Department of Education

THE JOHN H. FINLEY PREPARATORY SCHOOL
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 05M129
ADDRESS: 425 WEST 130TH STREET
TELEPHONE: (212) 690-5932
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 129 **SCHOOL NAME:** John H. Finley Preparatory School

SCHOOL ADDRESS: 425 W. 130th Street New York, New York 10027

SCHOOL TELEPHONE: (212) 690-5932 **FAX:** (2120 690-5934

SCHOOL CONTACT PERSON: Odelphia Pierre **EMAIL ADDRESS:** opierre@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Wanda O'Connor
PRINCIPAL:	Odelphia Pierre
UFT CHAPTER LEADER:	I.J.Gee-Waithaka
PARENTS' ASSOCIATION PRESIDENT:	Patricia Wiltshire
STUDENT REPRESENTATIVE: *(Required for high schools)*	N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 5 **SSO NAME:** Leadership

SSO NETWORK LEADER: Joy Elaine Daley

SUPERINTENDENT: Ms. Gale Reeves

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
Odelphia Pierre	*Principal or Designee	
I.J. Gee-Waithaka	*UFT Chapter Chairperson or Designee	
Patricia Wiltshire	*PA/PTA President or Designated Co-President	
Sonja Jones	Title I Parent Representative *(suggested, for Title I schools)*	
Wanda O'Connor	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Darryl Montoute	Member/Parent	
Theodora Rodriguez	Member/Parent	
D. Hamilton	Member/Parent	
A. Horton	Member/Parent	
E. Perez	Member/ Parent	
R. Johnson	Member/A.P.	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The John H. Finley Preparatory School is an elementary school with 578 students from pre-kindergarten through grade 7. The school's population comprises of 49% Black, 48% Hispanic, 1% White, and 2% Asian students. The student body includes 16% English Language Learners and 15% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2007-2008 was 90.0%. The school is in receipt of Title 1 funding with 72% eligibility. Most of the students' live in the school's neighborhood zone but a small number travel in from other parts of the city. Contextual information about P.S. 129's community and its unique/important characteristics are proudly listed below. The school has established many successful partnerships with outside agencies and community-based organizations to enhance its curriculum such as:

1. ***Performing Arts Program***

Beginning Band *is a fundamental class designed for beginning fourth, fifth and sixth grade students. Students will meet in sectional instrument classes and will learn the essential skills for instrumental performance. They will learn a vast amount of musical and instrumental concepts the first year and will perform scales, music and band literature throughout the year. Performances will include a Christmas Concert, a Spring Concert, and other appearances.*

2. ***Automated Library***

The John H. Finley Library is a fully functional computerized library system. Books are borrowed by students on a daily basis. Students can easily find, check out and return books using our automated system. All books are labeled by readability levels. Along with our ***Accelerating Reading Program****, students are motivated to read for content and comprehension. They are also encouraged to have as a goal, a reachable higher reading level.*

The library also contains book written in several languages. There are other books that are geared for older students with low reading levels. In purchasing and ordering books, we look for fiction and non-fiction on different levels.

The Librarian and classroom teachers have several forms of technology to enhance learning:

- ***SMART Boards in several classrooms (including the library).***
- *12 Laptop computers (attached to a server)*
- *Four Desktop computers*
- *Television, with a VCR,*
- *Projector, with a full screen*
- *Laser Color Printer*

- *A Scanner*
- *Video Camera*

3. Computer Technology

Computer Technology *has become an important element in our school. Forms of computer technology are used in most subject areas. Students in Pre-Kindergarten classes are introduced to laptop computers, using programs that help teach pre-reading and early reading skills. Computer programs will also enhance their ability to read, listen, sound out words, follow directions, and to repeat the spoken word.*

For Upper grade classes, writing and gathering information are important areas of focus. While continuing the use of computers as a writing tool, students will also begin discovering research through the Internet. Writing skills for upper grades are further developed using ***Word Processing*** *programs, and presentation programs, such as* ***PowerPoint****,* ***Inspiration****, and* ***Print Shop****.*

Each classroom has at least one computer in the classroom. Upper grades have four computers in each room. There are also mobile laptop computers that are available to classes, as needed. The Computer Lab has more than enough laptop computers to accommodate an entire class.

