



P.S. 175

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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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
Cheryl McClendon	*Principal or Designee	
Schwanna Ellman	*UFT Chapter Chairperson or Designee	
Michelle Christian	*PA/PTA President or Designated Co-President	
Shona Mikell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marie Hall	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sonia Francis	Member/UFT	
Natasha Spann	Member/UFT	
Janet Miller	Member/parent	
Michelle Moore	Member/parent	
Deirdre Irby	Member/parent	
Eula Guest	Member/parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 175 is a Title I elementary school serving four hundred and fifteen students in grades

Pre-K through 5.

Mission Statement of Henry Highland Garnet School for Success

The mission of the Henry Highland Garnet School for Success is to provide a high-quality differentiated educational experience that promotes self-discipline, motivation and excellence in learning in a safe, nurturing and supportive environment. As a learning community of educators, in partnership with parents and the community, we strive to develop within our students, the critical thinking skills necessary to become independent, successful learners and leaders in our multi-cultural global society.

Our student body is diverse, comprised of students from countries in West Africa, the Caribbean, Middle –Eastern countries, the Dominican Republic, Puerto Rico and Northern and Southern states of the US. The cultural diversity of the PS 175 community provides a rich context for not only our Social Studies curriculum but for enacting and teaching the principles of democracy upon which our country is founded. Our students learn about other countries, customs and practices through first-hand exposure. Teachers maximize this learning experience through on-going collaborative planning and adherence to the fundamental ideology of John Dewey, “Children learn best through doing.” We endeavor to employ an experiential approach to teaching in all subject areas. It is through this experiential approach, as well as the commitment of our teachers that we engage and motivate our students.

Several of our teachers are participating in the Reach the World Project. Reach the World is an organization that connects students and teachers in urban schools to authentic global expeditions as they are in progress. Students meet and communicate with world travelers, view artifacts, photographs and acquire first-hand information about the continents and countries visited. Reach the World brings enriching project-based learning experiences to our students. This year, teachers are utilizing 21st century technology to connect students with RTW travelers. Our students conduct real-time interviews with travelers in Cameroon and other countries across the world using Skype and a webcam. Student projects generated from this course of study include but are not limited to narration PowerPoint presentations, authentic student-created plays and videos, gallery exhibits and individual and group reports.

Science is alive and well at PS 175 – literally. In kindergarten through fifth grade, our students are exploring natural phenomena using the FOSS/DSM Science Curriculum. They study soil, earth materials and earth processes; explore and cultivate plants; observe insects and other small animals as they learn about life cycles and ecosystems. The Everyday Math program also engages students in exploration of fundamental mathematics concepts through the use of concrete manipulatives. Teachers teach critical thinking and problem-solving in every subject area. It is our mission to teach children how to think and prepare them with the knowledge to make positive choices.

Our music program is inimitable. We have a fully functional keyboard lab. Students in grades K- 5 learn to play the keyboard within the Music and the Brain Program. Music and the Brain is a highly effective scientifically based program that positively impacts upon students' memory and information processing skills. In music class students learn to sing cultural and classic songs, as well. Throughout the year, art residencies are conducted by Studio in a School and YAFFA Cultural Center in grades K – 5.

Literacy is a focal area within our school program. Literacy is integrated throughout all curricular areas. As a result of close analysis of the efficacy of our literacy program, we have adopted the Columbia Teachers' College Reading and Writing Project Curriculum. The implementation of this high-quality, rigorous curriculum from kindergarten to grade 5 will consistently engage our students is

high level critical thinking as readers and writers, increase student progress in literacy and support our efforts to ensure instructional coherence throughout our academic program.

At PS 175, the school day does not end at 3:00. In addition to a thirty seven and a half minute daily tutorial period, we will offer an extended day program which will prepare students for taking the NYS examinations in mathematics and English Language Arts. After-school literacy and math enrichment is also provided through the Renaissance Accelerated Literacy and Accelerated Math Program, a technology-based incentive program funded by the Carmel Hill Foundation. Our community partner, the New York City Mission Society also facilitates a well-rounded after-school program within our building. Community partnerships are vital to our organization. Our partnership with the JCC of Manhattan provides our students with daily tutoring in reading fluency, decoding and comprehension utilizing the Great Leaps Fluency Program and Reading Recovery methodology. JCC volunteers work individually with struggling students as well as assist teachers daily within classrooms. Additionally we have a sizeable tutoring staff from Barnard College through the America Reads and Counts Program. We are also partnering with Learning Leaders for volunteering support this year.

Students run early morning twice a week on a full track in our newly renovated schoolyard. This is the second year that we are implementing the Mighty Milers Running for Fitness Program, a NYC Department of Health initiative. The physical education teacher, our parent coordinator and a parent volunteer who is an SLT member facilitate this program. Some of our students also participate in a Health and Fitness weekend camp facilitated by Harlem Hospital which is held in the PS 175 schoolyard every Saturday morning.

Our newly renovated library, the PS 175 Foster Memorial library is bright and inviting. A fully functional library media center is being developed this year, replete of new desktop computers, laptops, Smart boards and an audio-center. We have a full-time librarian and every class visits the library weekly.

