AIS teacher provide differentiated instruction to small groups of grades 3-5 students one period per day during the school day.
Science:	During the mandated four periods per week of science instruction teachers will integrate the literacy genres of non-fiction informational texts and procedural narratives
Social Studies:	During the mandated four periods per week of social studies instruction teachers will integrate the literacy genres of non-fiction informational texts and procedural narratives
At-risk Services Provided by the Guidance Counselor:	One full-time school guidance counselor provides crisis counseling services to grades K-5 during the school day, one period a week, more or less, depending on the students' needs. The service is provided in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
At-risk Services Provided by the School Psychologist:	Clinical services are provided by a part-time psychologist from Columbia-Presbyterian. The services offer agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	One part-time school social worker provides counseling services to at risk students during the school day one period a week, more or less, depending on the students' needs. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	One school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity, asthma, etc.

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

NCLB/SED requirement for all schools

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

P.S. 48 Language Allocation Policy 2009-2010

Public School 48 is a pre-K to grade 5 school and is located in the Washington Heights area of District Six. The surrounding neighborhood is made up of 94 % Hispanics, 4% African American and 2% other. P.S. 48's student population is 610 students, 45% (276) of those students are identified as English Language Learners (ELLs). P.S. 48 is a sixth year America's Choice school which stresses standards-based instruction through balanced literacy and the workshop model.

P.S. 48 has 276 ELL students in kindergarten through fifth grade. The breakdown of the ELL population per grade is as follows:

- 57 Kindergarten ELL students (17 are in dual language, 38 are in ESL self-contained class and / or free standing ESL, 2 are in the monolingual 12:1:1 special education class)
- 50 First grade ELL students, (21 are in dual language, 28 are in self-contained ESL and / or free standing ESL, 1 is in the monolingual 12:1:1 special education class)
- 33 second grade ELL students, (12 are in dual language, 21 are in ESL self-contained and /or free standing ESL)
- 53 third grade ELL students,(18 are in dual language, 35 are in ESL self-contained and /or free standing ESL)
- 35 fourth grade ELL students (14 are in dual language, 21 are in ESL self-contained and /or free standing ESL)
- 48 fifth grade ELL students (25 are in dual language, 23 are in ESL self-contained and/or free standing ESL)

There are 7 SIFE students: 4 in the third grade dual language class, 2 in the fourth grade dual language class, and 1 in the fifth grade dual language class. Three students are new arrivals from the Dominican Republic. We also have one monolingual 12:1:1 special education class that has

3 entitled students (2 kindergarten and 1 first grade) who are receiving English as a Second Language instruction on a push-in basis per their IEP. There is a certified bilingual SETSS teacher who works with six entitled students per their IEP.

Ten students were identified as being x-coded and were tested on the NYSESLAT or LAB-R. These ten students are entitled students.

The classes were formed based on the NYSESLAT and LAB-R results as well as information obtained from parent orientation meetings, Parental Option Letters and Continuation of Services Letters. As a result, P.S. 48 formed the following:

Kindergarten contains one Dual Language Class and one self-contained ESL class and 14 students are being serviced through free standing ESL programs. The kindergarten dual language teacher is a fourth year teacher who holds a bilingual license. The teacher in the ESL self contained class holds an ESL license and is a sixth year teacher. There is a licensed eighth year ESL teacher that services the free standing ESL students.

First Grade contains one Dual Language Class and one self-contained ESL and 6 students are being serviced through free standing ESL programs. The teacher of the dual language class currently holds a bilingual license and is in her eighth year of teaching. The teacher of the self contained ESL class is a certified fifth year teacher. There is a licensed eighth year ESL teacher and a licensed thirty fifth year teacher that service the free standing ESL students.

Second Grade contains one Dual Language Class and one self-contained ESL class, and 4 students receiving free standing ESL services. The teacher in the dual language class is a certified twenty one year bilingual teacher. The teacher of the self-contained ESL class is a certified fifth year teacher. A licensed thirty fifth year ESL teacher services the free standing ESL students.

