



**LILLIAN WEBER SCHOOL
P.S. 84**

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

SCHOOL: DISTRICT 3/MANHATTAN/ 03M084
ADDRESS: 32 WEST 92ND STREET
TELEPHONE: (212) 799 - 2534
FAX: (212) 501 - 9071

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 84 **SCHOOL NAME:** The Lillian Weber School

SCHOOL ADDRESS: 32 West 92nd Street, New York, NY 10025

SCHOOL TELEPHONE: (212) 799 - 2534 **FAX:** (212) 501 - 9071

SCHOOL CONTACT PERSON: Robin Sundick **EMAIL ADDRESS:** rsundic@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Donny Lopez

PRINCIPAL: Robin Sundick

UFT CHAPTER LEADER: Doris Colomba

PARENTS' ASSOCIATION PRESIDENT: Christy Young & Blake Lawrence

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 03 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Roser Salavert

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Robin Sundick	*Principal or Designee	
Doris Colomba	*UFT Chapter Chairperson or Designee	
Christy Young & Blake Lawrence	*PA/PTA President or Designated Co-President	
Christy Young & Blake Lawrence	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carolyn Cepeda	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Raymond Cuevas	CBO Representative, if applicable	
Jennifer McCord	Member/	
Afsoon Afshar	Member/	
Jessica Wisoff	Member/	
Donny Lopez	Member/	
Laura Maruska	Member/	
Megan Keiler	Member/	
Carol Kosarin	Member/	
Christy Young	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Lillian Weber Elementary School is a Title I school located on the Upper West Side of Manhattan in an ethnically and economically diverse neighborhood comprised of 490 students.

P.S. 84 opened as the Sol Boom Elementary School in 1962. The school was renamed in 1994 as The Lillian Weber School as a memorial to Lillian Weber and her impact on education and the school. A proponent of open education, Weber was instrumental in shaping the philosophy and program at P.S. 84, where she served as a consultant for a number of years. Since September, 2004, under the leadership of the Principal, Robin Sundick and her administrative team, the school has been working on improving the quality and level of instruction so that all students will reach the NYC and NYS standards, while continuing to maintain a child centered environment.

P.S. 84 is a multicultural community comprised of students, staff, families, community partners and administrators of life long learners seeking to focus on the creation and maintenance of a nurturing and a safe environment. Problem solving strategies and critical thinking skills are at the core of our instruction. Best practices are evident in classrooms to meet the needs of all students and facilitate social, creative and academic development.

The school has had the following organizational structures in place:

- Full time Pre-Kindergarten through fifth grade classes
- Spanish Dual Language (two-way bilingual immersion) program comprised of at least one class per grade level (K-5)
- French Dual Language (two-way bilingual immersion) program comprised of one class per grade in K - 2 with the final goal of adding one grade per year until 5th grade.
- Two Self-Contained Special Education classes
- Two Integrated Team Teaching classes
- Teacher's College, Reading and Writing Project
- School Data Inquiry Team
- Peace Games
- Academic Intervention Services
- Teaching Assistants in all K and 1st grade classes or as needed depending on the amount of students in the class
- Full time after school program
- Various committees (Wellness, Science, Homework, Climate, Garden)

The school has developed strategic collaborations with external agencies and community based organizations. The following programs are in place to serve our entire school community both as outreach programs and school base programs:

- La Casa After School
- Parent Job net
- Jewish Community Center (JCC)
- The Steven Gaynor School
- Gift of Literacy
- EFNY
- Learning Leaders
- 92nd Street Y
- Magic Box
- City Center
- Neighborhood Music and Arts

- Lincoln Center Institute
- Central Synagogue Volunteers
- University Partnerships with CCNY, Teacher's College, Hunter College, Barnard, Adelphi and Bank Street)

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. 084 Lillian Weber						
District:	3	DBN:	03M084	School BEDS Code:	310300010084		
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	36	36	36		92.3	92.4	93.5
Kindergarten	61	73	80	Student Stability - % of Enrollment:			
Grade 1	67	66	88	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	69	62	70		95.1	90.9	94.7
Grade 3	67	68	66	Poverty Rate - % of Enrollment:			
Grade 4	61	68	66	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	97	49	61		68.8	71.2	65.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		5	8	30
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	3	6
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	459	422	458				
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	12	16	21	Principal Suspensions	17	7	21
# in Collaborative Team Teaching (CTT) Classes	9	15	13	Superintendent Suspensions	4	5	1
Number all others	34	30	31	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
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	37	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	42	31	37				
# receiving ESL services only	41	27	20	Number of Teachers	31	33	31