Both laptop and desktop computers are being used for our ***Accelerated Reading Program.*** *They are being used by students in Classrooms, in Computer Lab and the Library. Teachers use this program to access print student data from the program*

We have setup and are using a ***SMART Board*** *and projector. Teachers make use of the* ***SMART Board*** *as a tool in lessons in Social Studies, Science, Math and Writing. Students find lessons using this form of technology more interesting than the traditional methods.*

Our goal has been to provide students with up-to-date computer hardware and software. We provide all students with the opportunity to learn and use computer technology in all curricular areas, as prescribed by the ***New York City and New York City Standards****. We have succeeded in this goal and look forward to our continued success.*

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	John H. Finley Preparatory School				
District:	**DBN #:**	05M129		**School BEDS Code #:**	31-05-00-01-0129

DEMOGRAPHICS									
Grades Served in 2008-09:	☐ Pre-K √	☐ K √	☐ 1√	☐ 2√	☐ 3√	☐ 4√	☐ 5√	☐ 6√	☐ 7√
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded Ele.	Ungrad. Sec.		

Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
Pre-K	35	35	33
Kindergarten	78	73	62
Grade 1	60	79	69
Grade 2	63	53	67
Grade 3	62	76	101
Grade 4	63	66	71
Grade 5	65	61	65
Grade 6	62	48	54
Grade 7	-	-	-
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Total	488	491	522

Attendance: *% of days students attended*			
(As of June 30)	2006-07	2007-08*	2008-09
	88%	91%	90%

Student Stability: *% of Enrollment*			
(As of June 30)	2006-07	2007-08	2008-09
	92	94	95

Poverty Rate: *% of Enrollment*			
(As of October 31)	2006-07	2007-08	2008-09

Students in Temporary Housing: *Total Number*			
(As of June 30)	2006-07	2007-08	2008-09
	40	41	43

Recent Immigrants: *Total Number*			
(As of October 31)	2006-07	2007-08	2008-09
	8	5	4

Special Education Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
Number in Self-Contained Classes	30	45	48
No. in Collaborative Team Teaching (CTT) Classes	4	6	5
Number all others	0	0	0
These students are included in the enrollment information above.			

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	5	8	4
Superintendent Suspensions	4	3	1

DEMOGRAPHICS

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	45	45	45
# in Dual Lang. Programs	N/A	N/A	N/A
# receiving ESL services only	35	35	35
# ELLs with IEPs	2	2	2
These students are included in the General and Special Education enrollment information above.			

Overage Students: # *entering students overage for grade*			
(As of October 31)	2006-07	2007-08	2008-09
	-	-	-

Ethnicity and Gender: % of Enrollment			
(As of October 31)	2006-07	2007-08	2008-09
American Indian or Alaska Native	0	3	1
Black or African American	52	51	48
Hispanic or Latino	45	46	49
Asian or Native Hawaiian/Other Pacific Isl.	2	1	2
White	0	0	0
Multi-racial	N/A	N/A	N/A
Male			
Female			

Special High School Programs: Total Number			
(As of October 31)	2006-07	2007-08	2008-09
CTE Program Participants	N/A	N/A	N/A
Early College HS Participants	N/A	N/A	N/A

Number of Staff: *Includes all full-time staff*			
(As of October 31)	2006-07	2007-08	2008-09
Number of Teachers	43	41	43
Number of Administrators and Other Professionals	3	3	3
Number of Educational Paraprofessionals	10	12	12

Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09
% fully licensed & permanently assigned to this school	84	87	94
Percent more than two years teaching in this school	83	86	90
Percent more than five years teaching anywhere	85	84	90
Percent Masters Degree or higher	90	94	96
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85	87	95