Third Grade contains one Dual Language Class and one ESL self-contained and 7 students are being serviced through free standing ESL services. There is a licensed ESL teacher that services the free standing ESL students who has been teaching for eight years. The teacher in the dual language class holds a bilingual license and has been teaching for four years. The teacher of the ESL self-contained class holds an ESL license and has been teaching for two year.

Fourth Grade contains one Dual Language Class and one ESL self-contained and 6 students receiving free standing ESL services. The teacher of the dual language class has a bilingual license and is a third year teacher. The teacher of the ESL self-contained class has an ESL license and is a third year teacher. There is a licensed ESL teacher that services the free standing ESL students who has been teaching for six years.

Fifth Grade contains one ESL self-contained class and 3 students receiving free standing ESL services. The ESL self-contained class has an ESL certified teacher who has been teaching for two years. There is a licensed ESL teacher that services the free standing ESL student who has been teaching for six years. There is also a fifth grade dual language class that is taught by a licensed bilingual five year teacher.

P.S. 48 also has a bilingual SETSS program taught by a licensed bilingual eighteen-year special education teacher.

In total there are 9 certified ESL teachers and 7 certified bilingual Spanish teachers. Copies of all teachers' licenses/certifications are on file in the main office.

Teacher Qualifications:

The teaching staff that is used to service and meet the needs of our large ELL population is comprised of nine ESL teachers and six Bilingual Common Branch teachers as well as one Bilingual Special Education Teacher.

The number of ESL self-contained and free standing ESL classes and the number of students within the free standing ESL program is directly attributed to parents exercising their parental options. PS 48 has made tremendous efforts and has been able to hire teachers that hold the proper State and City licenses to appropriately staff and provide an educationally sound curriculum that best supports ELL students.

Parent Orientation

Parents at P.S. 48 are offered several opportunities to select the appropriate placement for their child. In March of every year the school begins kindergarten registration. The ELL coordinator, who is bilingual, completes the HLS form, explains the Dual Language program, the Transitional

Bilingual Program, and the ESL programs to the parents. She invites the parents to a parent orientation meeting where she shows a Department of Education video that explains the City-wide programs available to them. She distributes Department of Education parent information in the Native language and explains the parent survey / program selection form. She then conducts an in depth question and answer period before the parents complete the form. The ELL coordinator also uses the kindergarten registration to informally assess the potential ELL students. The parents are also informed their child will be formally tested in September if the HLS form indicates that their child should be tested.

If there is a parent who speaks a language other than English or Spanish, the school does call the translation department of the Department of Education to acquire the appropriate translator. This takes place within ten days of a child's school registration. The child is then placed accordingly based on an informed parent decision and choice.

P.S. 48 arranges to have guided parent tours of the existing Dual Language and self-contained ESL and monolingual classes. The guided tours serve to assist the parents in making an informed program decision. The guided tours are given by our Parent Coordinator, ELL coordinator, ESL teacher and the grade supervisor. The present Dual Language teachers present at the parent orientation meetings and provide student work that is representative of English and Spanish instruction. Students who are presently in the Dual Language Program also present at the parent orientation meeting and answer parent questions.

Trends

After having reviewed the parent surveys and program selection forms for the past few years, the trend towards free standing ESL and Dual Language Programs is clearly indicated. Due to supporting data that dual language programs promote greater student achievement and offer more and better career options, P.S. 48 now offers a dual language brochure and will continue to actively recruit the more English proficient students in order to form the English dominant component of the Dual Language model.

PS 48 presently does not offer transitional bilingual classes in kindergarten, first grade, second grade, third grade, fourth grade and fifth grade because the trend on the part of the parents has been to choose ESL programs and Dual Language Programs. Additionally, there have not been

enough ELL students (15 or more) whose parents have chosen a transitional bilingual class. Parents of newly arrived students have opted to have their children attend PS 48 although they were given the choice to have their child attend a neighboring school that provides a transitional bilingual class.

.What the Data Reveals:

There has been an increase in the number of students progressing from the beginning level into the intermediate level, from the intermediate level into the advanced level and from the advanced level into the proficient level as indicated by the NYSESLAT scores from the 2007-2008 school year and the 2008 -2009 school year.