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	7	5	Number of Administrators and Other Professionals	3	7	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	87.1	84.8	80.6
				% more than 5 years teaching anywhere	64.5	63.6	71.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	77.0	79.0	77.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	88.5
American Indian or Alaska Native	0.0	0.2	0.2				
Black or African American	33.1	31.8	27.3				
Hispanic or Latino	59.5	58.1	54.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.8	3.5				
White	5.0	7.1	13.1				
Male	50.3	50.7	50.4				
Female	49.7	49.3	49.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	75.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	4.5						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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?
-

After a complete and thorough review and analysis of the following accountability and assessment resources, i.e., School Report Card, Progress Reports, Quality Review, Quality Review Self-Assessment Documents, Periodic Assessments, ARIS, and the results of Inquiry Team Action Research, we find that our schools strengths, accomplishments and challenges are as follows:

Accomplishments achieved over the last two years:

- The school rigorously tracks individual student progress and achievement and the teachers have a very good understanding of each child.
- The schools inter-disciplinary curriculum is very well planned and coordinated.
- Academic intervention services are well targeted and effective and, as a consequence, many at risk students make good progress.
- The school sets interim targets for improvement literacy and mathematics.
- With the successful establishment of a strong Data Inquiry Team the school is able to monitor data and use it efficiently to improve student performance.
- The entire school and administration has made considerable progress with regard to the use of ARIS and Acuity data tools.
- To support the teachers, differentiated professional development is carefully determined and effectively delivered.
- Maintained and solicited very strong partnerships with local community-based organizations and other partners to enrich and enhance various arts programs.
- Regular observation of teachers and timely feedback result in differentiated professional development.
- The use of Teacher Performance Review as an alternative to traditional teacher observations.
- The school continues to strengthen their relationship with parents by offering multiple instructional and creative programs.
- A substantial growth of parental involvement and the a growth in the Parent/Teacher Association has resulted in an increase in fund raising events, academic support committees, and parent volunteers.

Initiative the school continues to work on:

- Improvement of the management of data to demonstrate the relative performance of the schools' subgroups and to set goals for school-wide improvement.
- The school consciously tries to improve upon and establish a professional environment that is collaborative and receptive to differing views and thoughts.
- The inclusion of a program to change and improve the culture and language within the school environment to reflect one of respect, optimism, and tolerance.

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.

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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Attendance rates will increase from 94.7% to 96% for the 2009 - 2010 school year.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>This goal will be attained in four ways:</p> <ol style="list-style-type: none"> 1. Class, grade level, and school-wide reward system for improved attendance on a monthly basis. Responsible staff members: classroom teachers, family worker, parent coordinator, school safety agent and administration. 2. Initiate an informational campaign in the form of letters, signs, and school messenger automated system and progress reports 3. Distribution of a letter that would inform parents of academic ramifications of poor attendance and punctuality which will require parent and child's signatures 4. Attendance teacher will follow up on lateness and absences. Attendance teacher will make phone calls, home visits, and file a 407 after 10 days of absences. Responsible staff: Attendance teacher. Timeline: daily basis 5. Designated family worker whose primary responsibility it is to monitor attendance 6. Communicate to Chancellor via 311 of yellow school buses that are consistently late 7. Attendance data will be collected and shared with school community 	
<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"> o Classroom Teachers o Family Worker responsible for attendance monitoring o Parent Coordinator o Guidance Counselor o Administrators 	