Our community/ corporate partners, in addition to those previously mentioned are Fordham University, Columbia University, the Harlem Council of Elders, St. Aloysius, the Pencil Foundation,

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 175 Henry H Garnet						
District:	5	DBN:	05M175	School BEDS Code:	310500010175		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	17	35	24		91.6	91.1	93.0
Kindergarten	34	46	51	Student Stability - % of Enrollment:			
Grade 1	48	49	42	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	62	61	44		88.8	92.4	86.9
Grade 3	72	64	79	Poverty Rate - % of Enrollment:			
Grade 4	58	64	79	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	74	51	48		75.3	75.3	68.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		13	9	53
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		7	4	3
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	365	389	350				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	9	39
# in Collaborative Team Teaching (CTT) Classes	5	12	12	Superintendent Suspensions	20	12	6
Number all others	12	14	17	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	36	36	22	Number of Teachers	29	30	31

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	4	15	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	48.3	66.7	71.0
				% more than 5 years teaching anywhere	37.9	36.7	48.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	69.0	73.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	90.0	95.5
American Indian or Alaska Native	0.0	0.5	0.6				
Black or African American	81.9	79.7	74.9				
Hispanic or Latino	15.3	16.7	19.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.8	2.6				
White	0.6	1.3	1.1				
Male	54.2	47.8	49.4				
Female	45.8	52.2	50.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	C	Overall Evaluation:	√
Overall Score:	45.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	10	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	13.6	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	22		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	NR		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Comprehensive Educational Plan (CEP) 2009 - 2010

Section IV: Needs Assessment

Assessment Tools: Progress Reports {'07 – '08; '08 – '09}, Quality Review Reports – Part 2: Overview {'07 – '08; '08 – '09}

Question Addressed: What have been the greatest accomplishments over the last couple of years?

CATEGORY	2007-2008	2008-2009	Positive Increase (√)
Overall Grade	C	C	
Overall Score	39	45.6	√
SCHOOL ENVIRONMENT	5.7 out of 15	10 out of 15	√
Survey Scores			
Academic Expectations	7.4 (46.2%)	8.0 (69.2%)	√
Communication	6.6 (38.5%)	7.5 (73.1%)	√
Engagement	6.9 (58.1%)	7.4 (72.4%)	√
Safety and Respect	7.4 (42.3%)	8.3 (76.9%)	√
Attendance	91.1% (21.2%)	93.0% (57.7%)	√
STUDENT PERFORMANCE	9.8 out of 25	13.6 out of 25	√
English Language Arts			
Percentage of Students at Proficiency (Level 3 or 4)	46.4% (26.3%)	56.7% (49.3%)	√
Median Student Proficiency (1.00 – 4.50)	2.89 (23.3%)	3.07 (53.3%)	√
Mathematics			
Percentage of Students at Proficiency (Level 3 or 4)	76.1% (53.8%)	79.6% (61.5%)	√
Median Student Proficiency (1.00 – 4.50)	3.40 (53.6%)	3.46 (60.7%)	√
	23.5 out of 60	22 out of 60	

STUDENT PROGRESS			
English Language Arts			
Percentage of Students Making at Least 1 Year of Progress	62.9 (62.8%)	64.9 (62.8%)	√
	(In School's Lowest 1/3 Students) 74.3 (42.2%)	(In School's Lowest 1/3 Students) 77.5 (49.8%)	√
Average Change in Student Proficiency	<i>(Level 1 and Level 2)</i> 0.23 (25.0%)	<i>(Level 1 and Level 2)</i> 0.30 (46.9%)	√
	<i>(Level 3 and Level 4)</i> <0.02> (67.9%)	<i>(Level 3 and Level 4)</i> <0.01> (71.4%)	√
Mathematics			
Percentage of Students Making at Least 1 Year of Progress	52.1 (32.6%)	46.3 (17.1%)	
	(In School's Lowest 1/3 Students) 60.6 (37.1%)	(In School's Lowest 1/3 Students) 44.4 (4.6%)	
Average Change in Student Proficiency	<i>(Level 1 and Level 2)</i> 0.18 (20.4%)	<i>(Level 1 and Level 2)</i> 0.16 (16.3%)	√
	<i>(Level 3 and Level 4)</i> <0.11> (35.7%)	<i>(Level 3 and Level 4)</i> <0.16> (23.8%)	

(Relative to Peer Horizon)

SUMMARY

All members of our school community contribute to creating a learning environment in which children of all ages can thrive not only academically but socially and emotionally. Our school leaders have continuously fostered an atmosphere in which all constituents feel comfortable sharing and eliciting ideas relevant to promoting student progress. There have been significant improvements made in a majority of the areas examined in the school's annual progress report suggesting that the planning implemented has been relatively successful. Such areas are (1) Student Performance in both English Language Arts and Mathematics and (2) The Overall School Environment

As evidenced by our school's progress report *Student Performance* has steadily shifted upward. The amount of students performing at the proficiency level in English Language Arts (ELA) has increased by 10.3% and by 3.5% in the area of Mathematics. This success can be attributed in part to new and enhanced curriculum initiatives in ELA and mathematics that we have implemented in our instructional program. Carmel Hill, Fordham University and the New York City Mission Society continue to support our school community and share their abundant resources which are essential to

fostering continuous student progress. In addition our new partnership with Teachers College Reading and Writing Project will heighten the rigor and coherence of our literacy instructional program.

Over the past few years, our school has built a consistent system of communication in which staff members across the grades share information pertinent to addressing both the individual and collective strengths and weaknesses of all students. A systematic data cycle operates in such a way that information from both formative and summative assessments is collected, analyzed and reported. Classroom teachers, ELL teachers and other instructional staff develop individualized plans for each student, specific to his or her needs. Teachers are engaged in Inquiry Team work focusing on mathematics, English Language arts and language and literacy acquisition for English Language Learners. Assessment-driven short-term interim goals are being established for targeted groups of students in the core curriculum areas.