NYSESLAT 2007-2008					NYSESLAT 2008-2009				
	B	I	A	P		B	I	A	P
K-2	18	50	47	11 126 Stud.	K-2	24	46	50	16 136 Stud.
3-5	24	29	64	15 132 stud.	3-5	18	21	61	17 117 stud.
Total Tested	42	79	111	258	Total Tested	42	67	111	253

This increase proved true in grades K-5 where there is a strong emphasis on accountable talk and writing across all content areas. There were more students at the advanced stage and in the number of proficient students than in the previous school year. The data was more evident in grades K-2.

There was a large percentage of students who moved from the beginning level to the intermediate level and there was a larger percentage of proficient students.

P.S. 48 carefully reviewed results of students' assessments in English Language Arts, Native Language Arts and Math. The data that was used in determining students' strengths and weakness derived from a combination of formal and informal assessments. P.S. 48 is an America's Choice school and uses the Diagnostic Reading Assessment (DRA) four times a year to track student reading levels throughout the school year. The assessment tool was first used in the 2004-2005 school year. P.S. 48 also uses the Spanish version of the DRA (EDL) to accurately compare students reading levels in the Dual Language classes. The results of the State standardized exams (ELA, Math and NYSESLAT) from the 2007-2008 and 2008-2009 school years were also integrated and used to develop an action plan that would best meet the needs of our English Language Learners.

PS 48 is an America's Choice school and uses the Diagnostic Reading Assessment (DRA) four times a year to track student reading levels. This assessment tool was first used in the 2004-05 school year. PS 48 was able to purchase a Spanish version of the DRA to accurately compare student reading levels in the Dual Language classes. The results of the State standardized exams (ELA, Math and NYSESLAT) from the 2008-2009 school years were also integrated and used to develop an action plan that would best meet the needs of our English Language Learners.

When looking at the data for ELL students tested in their Native Language (i.e. Math, ELE, EL SOL, EDL), the student's level of performance depended greatly on how much schooling they received. Students who entered after the 3rd grade demonstrated lower testing scores than their lower grade counter parts (SIFE/newcomers.) Students who took the New York City and New York State Math assessment in their Native language and/or English performed as well as the ELLs who were administered the exam in English in ESL classes. On the grade 3 Math test, ELLs in the self-contained ESL and free standing ESL did not out perform the students in the Dual Language class who took the Math test in the Native Language and or English. This indicated that language and program consistency is crucial to academic performance. Students in grades K-2 performed with the same level of accuracy in EL SOL as in the ECLAS assessment. Students in the Dual Language classes did particularly well in the EL SOL assessment. Students in grades 3-5 who were eligible to take the ELA exam in the 4th grade scored in level one and three. In grades three and five most of the ELL students fell within the level two and level three range.

In order to support the newly exited ELL students in monolingual settings and the opted out students, staff development using ESL methodologies will be planned for the 2009-2010 school year for all staff members.

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: 276 LEP 334 Non-LEP

Number of Teachers 12 Other Staff (Specify) 1 (ESL Intervention Teacher)

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.

Programs:

P.S. 48 currently offers three different program models which consist of the Dual Language Program, the ESL self-contained class and the free standing ESL program

Dual Language

The Dual Language program began at P.S. 48 in the 2004-2005 school year based on parent request and interest. It currently services students in grades K-5. The goal of this model is to produce bi-literate, bilingual and bicultural students. The school model is designed with one class on each grade being provided with instruction in both English and Spanish. It is a self-contained 50%-50% model in which the certified bilingual teacher offers all subjects in the two languages. Students in these classes receive English Language Arts and Native Language Arts daily. However, in the kindergarten, the literacy block is designed so that instruction is given to the English dominant students in English and to the Spanish dominant students in Spanish in order to capitalize on their dominant language skills and thus provide a sound foundation for future biliteracy growth. The licensed bilingual Spanish classroom teacher provides the instruction in Spanish and the licensed ESL teacher provides instruction in English. The teachers follow a day by day model in which the content area language instruction (math, science, and social studies) is switched day by day. The teachers follow a monthly calendar that indicates the daily language of instruction to ensure equal distribution of each language model. The classes follow the America's Choice standards-based curriculum in literacy and math as well as Native Language Arts and ESL.