2008-09 TITLE I STATUS

☐ **Title I Schoolwide Program (SWP)** √	☐ **Title I Targeted Assistance**	☐ **Non-Title I**

Years the School Received Title I Part A Funding: N/A	☐ **2006-07**	☐ **2007-08**	☐ **2008-09**	☐ **2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes ☐ **No** ☐X **If yes, area(s) of SURR identification:**

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

☐	In Good Standing √	☐	Improvement – Year 1	☐	Improvement – Year 2
☐	Corrective Action – Year 1	☐	Corrective Action – Year 2	☐	Restructured – Year ___

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
Individual Subject/Area Ratings	**Elementary/Middle Level**		**Secondary Level**	
	ELA:	X	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. 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	√	√	√			
Multiracial	√	√	√			
Other Groups						
Students with Disabilities	X	√	√			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	√	√	√			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade	**A**		**Overall Evaluation:**	N/A
Overall Score	73.2		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	14.6		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	43.4		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet 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?

Student performance trends and other indicators of progress as observed by data from New York State Education Department, 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 reveal that our growth in literacy is strong with a 12.8% increase over last year progress compared to math which experienced only a 1.9% increase in mathematics scores.

Major findings and highlights of our school's strengths and accomplishments include the following:

I. **ELA:**

Student performance trends in ELA we can identify are:

1. 72.0% of all students tested made at least one year progress (improvement from 51.4% last year).
2. 86.7% of our schools lowest 1/3 students made at least one year's progress.
3. 52.0% percent of students scored at proficiency levels III & IV (improvement from 39.8% last year).

II. **Mathematics:**

Student performance trends in Mathematics we can identify are:

1. Stagnant overall progress in mathematics with 64.4% of students making one year's progress as opposed to 64.5% last year.
2. 72.7% percent of our schools lowest 1/3 students made at least one year's progress (compared to 64.5% last year).
3. 71.2% percent of students scored at proficiency levels III & IV (improvement from 68.8% last year).

III. **Closing the Achievement Gap**

We were one of only 200 school commended by The New York State Education Department for **Closing the Achievement Gap 2007-2008** among special education, ELL students, Hispanic students who are in the lowest third citywide and Black students in the lowest third citywide in ELA and Mathematics.

IV. **Parental Involvement**

1. Our Parent Leadership Academy has been duplicated and adopted by the DOE as a model to acculturate and/or help parents navigate (and to learn about) the Department of Education.
2. We are proud our parental participation rate for the Learning Environment Survey is higher than the city overall average (citywide rate - 40% vs. our school - 62%).

Student performance trends identified in ELA:

1. Almost 85% of our lowest 1/3 students has made one year's progress over the last two years.
2. The number of students performing in proficiency levels three has increased.
3. There is a major concentration of students performing in proficiency levels two and three.
4. We need to increase the number of students performing in proficiency level four.

Student performance trends identified in Mathematics:

1. Observation of student progress of the total population of students notes almost stagnant progress (only 1.9% progress over last year's gains).
2. We need to maintain and increase significant gains made the year before (2006-2007).

Student performance trends identified in ELL students:

1. Exemplary proficiency gains (40.5%) over Hispanic students lowest 1/3 in ELA citywide.
2. Exemplary proficiency gains (60.0%) over ELL students progress in ELA citywide.
3. Exemplary proficiency gains (45.5%) for ELL student citywide in mathematics.
4. Exemplary proficiency gains (50.0%) over Hispanic students lowest 1/3 in mathematics citywide.