Parents are becoming increasingly satisfied with the frequency as well as modes of communication utilized to transmit their children's progress. Between the 2007 -2008 and 2008-2009 School Progress Report, our score for Communication (which is derived from Parent responses on the Learning Survey) has increased by over 35%.

Mathematics

Our school continues to be successful with students performing at grade level (students performing at level 3). We have continuously decreased the amount of students performing below grade level standards (students performing at level 1). After reviewing the 2008 – 2009 progress report data 79.6% of our students scored at or above grade level, which is 17.9% higher than our peer schools average and 23.2% higher than the city's average. However, only 46.3% of our students made one year of progress in mathematics.

In order to maintain upward growth in student performance, promote an increase in student progress, and to address the needs of all learners in mathematics, the following activities and strategies are being implemented for the 2009 – 2010 school year:

Data cycles are set up with specific time frames for collecting and effectively analyzing data. Teachers are required to use technology-based tools such as ARIS to analyze data. All assessment tools that are utilized throughout the course of the year and administration dates are established at the beginning of school year. Individual teachers and groups of teachers designated by grade bands use data to set short-term interim goals for groups of students for whom they are responsible.

Prior to delivery of curriculum-based instruction, pre-assessments are administered using the Math Predictor and STAR Math tools. Results from these assessments, as well as last year's New York State Mathematics Assessment, Everyday Mathematics (EDM) End-of-Year Assessment and English Language Arts Running Record Assessment results are used to determine each student's starting level for each content strand. Throughout the course of the year, ACUITY and STAR Math assessments are administered periodically (approximately every two months) to monitor student progress. Bi-weekly conferring is conducted with students and classroom teachers to discuss student progress based on daily observations, periodic assessment results and ongoing EDM daily assessments.

School leaders and the math coach support classroom teachers and paraprofessionals with effectively working with students to create rubrics which aid in their social and academic development and to collaboratively identify personal learning goals and strategies to consistently achieve those goals.

The math coach collaborates and co-teaches with a fourth grade classroom teacher five days per week during the math instructional block. Through this collaboration, a math lab-site has been developed wherein teachers in grades 3 – 5 are engaged in scheduled inter-visitation and observation of best-practice strategies in math.

A .5 guided math teacher position has been established. This teacher utilizes a push-in model to work with designated small groups of students in grades K – 2. Targeted students and focal sub-skills are determined through teacher assessment.

All teachers in grades 3 – 5 will provide targeted mathematics skill instruction using the Options Skills Bridge program during the half hour skills period from 8:00 – 8:30 am.

The Everyday Mathematics curriculum provides a plethora of opportunities to uphold academic rigor. School leaders and the Mathematics Instructional Specialist will work daily to ensure that students are doing high level assignments, and that teachers are providing appropriate academic and social support for each student. School leaders will establish standards for high quality instructional delivery and relevant education that will be used to assess effective incorporation of this principle of learning.

Our School Support Organization (SSO) partners, Fordham University, will conduct weekly visits in which they will facilitate learning walks in and identify high quality instruction as well as potential areas of concern and provide recommendations for next steps. All school constituents will be consistently reminded of the goals for the mathematics department in order to guarantee that everyone working towards achieving increased mathematics performance levels for all learners.

Additionally we have two teacher inquiry teams which are focused on mathematics progress. One team is comprised of kindergarten teachers and the mathematics coach and the other team is comprised of fourth and fifth grade teachers and the mathematics coach.

Schools with similar demographics that achieved an “A” score on their progress report will be examined to determine effective practices implemented to collect and utilize student data.

English Language Arts

In the area of English Language Arts 56.7% of our tested students met or exceeded standards on the NYS ELA exam as compared to 46.4% during the 07/08 academic year and 39.6% during the 06/07 school year. This represents a consistently significant upward trend in student achievement in ELA over the course of the last three years. The percentage of students making one year of progress in ELA has also increased incrementally over the course of the last three years from 59.6% to 62.9% to 64.4%. Despite this upward trend, there is a need to further enhance the rate of academic achievement and academic progress of students in ELA. To this end, the following initiatives are being implemented during the 2009 – 2010 academic year:

- Schoolwide implementation of the Teacher's College Reading and Writing Project Curriculum in Reading and Writing Workshop
- Extensive professional development of teachers, literacy coach and principal in the TCRWP curriculum. Lower and upper grade lab-site classrooms will be established. PD will take the form of on-going lab-site demonstrations, one to one conferences between the teacher and literacy coach or the teacher and the TCRWP staff developer; teachers attend literacy conferences at Columbia University. A turn-key system has been established to bring all pertinent information and strategies back to staff.
- Systematic implementation of the Foundations phonics building program in grades K – 2
- Support and extensive professional development to K-2 teachers, Wilson level 1 teacher and AP in charge of lower grades in the Foundations Program strategies. We participate in the NYCDOE RTI Project focusing on the systematic use of the Foundations program with close progress monitoring. This project is supported by the NYCDOE Office of Special Education.
- The literacy coach collaborates and co-teaches with a fourth grade classroom teacher five days per week during the reading workshop.
- The principal collaborates and co-teaches with a fourth grade classroom teacher 3 – 4 days per week during the writing workshop.
- A .5 guided reading teacher position has been established. This guided reading teacher utilizes a push-in model to work with designated small groups of students in grades 1 - 3. She meets with teachers to plan her focus with targeted groups of students. Guided reading groups are flexible and dynamically based upon on-going teacher observation and assessment.
- Teacher and administrative teams review quantitative and qualitative data in order to set short term interim goals and long term goals for students
- Data is disaggregated during grade meetings
- Progress Monitoring Tools are used for to monitor student progress in targeted skill areas