Free Standing ESL and Self-contained ESL

P.S. 48 as per parental request offers the following:

- Kindergarten:** 1 self –contained ESL class and 14 students are being serviced through free standing ESL programs
- First Grade** contains one self-contained ESL and 6 students are being serviced through free standing ESL programs.
- Second Grade** contains one ESL self-contained class and 4 students receiving free standing ESL services
- Third Grade** contains one ESL self-contained and 7 students are being serviced through free standing ESL services.
- Fourth Grade** contains one ESL self-contained and 6 students receiving free standing ESL services.
- Fifth Grade** contains one ESL self-contained class and 3 students receiving free standing ESL services.

The self-contained ESL classes are equipped with fully licensed ESL teachers that follow the America's Choice standards-based curriculum. The students in these classes are immersed in ESL methodologies and strategies throughout the day.

There are 40 students throughout grade K-5 that are receiving pull-out and push-in ESL services who are currently in the free standing ESL program. Students are provided with either pull-out or push –in ESL instruction based on their individual NYSESLAT scores or LAB-R scores.

Students who score at the beginner / intermediate level on the NYSESLAT receive 360 minutes of ESL instruction, which is provided by a licensed ESL teacher. Students who score at the advanced level on the NYSESLAT receive 180 minutes of ESL, which is provided by a licensed ESL teacher

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.

Implications for Instruction and Professional Development

After a thorough analysis of the LAB-R and NYSESLAT data during professional development, grade and cabinet meetings the following plan was devised:

It was determined that ELLs in grades K-2 would need a solid foundation in reading and writing in both the Native language and English. During Readers and Writers Workshop, a greater emphasis would be placed on accountable talk and phonics. Students receive a period of the Wilson *Foundations* program, as well as Estrellita phonemic awareness program in grades K-2. DIBBLES has been administered to all K-2 students in September 2009. Students who were identified as being at-risk will receive *Foundations* double dose instruction during the extended school day and/or during the instructional day. Teachers have been trained during September 2009. Additionally, the Dual Language classes will have two periods of the Wilson *Foundations* Program on the English day. They will also receive two periods of the Estrellita Phonemic Awareness Program on the Spanish day. In addition to the two phonics programs, standards-based reading and writing unit plans were revisited and revised over the summer and during the school year per grade to target the standards in ELA and NLA. Each classroom has been provided with leveled content area libraries

in both Spanish and English. The unit plans address all four language modalities (listening, speaking, reading and writing) in each unit of study for English Language Learners. Extensive amounts of funds have been allocated to provide Dual Language and self-contained ESL classes with Native language books that connect to the different elements of the standards. The emphasis is on a balanced literacy approach and provides the students with many opportunities for accountable talk and cooperative learning experiences. Students have also been identified using state exam results, DRA assessment, etc. for Academic Intervention Services (AIS). English Language Learners who have not reached grade level benchmarks are provided with extra support in small groups. The students receive Double Dose *Foundations* by AIS providers if decoding and encoding is the concern.

In grades 3-5, students who are in the Dual Language classes are receiving instruction in a 50/50 self-contained model. In order to offer proper academic support, the classroom teachers are following the standards-based unit plans that were revisited over the summer. The unit plans were created in collaboration with the school's administration and Literacy and Math Coaches. All the bilingual classrooms have leveled libraries in both languages (Spanish and English). The teachers also provide ESL through the content areas of science and social studies. Math instruction is provided to students in both languages and the materials within the classrooms are provided in both languages. The students follow the Everyday Mathematics curriculum. SIFE and newcomer ELL students were given additional academic support through a Title III After School Group for a total of 3 hours per week

Students in the self-contained ESL classrooms receive a balanced literacy approach to reading and writing. The classroom teachers use ESL methodologies throughout the day. Classroom teachers, in consultation with AIS providers, generate a list of students at-risk based on standardized test scores, DRA, NYSESLAT. Students in the self-contained ESL classes will be targeted for Wilson Language Program which emphasizes decoding and encoding.