Indicators of Interim Progress and/or Accomplishment

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

- Monthly updates through ATS attendance reports and spreadsheets

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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Enhance opportunities for communication between staff, administration and parents to ensure a cohesive and productive school community.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Parent support workshops to be held at varying times to accommodate parent's schedules. Workshops will be facilitated by teachers, administrators, parent coordinator, and coaches. 2. Teachers, administrators, parent coordinator and PTA will use the school website and school messenger automated system to update and include new information on a regular basis 3. Monthly newsletters from teachers with assistance from class parents will be circulated to keep families informed of curriculum and classroom activities 4. Weekly bulletin from administration to staff members, via email 5. Parent Coordinator will continue publishing monthly newsletter to parents and staff 6. PTA has recently initiated a newsletter distributed to parents by email and hard copy 7. School will continue to create opportunities to keep lines of communication open to all families by offering a variety of ways families can become more active. For example, monthly 'Coffee with the Principal,' leadership training for parents, PTA and committee memberships, SLT participation and parent volunteers. 8. Continue to provide opportunities when parents can visit classrooms, meet with teachers to discuss their child's progress and performance 	
<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"> o Administrators o Teachers o Parent Coordinator o Parents o PTA o Coaches o Parent Job Net and other outside resources 	

Indicators of Interim Progress and/or Accomplishment

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

- Monitoring parents attendance at conferences, workshops, PTA meetings, and other school functions
- Monthly visits to school website to collect data on parent/school community use
- Use of the 2008-2009 Learning Environmental Survey as a reference for the school community to gauge progress
- Monthly faculty conferences
- Weekly grade level conferences facilitated by teachers, professional developers, school coaches and/or administrators
- Teacher initiated professional learning communities
- Monthly visits to school website to measure the participation of school community on the site
- Use of Title I parent allocation funds

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): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Prepare students to become productive members of society by increasing awareness and participation in domestic and global issues through community involvement and service projects</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>	<ol style="list-style-type: none"> 1. Quarterly "theme" day to foster a sense of community spirit 2. Increase student's consciousness of domestic and global issues by subscriptions to relevant magazines and newspapers, media resources which include the internet and video productions, as well as trips 3. The use of bulletin boards to memorialize in print students participation in community events on a quarterly basis 4. Student initiated projects based on relevant issues and causes 5. Quarterly assemblies where students have the opportunity to share with school community the ways and progress of their selected cause 6. Opportunities in classrooms for children to role play to increase a sense of empathy 7. Community service hours for fourth and fifth grade students 8. Classes will continue studying Peace Games curriculum to foster peaceful means of communication 9. Year end celebration to present work and projects to both school and outside community 10. Parent Committees that research and organize potential projects, trips and professional development opportunities for students and teachers 	
<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"> o Teachers o Administrators o Project Arts Coordinator o Parent Coordinator o Peace Game Coordinator o PTA o Technology Teacher o Parent Committees 	

Indicators of Interim Progress and/or Accomplishment

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

- Monthly meetings between teachers and administrators to update progress
- Increased time spent in classrooms observing teaching and learning followed by timely and productive feedback sessions by peers and administrators
- Monthly meetings and workshops between administrators, teachers and Peace Games coordinator
- Frequent walkthroughs by administrators to view bulletin boards and hence progress of projects
- Common planning time for teachers
- Monthly meeting with parent committees
- Frequent communication with parents and teachers, via email, to plan activities

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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To support and enhance classroom Science instruction in all grades through trips and enrichment activities aligned with units of study</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"> ○ Class trips, visits, excursions and activities will be scheduled to correlate with units of study in science ○ Authentic experiences will create opportunities for students to connect and contextualize classroom learning ○ Use of different learning modalities supports the variation in student learning styles ○ Hands-on experiences will support vocabulary and academic language development for second language learners and students with special needs ○ PTA funds will be allocated to supplement the cost of most of the enrichment programs and trips ○ Students will experience pre and post workshops and instruction to develop schema and build prior knowledge for learning 	
<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"> ○ Administration ○ Teachers ○ PTA ○ School coaches 	
<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"> ○ Increase in volume and sophistication of entries in science notebooks ○ Improved science vocabulary and academic language use ○ Improved results on classroom science assessments 	

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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Raise student engagement and learning through the use of inquiry across content areas</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Establish at least one period per week for inquiry based science 2. Establish at least one period per week for inquiry based math 3. Use of school coach to initiate and implement math and science inquiry within the classrooms 4. Ongoing professional development for inquiry based learning to teaching staff 5. Study group for teachers and administrators of written research on learning through inquiry 6. Provide common preparation periods to teachers for planning of inquiry curriculum 7. Provide opportunities for intervisitation among schools to view good practices 8. Increased opportunities for hands-on learning experiences for students to foster investigation 9. Establish learning centers in the classrooms in all content areas 	
<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"> o Administrators o Teachers o School coaches o Staff developers 	