The greatest accomplishments over the last couple of years have been:

1. Grade **"A"** on our Progress Report **for the last two consecutive years.**
2. Quality Review results improved from "Proficient" (2006-2007) to "Highly Developed" (2007-2008).
3. Commendation from the NYSED for **Closing the Achievement Gap** between ELL, Hispanic students in lowest third and Black students in lowest third.
4. Rigorous arts program which includes: The NY Philharmonic Music Program, Education In Dance, Dance Theatre of Harlem, OPUS 111, Music & The Brain and the Music Outreach program.
5. Expanding Collaborative Partnerships such as: Partnership for Children and the Harlem YMCA to help meet the needs of children and ensure academic success.
6. Expansion of our Music Department to include beginners, intermediate and advanced choruses.
7. Inclusion of Parents in school wide Attendance Celebrations and receiving positive feedback from our parents regarding their acknowledgement and the role they play in increasing the school wide student attendance rate.
8. Exemplary response rate of parents on the Learning Environment Survey which is significantly higher than the overall city average (our school 62% vs. 40% citywide).
9. Average school wide student attendance steadily increasing each year with an average of 92-93% daily.

The greatest challenges over the last couple of years have been a sharp increase in the number of students in the special education accountability group and secondly, continuous cuts to our school budget.

The most significant aids or barriers to the schools continuous improvement are:

1. Budget Cuts
2. Inquiry Team Expansion: With decreased funds, there are limited opportunities to pay teachers for

tutorial services to serve lowest 1/3 performing students before, during and after school. This is significant in light of an ever increasing number of at-risk and special education students.

3. Extending teachers' use of technology when managing and analyzing assessment data to inform their planning.

4. Extending teachers' use of technology when managing and analyzing assessment data to further differentiate the delivery of instructional programs across all subjects.

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.*

Literacy:

30% of the level 1 & 2 students in the lowest third in grades 6 – 7 will make a minimum of 1.5 year's progress on the 2010 NYS ELA examination.

Mathematics:

To increase the percentage of students in grades 4 – 5 performing at level 4 by 50% from 7% in 2009 to 10.5% in 2010 (the number of level 4 students will increase from 16 to 24).

Technology:

100% of teachers will incorporate technology as part of their instructional practice (i.e. Smart Boards, Computer Lab, Mobile Laptop Cart, Desktop Workstations).

Professional Development:

95% of all teachers will engage in teacher team meetings during the school year which may include extended cabinet, grade teams, content teams, and/or inquiry teams.

Parental Involvement:

To achieve, by June 2010, an increase in the number of parents attending various school functions and meetings from 175 to 250.

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): **Literacy**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	30% of the level 1 & 2 students in the lowest third in grades 6 – 7 will make a minimum of 1.5 year's progress on the 2010 NYS ELA examination.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	All students will be assessed using the current NYC online assessment tools during the year to track individual student progress throughout the school. At the end of each assessment cycle each grade will leverage the existing structure of grade meetings to review student data to drive planning for subsequent instruction. Administration, coaches, grade leaders, service providers, and teachers will participate in this consistent collaborative data analysis. Individual teacher conferences to ensure meaningful reflection and use of data to drive instruction 1:1 The Pupil Personnel Committee and Academic Intervention Team will provide support to at risk students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Budgeting:** 1. Use C4E allocation to expand G & T Program, 2. Use C4E allocation to expand Time-on-Task for afterschool program and 3. Use C4E funds to expand Music Program. **Program Scheduling:** AM morning skills period, extended day tutorials (37.5 minutes), Inquiry Team - small group day tutorials with differentiated instruction throughout the day (servicing lowest 1/3 students), Academic Intervention Services (small groups/differentiated instruction with A.I.S. Teacher)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Assessments, ITA's, Acuity Predictive (Fall & Spring) will be used to monitor progress and identify patterns and trends in performance. ARIS and ACUITY will be used to track student progress throughout the school year in grades 6-7. 2010 NYS ELA results.