Lastly, the Title III Allocation is used to provide direct instructional support to ELL students in an after school setting. The following students are given an additional three hours of instruction based on the following criteria:

ELL students who have scored at the intermediate level on the NYSESLAT for three consecutive years, students who have scored at the proficient level within the past year, ELL students who scored at the beginning level for three years, students who have scored inconsistently over a three year period and fifth grade students who have been identified as long term ELL students as per the RYOS report.

Title III monies are also used to provide staff development to bilingual and ESL teachers during after school workshops and study groups.

Plan for SIFE students:

Students with little or no schooling and interrupted schooling are provided with intervention services in both the Native language and in English. These students automatically become identified as at-risk and are provided with AIS services by a reading teacher. The SIFE students are serviced by licensed bilingual teachers during the 37 ½ minute period.

Professional Development

- Components of the Reader's Workshop
- Components of the Writer's Workshop
- Differentiated Instruction in the Workshop Model
- Using ESL methodologies in the Workshop Model
- Using the results of the NYSESLAT to differentiate instruction
- Data analysis of Math Predictive Assessment
- Writing across all content areas
- Math Games in Everyday Mathematics
- Data Analysis of the previous ELA scores
- Data Analysis of Math scores
- Data Analysis of DRA/EDL scores
- Data Analysis of DIBBLES

Form TIII – A (1)(b)

School: P.S. 48 BEDS Code: 310600010048

Title III LEP Program
School Building Budget Summary

School District 6Man. For: Title III - Instruction

BEDS Code 310600010048

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries 6 teachers = \$25,063.92 1 supervisor = \$4,312.56 Total = \$29,376.48</i>	<i>Professional salaries will be paid to the 6 teachers who will each instruct 1 of the 6 groups of students in the after school programs. They will instruct students 2 days a week for 1 ½ hours each day over a period of 28 weeks beginning in mid-October 2009 and ending in May 2010. Programs= 6 teachers x 2 days a week x 1 1/2hours a day @\$49.73x28 weeks= \$25,063.92 One supervisor will supervise the 6 after school groups and teachers for 2 days a week for 1 ½ hours a day over a period of 28 weeks beginning in mid-October 2009 and ending in May 2010. 1 supervisor x 2 days a week for 1 ½ hours a day @\$51.34 x 28 weeks =</i>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
	<p data-bbox="722 245 852 277">\$4,312.56</p> <p data-bbox="722 347 1457 380">Total of instructional professional salaries = \$29,376.48</p>
<p data-bbox="340 428 449 461"><i>Code 16</i></p> <p data-bbox="340 477 632 509"><i>Support Staff Salaries</i></p>	
<p data-bbox="340 797 449 829"><i>Code 40</i></p> <p data-bbox="340 846 596 878"><i>Purchased Services</i></p>	
<p data-bbox="340 1166 449 1198"><i>Code 45</i></p> <p data-bbox="340 1214 653 1247"><i>Supplies and Materials</i></p> <p data-bbox="340 1263 506 1295"><i>For students</i></p>	<p data-bbox="722 1166 1115 1198"><i>Folders, paper, etc. = \$504.59</i></p>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 46 Travel Expenses</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Part B: Strategies and Activities

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	518,159	78,012	
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,181		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		780	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,907		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,901	
6. Enter the anticipated 10% set-aside for Professional Development:	51,815		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		7,801	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.8%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Title I School Parental Involvement Policy

I. General Expectations

The Michael J. Buczek School, P.S. 48, agrees to implement the following statutory requirements:

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

- *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*
 - *That parents play an integral role in assisting their child's learning;*
 - *That parents are encouraged to be actively involved in their child's education at school;*
 - *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*
 - *The school will inform parents and parental organizations of the purpose existing of the Parental Information and Resource Center in the State.*

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

1. **P.S. 48 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - a. Presentation to School Leadership Team
 - b. Advocate for parent participation at PA meetings and all parent workshops
2. **P.S. 48 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - a. Presentation to School Leadership Team
 - b. Advocate for parent participation at PA meetings and all parent workshops
 - c. Parent participation during school Learning Walks
3. **P.S. 48 will provide the following necessary coordination, technical assistance. And other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
 - a. Family Math Night
 - b. Family Literacy Night
 - c. Explanation of Comprehensive School Reform efforts
 - d. Orientation to America's Choice
 - e. Translation of homework assignments
 - f. Parent workshops on all curriculum areas
 - g. Parent workshops on preparing for standardized testing