Indicators of Interim Progress and/or Accomplishment

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

- Monthly grade conferences
- Formal and informal teacher observations by administration
- Use of data, such as conferring notes, running records, student work, to monitor students progress and plan next steps
- Frequent walkthroughs by administration
- Improved academic language

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	10	0	N/A	N/A		0	0	0
1	22	7	N/A	N/A		0	0	0
2	24	5	N/A	N/A		0	0	0
3	26	5	N/A	N/A		0	0	0
4	20	3	0	0		0	0	0
5	17	3	0	0		0	0	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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>SETSS at-risk: 12 ELA & MATH 5x a week Gift of Literacy Volunteers, after school, 2nd and 3rd grades (OG) 2x a week Great Leaps fluency program, volunteers during school day 3x a week Extended day: small group (10 students) 4x a week JCC lunchtime reading buddies 1x per week Steven Gaynor - After school 2x a week Foundations - Grades 1 &2</p>
<p>Mathematics:</p>	<p>Small group instruction during school Everyday Mathematics during school Extended Day: 4x a week in Math & ELA SETSS at risk: 12 ELA & MATH</p>
<p>Science:</p>	<p>Small group instruction during and after school Foss and Harcourt during and after school</p>
<p>Social Studies:</p>	<p>Teachers College Reading and Writing Project during and after school Student Inquiry Base instruction</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and small group counseling during school day 3x a week Games and journal writing</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>NONE</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>NONE</p>

At-risk Health-related Services:

NONE

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) _____ **Number of Students to be served:** _____ **LEP** _____ **Non-LEP**

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Language Allocation Policy

The Lillian Weber School, PS 84

2009 - 2010

Parts I to III:

PS 84 is a neighborhood Pre-Kindergarten to Grade 5 school located in the Upper West Side of Manhattan. The total population of the school is 483 students, with 54% Hispanic, 27% African-American, 13% White 3.6% Asian, and 2% Other.

There are nine Dual Language classrooms (Spanish and French), two CTT classrooms and two 12:1:1 Special Education classrooms.

The dual language classrooms in Kindergarten and 1st grades follow the 40/60 model with English, Spanish and French instruction on alternating days. Fridays are either French or Spanish. The Dual Language classrooms in grades 2 through 5 follow the 50/50 model with English, Spanish and French instruction on alternating days and Fridays are split with the 2nd language in the morning and English in the afternoon. The same teacher delivers the instruction to students in both languages. Class sizes are typically the same as the rest of the school and most of the dual language students remain with their cohorts through grade five. By that time, most students are bilingual and biliterate in both L1 and L2 languages and possess a rich bi-cultural background. Many of the Spanish dual language students move into the Dual Language Middle School located in the same building. This offers a unique opportunity to continue study in two languages and allows for a seamless transition to middle school studies. The French Dual Language students...

All PS 84 teachers are certified in their specific teaching area. All Dual Language teachers hold either a bilingual teaching license or a bilingual extension. Presently, PS 84 has 60 mandated English Language Learners, representing approximately 28% of the total school population. All ESL students receive the mandated instructional time as determined by the LAB-R results which is administered within the first ten days of a student's arrival. All Beginning and Intermediate students receive the required minimum 360 minutes of English instruction, while the Advanced students receive at least 180 weekly. A transitional period of instruction is in place for at least one year after students exit the ESL program. These student's needs are provided by the after-school Academic Intervention Services, at-risk service providers (Speech teacher, SETSS teacher, part-time Reading Enrichment teacher,) as well as during the 37 ½ minutes extended day.

Part IV:

Student's registration at PS 84 is handled very efficiently and accurately. Registration packets are prepared and distributed by the head school aid, who speaks both English and Spanish. Parents complete all forms and the Home Language Instruction Survey (available in multiple languages) is distributed and explained by the ESL teacher. The Parent Coordinator is available during registration to assist with any questions and concerns parents might have.

The HLIS is reviewed by the ESL teacher upon the parent's completion of it and after an informal interview with the parent and child the ESL teacher makes a decision for English language testing. Based on results of the LAB-R (English Language test), students are identified and their parents are invited to an informational meeting where they have the opportunity to select the language program of their choice. Parents view a video (in their native language), receive printed materials, ask questions, and then select the program of choice. Translators are available to ensure complete understanding. Program selections are kept on file in school

Historically, most of our parents select the dual language program for their children with the second choice being our free-standing ESL program.