SECTION VI: ACTION PLAN

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase the percentage of students in grades 4 – 5 performing at level 4 by 50% from 7% in 2009 to 10.5% in 2010 (the number of level 4 students will increase from 16 to 24).
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Based on data from a battery of MATH assessment tools, we appear to be on track to meet and exceed our goal. Our data sources include mock exams, Acuity, teacher created assessments and teacher observations. Our plan will move students forward by embedding academic rigor, differentiation of instruction, and the use of technology. Ongoing professional development, weekly department meetings and teacher collaboration support our efforts to move toward this goal.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Budgeting:** 1. Use of C4E allocation to expand G & T Program, 2. Use of C4E allocation to expand Time-on-Task for afterschool program and 3. Use of C4E funds to expand Music Program. **Program Scheduling:** AM morning skills period, extended day tutorials (37.5 minutes), Inquiry Team - small group day tutorials with differentiated instruction throughout the day, small groups/differentiated instruction with advanced placement teacher.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	We will see students achieving at Level 4 on mock Math Exams, receiving 90% or better in Math on their report card. 2010 NYS Math Exam

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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): **Technology**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	100% of teachers will incorporate technology as part of their instructional practice (i.e. Smart Boards, Computer Lab, Mobile Laptop Cart, Desktop Workstations). .
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Currently, the technology team meets on a bi-weekly basis to review and assess current classroom technological resources and their technological applications. The use of ACUITY, ARIS, Smart Boards and software programs such as Study Island, United Streaming, Accelerated Reader, VITAL-Channel 13 Ed on Line, and Prescriptive Instruction will be used in classrooms school wide. In addition, every Special Education classroom teacher uses their computer workstations to implement lessons via technology.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	N/A
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Evidence that suggests this reflects in teacher lesson plans, teacher observations and student project. In addition, other measurements are: teacher attendance at Technology cohort meetings as well as surveys filled out by the teaching staff at grade/faculty conferences and teacher teams.

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): **Inquiry Process**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	95% of all teachers will engage in teacher team meetings during the school year which may include extended cabinet, grade teams, content teams, and/or inquiry teams.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teachers will be programmed for planning time by grade level and also in content areas. Per session will be allocated for teacher lead study groups. Funding will be allocated for per diem and coverages to allow for common planning time either built into teacher programs or provided periodically. Select staff will engage in "facilitator training." Student progress will be shared in grade team meetings, and monthly 1:1 data talks.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	***Program Schedule:*** 1. At least three periods are scheduled each week during the school day for each student on the inquiry team.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Notes and artifacts from collaborative planning meetings and grade meetings Notes and artifacts from teacher study groups Agenda and artifacts from emerging practices forums Observation notes from collaborative planning meetings and 1:1 data talks by coaches and/or administrators.

SECTION VI: ACTION PLAN

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

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	The number of parents attending various school functions and meetings will increase from 175 to 250.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	So far this year, we have had over 100 different parents attend one or more of our various meetings (Open House, ARIS Workshop, Parent Meeting). We have sign in sheets and agendas for every event. Our improved system of outreach and incentives has helped in addressing our goal of 250 parents. We have many more events scheduled and we are confident that we will exceed our goal for the 2009-2010 school year. Scheduled events include: Parent Leadership Academy, Fall and Spring Showcase Events, Parent-Teacher Conference, Family Night, etc.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	N/A
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	The evidence will be parent feedback on surveys, sign in sheets and agendas of meetings and events. Additionally, increased parent participation on the Learning Environment Survey.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	18	20	N/A	N/A	0	0	0	0
4	12	14	11	9	0	0	0	0
5	27	27	7	7	5	3	3	0
6	2	2	2	2	14	11	5	0
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction differentiated according to their reading skill level, one-on-one tutoring during the day for third through fifth grade students using the Wilson program, KAPLAN and Success For All Reading Program, Performance Series Scantron and Channel Thirteen Ed on line.
Mathematics:	Small group instruction differentiated according to their mathematics skill level, one-on-one tutoring during the day for third through fifth grade students using the Everyday Mathematics program, KAPLAN and Summer Success Math Materials, Performance Series Scantron and Channel Thirteen Ed on line.
Science:	Small group instruction differentiated according to their science skill level, one-on-one tutoring during the day for students in grades 3, 4 and 5. Writing is the focus using non-fiction literature and previous assessments in science. Performance Series Scantron and Channel Thirteen Ed on line is also used.
Social Studies:	Small group instruction differentiated according to their social studies skill level, one-on-one tutoring during the day for students in grades 3, 4 and 5. "Strategies for Success" is the instructional book used for tutoring to improve social studies skills. Performance Series Scantron and Channel Thirteen Ed on line helps in conjunction with the abovementioned.
At-risk Services Provided by the Guidance Counselor:	Community outreach referrals to psychiatric facilities, evaluations and treatment.
At-risk Services Provided by the School Psychologist:	Community outreach referrals to psychiatric facilities, evaluations and treatment.
At-risk Services Provided by the Social Worker:	Community outreach referrals to psychiatric facilities, housing, evaluations, treatment, family home visits.
At-risk Health-related Services:	Community outreach referrals, diagnosing, prevention and treatment. Referral to community facilities.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s): K-7 **Number of Students to be Served: 52** **LEP _____ Non-LEP**