4. **P.S. 48 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:**
 - a. *America's Choice*
 - b. *Everyday Mathematics*

5. **P.S. 48 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**
 - a. Parent survey which is translated; parent coordinator will be responsible for collection. Analysis will be conducted by parent coordinator, PA president and team of parent volunteers.
 - b. School Leadership Team will conduct its own survey and questionnaire and parents on the SLT will correlate results and disseminate to parent population. Suggestions for improvement and for additional workshops and support will be implemented by parent coordinator.

6. **P.S. 48 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents, and the community to improve student academic achievement, through the following activities specifically described below:**
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - i. *The State's academic content standards*
 - ii. *The State's student academic achievement standards*
 - iii. *The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and to work with educators:*
 1. *Parent workshops are held to inform parents about Americas Choice and Everyday Mathematics. These workshops cover all the elements of both programs including the workshop model and how on all New York State assessment is implemented. Additionally, workshops are presented on all New York State assessments with suggestions given on how parents can support their children. Parent Teacher conference and Back to School Night provide additional informational sessions for parents. Meetings are held to explain P.S. 48's Comprehensive School Reform efforts as well as to explain the school's report card. Additionally, the parent coordinator has an open door policy which allows any parent to walk in and get questions answered.*
 - b. The school will provide materials and training to help parents work with their children to improve their children academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- i. America's Choice literacy training
- ii. Choosing Books for Your Child
- iii. How to Read Aloud to Your Child
- iv. Inviting parents to literacy celebrations at the completion of each reading and writing unit of study
- v. ESL classes for parents

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all the other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by discussion at School Leadership Team meetings and PA informational meetings. This policy was

adopted by Michael C. Buczek School, P.S. 48, on September 18, 2009 and will be in effect for the period of two years. The School will distribute this policy to all parents of participating Title I, Part A children on or before September 25, 2009.

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.

P.S. 48 SCHOOL-PARENT COMPACT

The Michael J. Buczek School (P.S. 48M) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The Michael J. Buczek School, P.S. 48, will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - **Literacy Instruction:** *Current strategies for improving instruction and student performance in English language arts include the implementation of America's Choice research-based model of balanced literacy instruction which a standards-driven 120 minute balanced literacy block which incorporates independent/paired reading, shared reading, guided reading, literacy centers. Response groups, writer's workshop, word study and reading and writing conferences. New York State Performance Standards serve as the framework for meeting grade benchmarks. Assessment of literacy learning occurs at periodic intervals throughout the years. In addition to informal assessments, the following assessments are utilized: ECLAS, DRA, running records, standardized testing results.*
 - **Mathematics Instruction:** *Mathematics instruction for grades K-5 utilizes "Everyday Mathematics" during a 75 minute math block. New York State Performance Standards serve as the framework for meeting grade benchmarks. "Math Steps", a supplemental program, provides additional skill building activities.*
 - **Science Instruction:** *Science instruction follows a scope and sequence dictated by New York State Standards and correlating with the New York Scope and Sequence whereby students are afforded opportunities to engage in inquiry while incorporating the scientific method in a hands-on workshop model.*
 - **Social Studies:** *Social studies instruction follows a scope and sequence dictated by the New York State Core Curriculum for Social Studies. All grades participate in Understanding by Design (UbD) planning to provide unit mapping of content material.*
 - **English as a Second Language:** *Certified ESL teachers provide English language learners with specific standard-based instruction to develop English proficiency.*

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - **November 10, 2009**
 - **March 16, 2010**

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Report Cards are issued during parent/teacher conferences. Appointments are made for parents not attending conferences to come in at a mutually convenient time in order to discuss a child's progress.*
 - *Parents are expected to monitor reading progress by signing children's reading logs.*
 - *Dissemination of the school Report Card to all parents*
 - *Distribution to parents of Interim Assessment results*
 - *Teacher notes to parents*
 - *Parent Newsletter*
 - *Meetings with teachers, guidance counselor and Child Study Team*