PS 84 has the reputation of providing high quality instruction, ensuring standards-based instruction on both English and Spanish. Students graduate completely bilingual and biliterate as reflected in formal tests scores and well as informal scores and looking at student work. We have observed, and research supports the evidence, that dual language students achieve higher scores on standardized tests in Math and Literacy than mono-lingual students on the same grade achieve.

Part A Questions:

For dual language ELLs, where the cohort of students remain together and travel from grade to grade, it is clear that the number of students scoring at Beginner level on the NYSESLAT decreases as students move to grade 5, while students scoring at the Advanced level increases during that same time. This indicates significant gains in English language acquisition.

Scores across grades consistently reflect higher Listening/Speaking scores than Reading/Writing scores for Free-Standing ESL students, the results are very similar. The number of students scoring at the Beginner level decreases through the grades while the number of Advanced students increases. The fluctuation in the number of students tested reflects the pattern of students moving into our school after kindergarten.

Overall patterns for Beginning, Intermediate and Advanced levels of English Acquisition for Dual Language students as compared to Free-Standing ESL students are:

	Dual Language	ESL
Beginner	24%	33%
Intermediate	57%	38%
Advanced	72%	82%

As we know, Listening and Speaking skills develop earlier and more rapidly since they are necessary for social language (BICS) development. In order to increase Reading and Writing scores, instructional emphasis must be placed on Phonemic Awareness and Word Work, Vocabulary Development, Read Aloud and Shared Reading, and writing opportunities through Shared and Interactive Writing as well as Independent Writing.

Part B Questions:

All ELL interim assessments as well as all other data indicate that Reading/Writing develops more slowly than Listening/Speaking. Therefore, instructional decisions are made to increase opportunities for time on task for R/W. Content area curriculum instruction must ensure that prior knowledge is activated for ELLs so they can comprehend content and material. Vocabulary must be introduced in context and writing must be included in all curriculum area instruction. Since PS 84 is Teachers College Reading and Writing Project School, reading and writing is part of our everyday curriculum. This year our focus has been on building academic rigor in reading and writing. To this end, teachers and students chart the number of minutes spent on reading and writing daily, thereby creating accountability and incentives for increased engagement in these important

areas. In addition, during Everyday Math instruction, (taught in both English and Spanish), we introduced a writing component this year, as well as, encouraging math journal entries daily.

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.

All teachers participate in calendar days at Teachers College throughout the school year. Teachers also have monthly grade level meetings where instruction and services to limited English proficient students is part of the agenda. Finally, teachers participate in Q-TEL & Protraxx workshops in both Math and Literacy geared specifically toward LEP instruction and services.

Form TIII – A (1)(b)

School: PS 84M BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones,

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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.

As part of the culture of dual-language school, all written correspondences are automatically translated into Spanish or French and other languages as need to communicate with parents. Every department throughout the school maintains a strong bilingual staff who can communicate in the languages of the school population and programs. All written communications sent home must first be proof read by administration.

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.

Our school has no major findings relating to written translations. Insufficient people to do oral translations is a minor finding. It is apparent during parent teacher conferences. Staff is deployed throughout to assist but at times parents must wait a few minutes longer for a translator. It is reported to us by both our staff and some of the parents.

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.

We will continue to offer services in-house by school staff. We will set up appointments in advance in order to ensure sufficient coverage during evenings such as report cards, etc...

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>.

All parents are provided a copy of the Parents Bill of Rights upon registering their child which includes their rights regarding translation and interpretation services.

ROBIN, THIS IS SECTION VII OF THE CHANCELLOR'S REGULATIONS A-663.

Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C.

Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D.

Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E.

The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

VIII. MECHANISM FOR REQUESTING LANGUAGE ACCESS SERVICES

A.

Schools and DOE offices shall follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in this regulation.

B.

Parents who wish to receive language access services should contact their local school

office or the school that their child attends.

C.

Questions regarding how interpretation and translation services may be obtained should be addressed to the Translation and Interpretation Unit.

I. DEFINITIONS

For purposes of this regulation:

A.

Covered languages mean the nine most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education (“The Department”).

B.

Primary language means the primary language spoken by a student’s parent or guardian, as determined by the Department.

C.