- Teachers work with students to reflect on their progress and articulate individual learning goals
- Running records are taken and analyzed during designated benchmark periods and more often where deemed necessary.
- Teachers plan and facilitate guided reading for flexible groups, designated by assessment and evaluation from reading conferences and teacher observation
- A skills period is scheduled in which teachers implement targeted direct instruction focusing on the reading comprehension strategies.
- We follow the AIS Protocol that includes *Tier 1* (teacher-guided in-class support), *Tier 2* (pull-out academic services by AIS Teacher) and *Tier 3* (pull-out academic services by AIS Teacher based on the IEP)
- We utilize Great Leaps to enhance reading fluency for at-risk students in Grades 3 – 5
- The Wilson Reading program is implemented with targeted groups of students.
- We have established a weekly Extended Day Test Preparation Academy in mathematics and ELA. Students who did not meet standard performance on the 08/09 ELA exam participate. Students who did not meet standard performance in Mathematics and students who did not achieve 1 year of progress in Mathematics participate.
- Support vertical/horizontal staff articulation by hosting monthly forums for classroom teachers on varying grade levels to collaborate on performance standards and share instructional methods
- Ensure academic rigor by supplying all teachers with pacing calendars, units of study and grade level resources for every content area
- Strategically organize Administrators and Literacy Coach to visit classes to model best practices and work with small groups

Science

Comparison of 09 data with 08 data reflects a 7.7% increase in students who met or exceeded standard in Science. In performance level 4 we realized an 11.7% increase as compared to 08. However, further analysis reflects an 11.4 increase in students who scored within performance level 1. A science coordinator has been designated to focus, facilitate and fortify science instruction throughout all grades. This will enhance our ability to support all students in developing the content knowledge and process skills necessary for academic progress in Science.

We continue to advocate the use of inquiry-based science instruction because it engages students in their own learning and fosters a deeper understanding of science content and processes. We will continue to use the science modules and kits suggested by the New York City K-8 Science Scope and Sequence. Research has shown children develop a better understanding of science content when they carry out their own inquiries and are engaged in hands-on active learning. The test data for the past year shows a correlation between students' science test scores and their scores on the ELA State Examination. Therefore, we integrate science and literacy. Integration is facilitated in grades 3 through 5, through the use of class sets of Delta Science Readers (in each DSM kit) and FOSS Science Stories (in each FOSS kit). In all grades, we encourage the use of the new science classroom libraries provided with the kits. In grades 3 through 5, the use of science notebooks remain an important component in the development of literacy skills and assessment of students' progress in science. Students use their notebooks to record what they do during the various investigations they conduct in class. They also write reflections on what they have learned. In addition, students create their own "science" glossaries of the science terms they learn during these investigations. These indexed glossaries, contain definitions generated by the students themselves and written in their science notebooks. We also provide each child with a supplemental list of elementary level science vocabulary words. Students continue to use the various science websites on the Internet for research purposes and to reinforce concepts introduced in classroom scientific investigations. We will use the Benchmark Assessments as well as the other formative and summative assessments incorporated in both the FOSS and DSM Science Modules for the collection of assessment data and for test preparation. For additional test preparation, we continue to use retired Grade 4 Written Science Tests downloaded from the New York State Education website along with selected materials from various science review books. Students are encouraged to use the BBC Science websites to review science concepts and skills. To facilitate the use of this website and other science websites, all working computers in each classroom and those in the school library will have a variety of science websites added to their "Favorites" menu by the science specialist... Science professional development is conducted to promote student improvement in science. All professional development reflects the

city's focus on improving science instruction. Classroom teachers of grades 3 through 5 are advised to attend the professional development offered by the city for the FOSS and DSM Science Modules they will be implementing in their classrooms. Those teachers who have attended FOSS training sessions are asked to assist their colleagues in the implementation of the modules and kits. A science specialist, in conjunction with the administrative staff, works with classroom teachers to increase their effectiveness in providing meaningful science instruction. All teachers receive a series of professional development workshops in science on topics including inquiry-based science instruction; the use of science classroom libraries; the use of the NYC K-8 Science Scope and Sequence and planning guides; how to provide differentiated instruction in science; how to use the assessment tools in the science curricula; and how to use the various science websites effectively, especially FOSSwebnyc. Teachers on each grade level use at least one common preparatory period a month to discuss and plan for the effective implementation of the various science modules.

We focus on Curriculum integration in order to meet NYS Science Curriculum mandates. Articulation periods or grade conferences are designated for science instruction at least once a month. Weekly meetings with the science coordinator are conducted to assist teachers with the science content. Two to three periods per week are designated for teachers to engage students in scientific inquiry.

All classroom teachers in kindergarten through fifth grade lead their students through the units of study indicated on the New York City K-8 Science Scope and Sequence using the recommended FOSS and DSM Science Modules. Each science module, whether FOSS or DSM, encourages students to actively construct ideas; to think creatively and critically; and to develop their own understanding of scientific concepts through their own inquiries, investigations, and analyses.