- ***provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:***
 - *Back to school night affords parents the opportunity to meet their child's teacher and understand expected benchmarks in all curriculum areas.*
 - *Coaches will facilitate a series of workshops on standardized testing to both acquaint parents with the format of the various tests and give them strategies for assisting their children in preparing for these tests. These workshops will be held monthly.*
 - *Our parent coordinator works with the Parent Association and community based organizations to coordinate workshops, parenting skills courses, and meetings based on parent needs and provide important information regarding the educational programs at P.S. 48.*
 - *Family Math Night is held in the Fall and Spring.*
 - *Teachers make themselves available during their preps for consultation with concerned parents.*

- ***Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:***
 - *Family Math Night allows for parents, teachers and children to play math games and other interactive math activities.*
 - *Parents are invited to attend all class performances and holiday shows.*
 - *Literacy celebrations are part of every unit of study. Parents are invited to share in these celebrations.*
 - *Our library program encourages collaboration with parents. A parent library is housed in our school library. Parents are afforded the opportunity to participate in special library events such as "Dr. Seuss Day".*
 - *Open School Week gives parents the opportunity to spend the day in the classroom.*

PARENT RESPONSIBILITIES

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

- ***supporting my child's learning by making education a priority in our home by:***
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *providing an environment conducive for study;*
 - *scheduling daily homework time;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*

- *volunteering in my child's classroom;*
- *attending parent workshops, parent conferences and open school week*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis*
- *staying informed about my child's education and communicating with the school by promptly reading all the notices and responding as appropriate*
- *reading together with my child everyday;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work, and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievements;*

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
(see **SECTION IV: NEEDS ASSESSMENT** page 10)
2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o 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. (see page 36 APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS)

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.

(see page 29, Professional Development Program section)

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

P.S. 48 utilizes various recruitment programs (i.e., Teach for America, New York City Teaching Fellows, as well as, student teachers from New York University and Columbia University's Teacher's College) to attract and retain highly qualified teachers.

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

(see pages 14 and 38, Parent Involvement Goals and Required Parental Involvement Policy Components, section II)

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.

P.S. 48 assists preschool children in the transition from early childhood programs through tours of kindergarten classes conducted by ELL Coordinator, an end-of-year pre-k to kindergarten parent math workshop, and students are familiarized with school lunchroom through a visit.

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

P.S. 48 includes teachers in decisions regarding the use of academic assessments through the following methodologies: Weekly grade planning meetings, mandatory grade-level meetings, America's Choice PD, AUSSIE PD, PLCs, and study groups.

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

(see page 19, Appendix 1: Academic Intervention Services (AIS) Summary Form, part B Description of Academic Intervention Services)

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.

A committee was formed to study, assess, and review the findings to determine if they are relevant to our school's ELL and ELA programs.

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?

P.S. 48 has chosen for its ELA curriculum the *America's Choice Readers And Writers Workshop*. This curriculum is aligned with NYS ELA standards. It is genre driven and divided into units of study. *Foundations*, a phonics and phonemic awareness program, is used in grades K-2.

Teachers have several resources available to assist them in the implementation of this curriculum. The school has organized a guided reading room which is filled with leveled books. Texts include: books-on-tape, Spanish books, fiction/non-fiction books, science and social studies, magazines and math story books. The guided reading room is a lending library to support reading instruction.

The school's Teacher Center houses genre baskets, authors' studies, and professional resource books, that teachers can use. The Teacher Center specialist acts as a resource consultant to teachers, assisting them with lessons. Curriculum study groups have aligned the genre study units with the *New York State Standards*.

The school was awarded the *ELL Success Grant* from which funds were used to purchase books and other materials specific to the needs of new ELL arrivals. Title III monies were used to buy differentiated content libraries for all student subgroups. SINI funds were used to purchase high interest, low vocabulary books including graphic books that would motivate boys. Science and social studies specific texts were bought in order to integrate these subjects with literacy for grades K-5.