Number of Teachers: 5 **Other Staff (Specify): Paraprofessionals – Two (2)**

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 Instruction Program

Our school, P.S.129M provides a Transitional Bilingual Education Program and a Freestanding ESL Program. The Bilingual Education model that we implement is conducted in the student's native language, Spanish, along with intensive English language skills to students whose native language is not English. There will be four Bilingual Education classes: one (1) Kindergarten, (1) Bridge 1/2 class, (1) Bridge 3/4/5 Special Education and (1) Bridge 6/7 Special Education. Each class will have a population of approximately 15 to 20 children. There will be a total of five ESL classes serving grades K-7. We have two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) ESL teacher in 2009-2010. Next year, we will also have two (2) fully licensed certified bilingual teachers, two (2) fully licensed certified bilingual special education teachers and one (1) ESL teacher for the 2010-2011 school year.

Title III funds will be used for an after school and Saturday Program for our English Language Learners (ELLs). The students' levels are beginner, intermediate, and advanced. Both programs, after school and Saturday school, will focus on literacy, math and test taking strategies. In addition, the students will receive preparation for the NYSESLAT Exam. The rationale for our Title III program is to further enhance our ELL's language acquisition by developing all four modalities: listening, speaking, reading and writing. Materials will be purchased from Santillana and Attanasio and Associates, Getting reading for the NYSESLAT.

After School Program:

There are three classes with 15 students in each class, in grades K-4, totaling 45 students. These classes meet 4 days per week (Tuesdays through Fridays) from 3:00 p.m. to 5:00 p.m. The program is in effect from October 2009 to June 2010 for 15 weeks. The teachers are certified.

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.

Bilingual and ESL teachers will participate in all regional and PD sessions given by your office as well as any trainings hosted by NYCDOE's ELL Teacher Academy. Our bilingual and ESL teachers have already had the ten hours of PD in ESL strategies. Our special education teacher will receive training in addition to the other PD sessions offered.

We will have five 45 minutes professional development sessions held at our school in which the focus will be bilingual education and ESL services which is listed as follows:

- **Assessment, Evaluation and Placement of ELL Students (September 2009)**
- **ESL Methodologies and ESL Instruction in the Classroom (October 2009)**
- **ESL Learning Standards (November 2009)**
- **How to Plan Differentiated Instruction for the 4 Levels of English Literacy (December 2009)**
- **Informational Session on NYSESLAT (March 2010)**

Form TIII – A (1)(b)

School: 129M **BEDS Code: 310500010129**
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 9,000 - Per diem	**Per Session** $9,000 **Per diem**	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.	$0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$4,500	Getting Ready for the NYSESLAT by Attanasio and Associates, pencils, notebooks, pens Santillana Getting Ready for the NYSESLAT Notebooks Pencils
Educational Software (Object Code 199)	$0	
Travel	$0	
Other	$1,500	Parent Involvement
TOTAL	$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   Our bilingual teachers are fluent in English and in Spanish. They facilitate surveys in choice forms to choose a program in which they would like their child to attend in their native language. Parents have the opportunity to set up individual meetings with the Principal, Assistant Principal, our Parent Coordinator, Bilingual teachers and the ESL teacher. A translator will be provided if the Parent does not speak or understand the English language. In addition, we have two teachers who are fluent in French and English. This allows us to communicate with parents whose dominant language is French.