Each classroom teacher has received her own set of science modules as per the city's science initiative. Each classroom also received a classroom library of trade books related to the units being studied. All classroom teachers integrate literacy, math and writing skills in science activities to prepare students to meet proficiency levels on the in-class assessments incorporated into the FOSS curriculum. Students are given opportunities to interact with materials in their classrooms and use these materials to construct their own conceptual understandings about the world around them. Students make use of FOSS and DSM science modules; materials from two mobile science carts; enrichment activities created by the science support person; and the Success Garden facility to help

them explore various natural phenomena. They engage in both long and short term investigations; some independent and some involving collaboration with their classmates.

All classroom teachers are encouraged to participate in the science professional development offered by the city in the summer and during the school year. Also, teachers are encouraged to participate in other science professional development opportunities in New York City that are available throughout the school year (ESSA's Saturday Science Conference in November and SCONYC Conference in April, for example). Periodic meetings with the science support person are conducted with all classroom teachers to facilitate implementation of the FOSS and DSM Science Modules.

Social Studies

Our 2008-2009 5th grade NYC Social Studies scores reflect a need to further support our students in the area of Social Studies.

- A .5 Social Studies Instructional Specialist has been designated using Title I funding in order to support teachers with instructional planning and conduct demo lessons.
- Through curriculum integration, teachers allot the necessary time for student engagement in social studies within all grades; Pre-K through Grade 5.
- Teachers engage in professional development focusing on the core instructional components of the Social Studies curriculum.
- Connections between Social Studies and English Language Arts is illuminated in order to support teachers' ability to integrate curriculum.
- Social Studies – focused Saturday Academy has been conducted for 5th grade students in preparation for the NYC Social Studies Examination.
- Collaborative teams analyze the structures of previously administered Grade 5 NYS SS Exams in order to develop instructional plans for Document-based Questions and Essay writing.
- Teachers collect and utilize quantitative and qualitative data to tailor instruction to meet students' needs in Social Studies
- Teachers develop rubrics based upon the Social Studies content standards which will accompany each unit of study. Students access and utilize these rubrics for reference and guidance as they work on unit projects and writing assignments. This practice establishes *Clear Expectations* and facilitates *Fair and Credible Evaluation* of student work.
- Teachers engage in professional development with the SS/ELA coach focused on deepening their questioning techniques in alignment with Bloom's Taxonomy.

- Social Studies lessons include partnerships established in ELA to impact accountable talk that includes terms/vocabulary words from units of study
- Teachers implement grade specific standards-based curriculum aligned with the pacing calendar and continuum of skills, to ensure on-going *Academic Rigor*.
- Teachers conduct on-going progress monitoring by utilizing a targeted skills chart, rubrics, portfolio assignments, unit assessments and observations
- Teachers facilitate strategy groups when needed to help students develop mastery of social studies skills
- Teachers include more non-fiction/informational text in classroom libraries to help students strengthen content knowledge
- Students are given significant access to Social Studies centers to provide more exposure to primary resources to heighten student engagement
- Social Studies word walls are designated and developed within classrooms.
- Teachers in Grades K – 2 provide project-based learning opportunities aligned with standards and the continuum of skills contained in the scope and sequence
- Teachers in Grades 3 – 5 provide project based instruction along with Houghton Mifflin Textbook resources complete with independent reading books and a primary resource center
- Students have opportunities throughout the school year to apply their acquisition of Social Studies skills and content knowledge by engaging in school-wide curriculum projects, social action initiatives and community service.

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.

- I. We will increase the extent of inquiry team work in our school by increasing the number of teachers and administrators actively participating in inquiry groups by four times as compared to the number of participants in 08/09. This will be evident in Inquiry Space and through collaborative inquiry
- II By June 2010, the number of students making one year of progress in literacy will increase by 3% as measured by the NYS ELA Examination.
- III By June 2010, the number of students making one year of progress in mathematics will increase by 3% as measured by the NYS Mathematics Examination.
- IV By June 2010, there will be a 20% increase in the amount of quality professional development offered to teachers as measured by PD attendance sheets and the PD calendar.
- V By June 2010, there will be a 5% increase in parent involvement in the school as evidenced by parent forum agendas and attendance sheets.