Teachers meet on a weekly basis to participate in grade level planning meetings during which time they discuss and develop ways to implement literacy lessons. The school creates and distributes an annual calendar which drives the pacing of the curriculum for all content areas.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in

mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

A committee was formed to study, assess and review the findings to determine if they are relevant to our school's math program.

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?

The above review was conducted in 2005. In 2006, the school purchased an updated edition of *Everyday Math* (Third Edition) which contains explicit references to the process strands. Teachers are presently using the current edition. Each unit contains an organizer which includes the following sections:

- lessons that indicate which math boxes contain a mixed practice with a writing/reasoning opportunity which allows children to extend and deepen their mathematical understanding

- practice through games which promote strategic thinking
- problem solving sections which pinpoint lessons and activities that teach *through* problem solving not just *about* problem solving (the teacher is given specific strategies to teach)
- the NCTM Standards table that aligns lessons to process strands
- a portfolio opportunity section provides activities to promote children’s mathematical writings, drawings, and representations to add balance to the assessment process.

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.

A committee will be formed to study, assess and review the findings to determine if they are relevant to our school's ELA instructional program

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?

P.S. 48 uses a combination of instructional strategies including:

- Independent reading with teacher conferences
- Guided reading groups using appropriate leveled text to build comprehension
- Book clubs for higher level readers
- *Reader's Theatre* and *Poem of the Week* to build reading fluency
- Shared Reading to teach conventions, strategies and skills
- Read Alouds for modeling fluency and think aloud strategies

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

2B – Mathematics Instruction

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

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

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

A committee was formed to study, assess and review the findings to determine if they are relevant to our school's math instructional program

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

Applicable X Not Applicable

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

- The mini-lesson is 10-15 minutes of direct instruction
- Manipulatives are used by students to help them learn mathematical concepts
- Skills are reinforced through a weekly *Math Games Day* embedded in the class schedule

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.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.

A committee will be formed to study, assess, and review the findings to determine if they are relevant to our school's teaching staff.

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

Applicable X 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?

At the time of the audit, P.S. 48 did experience a moderate teacher turnover. Presently, our teaching staff has remained constant.

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.

A committee was formed to study, assess, and review the findings to determine if they are relevant to our school's ELL professional development.

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?

P.S. 48 offered teachers of ELLs several professional development opportunities. On-going PD is accessible for educators both in-house and off-site. There have been *America's Choice*, *LSO*, *DOE and Teacher Center* workshops. There is an in-house Dual-language/ESL study group, which meet monthly. Teachers attended an "ELLs in Math" Institute sponsored by the DOE. Our school offered an in-house training entitled "Building Your Vocabulary Tool Kit". QTEL training is infused throughout content areas for all grades. AUSSIE consultants collaborated with teachers in developing guided reading strategies for ELLs. The *Dual Language Symposium* was sponsored by the OELL for Dual-Language teachers. A workshop entitled "Scaffolding Writing for ELLs" was sponsored by DOE. "Math for ELLs" was sponsored by *America's Choice*.

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.

A committee was formed to study, assess, and review the findings to determine if they are relevant to our school's use of data and monitoring in ELL instruction.

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?

The evidence indicates that NYSESLAT scores arrive in a timely manner. Based on results, students are placed, with parental consent, in appropriate classroom setting, (i.e., monolingual, ESL, Dual Language). R-LAT results assist our school in determining after school groups under Title III funding

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.

A committee was formed to study, assess, and review the findings to determine if they are relevant to our school's professional development for special education.

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?

General education teachers require additional training in deciphering IEPs. Special education teachers receive some training, one of which was given by the LSO regarding how to write an IEP. Special education teachers also received in-house training on how to write new annual 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.

A committee was formed to study, assess, and review the findings to determine if they are relevant to our school's development of the IEPs.

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

Applicable Not Applicable

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

Per our school's IEP Specialist, Individual pages of the IEP address all items such as:

- IEPs do specify modifications for class environment (including instruction)
- Goals, objectives, and modified promotion criteria are included on IEPs do align with content in which students are assessed on grade-level state examines

IEPs do include behavioral plans

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