Interpretation means the act of contemporaneous communication between a speaker of English and a speaker of a covered language wherein the words of one person are communicated to others orally in a different language.

D.

Translation means the written communication between a speaker of English and a speaker of a covered language wherein the written words of one person are communicated to others in writing in a different language.

E.

Language assistance services means interpretation and/or translation between English and a covered language.

II. DETERMINATION OF PRIMARY LANGUAGE

A.

Schools must determine within 30 (thirty) days of a student’s enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department.

B.

The school shall maintain an appropriate and current record of the primary language of each parent. Such information must be maintained in ATS and on the student emergency card.

III. OBLIGATION TO PROVIDE LANGUAGE ASSISTANCE SERVICES

A.

Each school and office shall, consistent with this regulation, provide translation and interpretation services to all parents who require language assistance in order to

communicate effectively with the Department.

B.

The Department may provide translation and interpretation services beyond those outlined in this regulation.

C.

Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed.

1 The term "parent", whenever used in this regulation, means the student's parent(s) or guardian(s), or any person(s) in a parental or custodial relationship to the student, or the student, if he/she is an emancipated minor or has reached 18 years of age.

IV. SCHOOL-BASED LANGUAGE ASSISTANCE ASSESSMENT

A.

As part of its Comprehensive Educational Plan, each school must address:

1. its language assistance needs consistent with the requirements of this regulation, including:
 - a. regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit;
 - b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;
 - c. how it will provide those needs; and
 - d. the budgetary and staffing resources it is devoting to fulfill those needs;
 - e. compliance with the notification requirements set forth in Section VII below.

V. TRANSLATION REQUIREMENTS

A.

Centrally Produced Critical Communications

1. The central offices of the Department of Education shall identify documents which are distributed or electronically communicated to all or substantially all parents within the City containing critical information regarding their child's education, including, but not limited to:
 - a. registration, application, and selection;
 - b. standards and performance (e.g., standard text on report cards);
 - c.

conduct, safety, and discipline;

d.

special education and related services; and

e.

transfers and discharges.

2.

The Translation and Interpretation Unit shall: (a) translate such critical communication in a timely manner, in each of the covered languages; and (b) work with the office responsible for the critical communication to make such translations available to the schools.

B.

Student Specific Critical Documents

1.

Schools shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

a.

health;

b.

safety;

c.

legal or disciplinary matters; and

d.

entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

C.

Alternatives to Translation

When the Translation and Interpretation Unit, a school, or office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

VI. INTERPRETATION SERVICES

A.

The Department shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education.

B.

Depending upon availability, such interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone.

C.

The Department's Translation and Interpretation Unit shall provide interpretation services at the following Citywide meetings:

1.

Panel for Educational Policy Meetings;

2.

Citywide ELL parent meetings;

3.

Citywide/Community Education Council Meetings;

4.

Other Citywide parent meetings organized by central offices.

Interpretation services shall be provided in whichever of the covered languages the Department expects will be spoken as the primary language(s) of the persons attending such meeting or event.

VII. NOTIFICATION REQUIREMENTS

A.

Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

B.

Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C.

Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D.

Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E.

The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

VIII. MECHANISM FOR REQUESTING LANGUAGE ACCESS SERVICES

A.

Schools and DOE offices shall follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in this regulation.

B.

Parents who wish to receive language access services should contact their local school office or the school that their child attends.

C.

Questions regarding how interpretation and translation services may be obtained should be addressed to the Translation and Interpretation Unit.

IX. TRAINING

The Translation and Interpretation Unit will provide periodic training to parent coordinators and other key school-based personnel on the language access requirements contained in this regulation and on resources available to support these requirements.

X. REPORTING REQUIREMENTS

The Translation and Interpretation Unit will maintain records of all language access services it provides, including, but not limited to:

- the number of distinct documents that it translates into the covered languages and the general nature of such documents;
-

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:	\$226,360	\$139,307	\$365,667
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,263		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,428	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,318		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6,965	
6. Enter the anticipated 10% set-aside for Professional Development:	\$22,636		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,896	

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

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

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

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

Applicable Not Applicable

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

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

1B. Mathematics

Background

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

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

Specific Math Alignment Issues:

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

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

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

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

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

Please respond to the following questions for Key Finding 6:

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

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

Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

Applicable Not Applicable

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

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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