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Implementation of a diagnostic model of instruction; close- progress monitoring utilizing all measures in Goal 1. ▪ Establishment of a targeted skills block two days per week. ▪ Adoption of Phonics-based program in Pre-Kindergarten ▪ Implementation of Foundations in grades K – 2. We will implement the NYCDOE RTI model. ▪ Planning and Implementation of TCRWP Curriculum in Reading and Writing Workshops in grades K - 2 ▪ Reading First Academy Training for Teachers, Guided Reading Training ▪ Focus on meta-cognitive skills ▪ Comprehensive Reading First Program in grades K-3 ▪ Strategic planning and implementation of Tier 1 and Tier 2 AIS in literacy ▪ ELA Extended Day Program – Intervention and Enrichment ▪ 37.5 minute targeted intervention period ▪ America Reads and Counts tutors in every classroom – grades 1 – 5 ▪ Great Leaps Fluency Program Volunteers – grades 3 – 5 ▪ Reading Recovery Tutor – at risk students – grade 1 ▪ One para-professional to support kindergarten teachers on a rotational basis. ▪ Accelerated Reader Program in all K-5 classrooms ▪ Principal and Literacy coach push-in to 4th grade classroom during literacy block for instructional support ▪ WILSON Reading Program ▪ Inquiry Team will closely establish RTI cycle for targeted students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ C4E allocation will pay for .5 literacy coach position ▪ Title I SWP to pay for .5 literacy coach position ▪ C4E allocation will pay for .05 of a guided reading teacher position ▪ Title 1 5% HQ will pay for tier 2 Wilson Certification for IEP teacher ▪ Title 1 SWP will pay for TCRWP Program ▪ Fair Student Funding and Reading First Grant Rollover will pay for extended day literacy program ▪ Title 3 LEP allocation will pay for extended day ESL program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ All teachers set short term interim goals for students and track their progress towards meeting set goals. ▪ Acuity Periodic Assessments will be administered in ELA three times per year and analyzed by teachers and administrators to measure student progress. ▪ TC Running Record assessments will be administered every six weeks to each student. The classroom teacher will analyze for progress. ▪ The Principal will collect reading progress tracking sheets every eight weeks to monitor student reading progress. It is expected that each first grade student will progress at least one reading level every two months. Upper-grade students are expected to progress at least one reading level every three months. ▪ Portfolio assessment ▪ DIBELS BOY, MOY, and EOY assessments

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Title I 1% Parent Involvement money
- Title I Translation allocation
- Title I ARRA SWP
- TL one-time allocation

Indicators of Interim Progress and/or Accomplishment

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

- Feedback from parent surveys
- Increasingly higher participation and scores on Parent 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				
K	90	40	N/A	N/A	0	1	0	0
1	64	24	N/A	N/A	3	0	0	0
2	54	16	N/A	N/A	3	0	0	0
3	18	09	N/A	N/A	3	0	0	0
4	20	12	12	28	3	0	4	5
5	20	11	20	27	2	0	1	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Wilson Reading System Foundations LeapTrack Assessment and Instruction System</p>	<p>Research Based Multi- Sensory Interventions Programs: Wilson Reading System: Decoding, encoding and total word construction system Grades 3-5. Small group instruction (pull-out) 5 times per week and 37 ½ min. tutorials. Foundations: Explicit systematic word study program designed to be used with existing literature based reading curriculum; Grades K-2. Instruction delivered in class for differentiation; 5xs per week. Response To Intervention: Foundations Double- Dose lessons, Grades K-2. Small group instruction or one-to one setting for students performing in the lowest 30th percentile. 37 ½ min. tutorial 4 times per week; Grades 3-5. Push-in instruction (guided reading groups) 5x per week. LeapTrack: Reading System which accelerates student success via formative assessments and skill cards that address individual learning needs. Provides differentiated targeted instruction. (pull-out) Grades 2-5. Small group instruction. 5 times per week, 37 ½ min. tutorials 3x per week.</p>
<p>Mathematics: Everyday Math LeapTrack Assessment and Instruction System</p>	<p>Everyday Math: Researched based options for readiness, enrichment, remediation and ELL support. Instruction is differentiated to meet the individual needs of students. Activities reinforce highlighted key concepts and skills in the lessons. Grades 3-5. Small groups and learning centers 5 times per week. Math Coach support as needed (whole class instruction) K-2. Small group instruction, push-in. 5 xs per week. LeapTrack: Accelerate student success with formative assessments and skill cards that target specific skill to address individual learning needs. Provides differentiated targeted instruction. (pull- out) Grades 2-5. Small group instruction 3-5x per week. 37 ½ min. tutorial .2 -3xs per week. Math Saturday Academy.</p>
<p>Science: Full Option Science System</p>	<p>FOSS: Inquiry-based Science methodology with built-in investigation assessments tools for support. Grades K-5. Whole class instruction. 3 xs per week.</p>
<p>Social Studies: Houghton Mifflin Social Studies</p>	<p>Houghton Mifflin Social Studies: Core extended lessons which strengthen comprehension and vocabulary while covering required state standards. Small groups for guided practice of social studies skills during school day 2xs per week Social Studies Saturday Academy.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The school guidance counselor provides counseling for students whose IEP's dictate mandated counseling, as well as for students referred to the Pupil Personnel Team (PPT) for at-risk counseling. The Guidance Counselor meets with the PPT as well as the Attendance Committee, both of which meet weekly to review outstanding cases and discuss incentives to support student performance and attendance. The Guidance Counselor coordinates middle school articulation for the 5th grade and leads large-group classroom sessions on mental-health-related issues.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist is the coordinator of the School-Based Support Team (SBST) which evaluates students based upon referral and recommends services for children with special needs. The School Psychologist also provides mandated counseling.</p>

At-risk Services Provided by the Social Worker:	The School Social Worker is a member of the School-Based Support Team (SBST) which evaluates students based upon referral and recommends services for children with special needs. The Social Worker also provides at-risk counseling.
At-risk Health-related Services:	The school nurse facilitates a six week asthma awareness Open Airways class once a week for upper grade asthmatic students.