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.

   Parents are comfortable and satisfied with our translations. As of today, we have never had any misinterpretations or misunderstanding when a notice or a letter is sent home.
   In order to build further alignment between parent choice and program offerings, P.S. 129M has had ELL parent orientation meetings, as well as ongoing information meetings to foster discussion about the program and provide a space for parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the main Lobby in English and in Spanish and daily articulation with parents throughout the day.

Part B: Strategies and Activities

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

   In order to build further alignment between parent choice and program offerings, P.S. 129M has had ELL parent orientation meetings, as well as ongoing information meetings to foster discussion about the program and provide a space for parents to ask questions and share suggestions. We also communicate to parents through our school newsletter, school postings in the main Lobby in English and in Spanish and daily articulation with parents throughout the day.

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.

   The in-house, ESL teacher, is the person responsible for translating all of the letters of our school. At times, when parents have a concern or question, the ESL teacher personally addresses them.

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.

   P.S. 129M shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours who request such services in order to communicate with our school regarding critical information about their child's education. Depending upon availability, such interpretation services may be provided by several staff members of our school such as: the ESL teacher, Spanish cluster teacher, school secretary and and/or school family worker. Parents can conduct such communication either at the school or by telephone.

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:	466,906	100,301	567,207
2. Enter the anticipated 1% set-aside for Parent Involvement:	$4669		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1003	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,345		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		5015	
6. Enter the anticipated 10% set-aside for Professional Development:	46,690		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		10,030	

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.

(Please see “Needs Assessment” on pages 10-12).

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
        - Are consistent with and are designed to implement State and local improvement, if any.

(Please see pages 14 – 18).

3. Instruction by highly qualified staff.

(Please see pages 14 – 18).

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

(Please see pages 14 – 18).

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

(Please see pages 14 – 18).

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

(Please see pages 14 – 18).

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.

   Our school has monthly meetings for prospective as well as current parents in the pre-school grades. At these meetings, parents receive information regarding assistance in the transition of early childhood programs to elementary school.

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.

(Please see pages 14 – 18).

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.

(Please see pages 14 – 18).

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

(Please see pages 14 – 18).

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
   a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR[1] 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.

The process our school engages in assessing whether curriculum and instruction are aligned with state standards includes a scripted literacy Program entitled, "Success For All" which has a pacing calendar with process and content strands and an eight week assessment. It is aligned with the New York State ELA Standards regarding the seven different levels of reading and five different levels of writing. Listening and speaking skills are also included. The Accelerated Reader Program provides "running records" of student progress towards meeting NYS literacy standards. Enrichment resources namely, Acuity, The Performance Scantron Series and Study Island provide not only academic support, but assessment data as well.

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

☐ Applicable ☐ Not Applicable X

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?

Strengths in student performance trends in ELA we have identified are:
72.0% of all students tested made at least one year progress (improvement from 51.4% last year).
86.7% of our schools lowest 1/3 students made at least one year's progress.
52.0% percent of students scored at proficiency levels III & IV (improvement from 39.8% last year).

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.
N/A

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.

The process our school engaged in to assess whether curriculum and instruction were aligned with state standards included examining statistical data from New York State Mathematics exams from 2007-2008. Although we did not see a recent significant

gain in overall progress and/or mathematics achievement levels hovering at 64.5%, we concur this may be due to a weak alignment to NYS process strands at all grade levels.