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 II: ELL Identification Process

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

Upon registration and or at enrollment, a trained school staff member meets with parents to make an initial determination of the child’s home language. This process is formalized through a Home Language Identification Survey (HLIS) which is translated in nine languages. Parents complete the form to show what language the child speaks at home. School staff member/s may conduct an informal interview in the native language. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child’s home, then the child is administered a Language Assessment Battery- Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state- mandated services for English language learners.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

In the spring, each English language learner is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

There are three program options for English language learners in the New York City Department of Education. They are Transitional Bilingual Education (TBE), Dual Language, and freestanding English as a Second Language (ESL). In TBE and freestanding ESL, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). English language learners in Dual Language programs can be instructed in both languages from kindergarten through

12th grade and do not need to exit the program once they reach proficiency. Transitional Bilingual Education programs are designed so that students develop conceptual skills in their native language as they learn English. A transitional program of instruction includes an ESL component designed to develop skills in listening, speaking, reading and writing in English, content area instruction in the native language and English designed to teach subject matter to English language learners, and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading and writing in the students' home language while cultivating an appreciation of their history and culture. As students develop English language skills, time in the native language decreases. When English language learners reach proficiency on the New York State English as a Second language Achievement Test (NYSESLAT), they are placed in a monolingual class in English. Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual Language programs serve both language minority students in need of English language development and monolingual English speaking students who are interested in learning a second language. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Freestanding English as a Second language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students in freestanding ESL programs come from many different native language backgrounds, and English is the only common language among students. At the secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies; however, at the elementary level, there are three organizational models: push-in, pull-out and self-contained. Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores.

The school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services and to collecting the forms that indicate the parent's program choice for their child. The school provides parents of newly enrolled ELLs with information on the different ELL programs that are available. The school sends home the entitlement letter. In that letter, parents are informed that their child is entitled to receive services in one of the three programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and the parent orientation session that they are going to attend. The school has 3 parent orientation sessions held in October and one to another as the need arises. During the orientation, the parents have the opportunity to view the parent orientation video in their home language. The video provides views and insights of the three program choices offered by the New York State Department of Education. The orientation provides opportunity for parents to ask questions and clarifications about the three programs. In any situation or circumstance that some parents cannot attend the scheduled orientation sessions, the parent can contact the school parent coordinator to schedule an appointment or discuss program options over the phone. The school ensures that entitlement letters are distributed and Parent Survey and Selection forms are returned. Parents responded to the invitation by attending the parent orientation sessions conducted by the ESL teacher or by contacting the parent coordinator to schedule an appointment or discuss program options over the phone. Parent Survey and Selection forms are distributed after viewing the orientation video for parents of English Language Learners and filled out the form which was facilitated by the ESL teacher and pedagogues who speak the parents' language.

Identified ELLs are placed according to their proficiency level. This is based upon the results of the two assessments, revised Language Assessment Battery (LAB-R) and New York State English as a Second Language Achievement Test (NYSESLAT). The school sends entitlement letter and continued entitlement letter in English and in their native language to parents of English Language Learners (ELLs). The school encourages the parents of ELLs to communicate with the parent coordinator or ESL teacher for questions and/or progress of their child.

Because ELL parents often speak a language other than English, the school uses the translated materials such as brochures and DVDs provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question and answer sessions are provided through group orientations at the beginning of the school year and as when the need arises. The school prepares to inform parents throughout the year in number of ways; including one-on-one meeting/s with ELL parents, phone conversations, district presentations, or at the very least, through informational packets. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). The school notifies the parents of NYSESLAT outcomes and program eligibility. English language learners that score below a certain level of English proficiency continue to be entitled to ELL services. English language learners scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all English monolingual classes.

After reviewing the Parent Survey and Program Selection forms for the past few years, we found that our parents preferred to have their children in the Freestanding ESL program. With the 10 parents who attended and filled out the survey and selection form, 10 chose Freestanding ESL.

The programs offered at our school are completely aligned with the parents' request. Freestanding ESL is the program of choice. Parents indicated that they wanted this particular program because they wanted their children to be immersed in a monolingual class. They believe that if their children are immersed in an English monolingual class, they will learn the faster.

Part III: ELL Demographics

Programming and Scheduling Information

In the New York City Department of Education there are three program options for ELLs: Transitional Bilingual Education (TBE), Dual Language, and freestanding English as a Second language (ESL). In TBE and freestanding ESL programs, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). ELLs in Dual Language programs can be instructed in both languages from kindergarten through 12th grade. ELLs do not need to exit the program once they reach proficiency.

In Transitional Bilingual Education programs, standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. As English proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA and NLA development. In TBE programs, students transfer native language skills to English by spending instructional time primarily in the native language before steadily transitioning to English. In their first year, TBE students are expected to receive 60 percent of instruction in their native language and 40 percent in English. As a student's English

proficiency increases, more of his or her instructional day is spent learning in English. Dual Language programs integrate English language learners with native English speakers so that all students develop second language skills while learning content knowledge in both languages. Dual Language programs have a very clear language policy. Students receive half of their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. New York City Dual Language programs are designed to have students spend half of their instructional time with a target language immersion teacher who uses only the target language. The remaining part of the day is spent with a teacher who instructs only English. Freestanding English as a Second Language programs provide instruction in English with native language support, emphasizing English language acquisition. Students in freestanding ESL programs come from many different native language backgrounds, and English is the only common language among students. At the secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies; however, at the elementary level, there are three organizational models: push-in, pull-out, and self-contained. In push-in model, an ESL teacher works with English language learners during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In pull-out model, English language learners who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. ESL teachers need to plan carefully with general education teachers to ensure curricular alignment.