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

X ☐ 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?

Strengths in student performance trends in Mathematics we have identified are:

- ✓ **Stagnant overall progress in mathematics with 64.4% of students making one year's progress as opposed to 64.5% last year.**
- ✓ **72.7% percent of our schools lowest 1/3 students made at least one year's progress (compared to 64.5% last year).**
- ✓ **71.2% percent of students scored at proficiency levels III & IV (improvement from 68.8% last year).**

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.

We will use Acuity, Performance Scantron Series and Study Island assessment / instructional programs to provide additional resources for aligning with NYS Mathematics Standards.

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.

The process by which our school has engaged in to assess the relevance to our school's educational program included observations of high student engagement during "Success For All" literacy lessons. This occurred during independent and group seat work.

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

☐ Applicable ☐ Not Applicable X

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?

- ✓ **72.0% of all students tested made at least one year progress (improvement from 51.4% last year).**
- ✓ **86.7% of our schools lowest 1/3 students made at least one year's progress.**
- ✓ **52.0% percent of students scored at proficiency levels III & IV (improvement from 39.8% last year).**

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.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of

student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) 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.

The process our school has engaged in to assess whether this finding was relevant to our school's educational program examining statistical data from New York State Mathematics exams from 2007-2008 as well as unit exams, mid-year and end term Everyday Math assessment, math journals and math boxes daily problems.

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

☐ Applicable ☐ Not Applicable X

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?

- ✓ **72.7% percent of our schools lowest 1/3 students made at least one year's progress (compared to 64.5% last year).**
- ✓ **71.2% percent of students scored at proficiency levels III & IV (improvement from 68.8% last year).**

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.

N/A

[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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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

The process our school has engaged in to assess whether this finding was relevant to our school's educational program was examination of the BEDS Report and our School Organization Sheet which serves as evidence that we stable cadre of teachers.

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

X ☐ Applicable ☐ Not Applicable

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

The School BEDS Report and very few changes in the School Organization Sheet.

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.

N/A

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.

The process by which our school has engaged in to assess whether this finding is relevant to our school's educational program is through interview data (from classroom teachers and principals). The interview data revealed that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts are known, attended, documented and turn-keyed by our ELL teachers.

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

☐ Applicable ☐ Not Applicable X

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?

Evidence that supports (or dispels) the relevance of this finding to our school's educational program includes:

- ✓ **Teacher Attendance Records at workshops**
- ✓ **Professional Development that "Turn-keyed" ELL practices**

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.

N/A

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.

The process our school engaged in to assess whether curriculum and instruction were aligned with state standards included examining statistical data from NYSSELAT scores from 2008-2009.

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

☐ Applicable ☐ Not Applicable X

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?

Strengths in student performance trends in ELL student data we have identified are:

- ✓ **Exemplary proficiency gains (40.5%) over Hispanic students lowest 1/3 in ELA citywide**
- ✓ **Exemplary proficiency gains (60.0%) over ELL students progress in ELA citywide**
- ✓ **Exemplary proficiency gains (45.5%) for ELL student citywide in mathematics**

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.

N/A

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.

The process our school has engaged in to assess whether this finding was relevant to our school's educational program was evidenced by interviews of general education teachers of students who had students with IEP's and had problems with servicing them and complying with their special needs and services.

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

X ☐ 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.

We will provide professional development to general education teachers on how to analyze the IEP, differentiated instruction and how to prepare lessons using multiple intelligences. We will also pair the general education and the special education teacher to exchange methods and practices.

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.

The process our school has engaged in to assess whether this finding is relevant to your school's educational program is observation of teacher's inexperience and struggles with unfamiliar special education student populations.

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

X ☐ 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?

Observation of teacher's inexperience and struggles with unfamiliar special education populations.

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.

Schedule time for ongoing meetings between administration, special education teacher, counselors, parents school psychologist (all stake holders and relevant people in the professional learning community) which center around the IEP for examination and review.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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