In Transitional Bilingual Education programs, instruction is provided in the native's language with intensive support in English with required English as a Second Language (ESL), English Language Arts (ELA) and Native Language Arts (NLA) time allotments. English language learners in the elementary grades are likely to show variation in academic and English proficiency. Therefore, TBE teachers must differentiate their instruction, teaching in the native language at varying levels based on students' English proficiency levels. Teachers of ELLs should use data from multiple assessments to make informed decisions on language use for subject-area instruction as well as language development. Instructional units should be designed to meet performance standards for each grade level while attending to the needs of students. These units should provide differentiated instruction to groups of students by levels of language proficiency in the content areas. Teachers should instruct beginning ELLs using their native language for 60 percent of the day and 40 percent in English, intermediate students 50 percent in their native language and 50 percent in English, and advanced ELLs should receive 25 percent in their native language and 75 percent in English. The minimum teaching time in the native language should never fall below 80 minutes or 25 percent of the instructional day and the minimum English instructional time should never fall below 144 minutes or 40 percent of the instructional day for any ELL in a TBE program. In a Dual Language program, Language Arts is taught using NLA, ESL and ELA. Content area is taught in both English, using second-language acquisition strategies and the target language. The most common organizational design of a Dual Language program is the 50:50 model, in which the amount of instructional time is equally divided between the two languages at each grade level. Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as determined by the LAB-R and NYSESLAT scores. For beginning and intermediate level students, 360 minutes per week of ESL are required, and for advanced

level students 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade level proficiency in each essential reading component. Instruction is differentiated according to their needs and proficiency levels. Various strategies are used with the English language learners to make teaching comprehensible and learning more successful. Teaching English language learners requires scaffolding strategies. We use several scaffolding techniques to differentiate instruction to our ELLs in ELA and content areas such as modeling, bridging, contextualization and text representation. Instructional plan for SIFE includes explicit instruction in an age appropriate manner of the 5 components of reading, increasing access to literacy rich, unifying language and content instruction.

Our school uses English in a Flash, Language First and Words Their Way instructional programs for SIFE. English in a Flash is a software/technology program which facilitates systematic acquisition of English by explicitly teaching vocabulary while implicitly teaching the sound system and grammatical structures. When vocabulary is taught in a well-structured format, grammatical patterns become more transparent to the learner. As they proceed through English in a Flash libraries, learners progress from basic interpersonal communication skills to cognitive academic language proficiency supporting achievement in the content areas. English in a Flash technology provides simultaneous orthographic, phonological, and semantic processing of vocabulary words, ensuring deeper levels of processing for better long term retention. In just 15 minutes a day, five days a week, students learn more than 100 new words a week. Language First program is an engaging series of books designed to develop English language proficiency while supporting reading instruction appropriate to the child's level of language proficiency. Each level includes phonemic awareness, concepts of print, development of language structure, vocabulary building, and comprehension skills and strategies in a series of theme-based stories at four levels of language acquisition. Words Their Way program addresses the five reading essential components namely; phonemic awareness, phonics, fluency, comprehension and vocabulary.

Our school uses English in a Flash, Wilson Reading System and the Leaptrack School System for our ELLs who are in the US for less than three years. With the Leaptrack system, the child uses Quantum pad and skill cards. We use reading, vocabulary and language arts skill cards. The child is assigned with the skill cards appropriate to her level. Reading skill cards address foundational skill such as structured practice in phonemic awareness, graphophonemic knowledge and explicit phonics. Depending on the level of the child, reading skill cards focus on aspects of reading comprehension and help the student acquire key comprehension strategies such as sequencing, identifying the main idea and details, comparing and contrasting, identifying cause and effect, drawing conclusions, recognizing plot and more. Language Arts skill cards focus on acquiring the knowledge of English conventions, which is important in the writing process. Acquiring specific skills in grammar, usage and mechanics gives teacher and students a common vocabulary for talking about language and makes the discussions of writing tasks clearer. Students learn grammar, including parts of speech, sentence structure, mechanics and usage. Leaptrack system generates students' report which can help the teacher shape how the students interact with the skill cards and interactive books and also helps the teacher decide what to teach and what to reteach. Students need goal oriented and direct instruction in order to acquire grade level skills and meet required state standards. The grade level reports enable the teacher to monitor student progress, assign instruction, and address the varying levels of performance of each student.

The 4 to 6 years and long-term ELLs use Leaptrack School system which covers Language Arts and other content areas. The school provides targeted intervention programs for ELLs and for ELLs who reached proficiency level and still need continuing transitional support in ELA, math and other content areas during the 37 and ½ minute tutorial and Title III after school program. A full

range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include time extensions, separate locations and/or small group administration, bilingual glossaries and dictionaries, simultaneous use of English and other available language editions, oral translations for lower incidence languages, written responses in the native language and third reading of listening selections.

Some activities to be done in the school to assist newly enrolled ELLs before the beginning of the school year include knowing the students; it means determining their ability levels, surveying their interests, knowing their previous educational history, understanding how their cultural backgrounds can influence learning, determining their language proficiency levels and understanding what this means in terms of academic performance and determining where they are in the process of achieving grade level standards which is not the same as their ability levels. Have a repertoire of teaching strategies; modifications must be made for ELLs based on students' level of proficiency. Identify a variety of instructional activities; instructional activities must be scaffolded to provide the support that ELLs need in order to benefit from the instruction.

ELLs are afforded equal access to all school programs. They are engaged into different programs in the school. They are in after school programs facilitated by the New York City Mission Society where they are honed in arts, music, dance and sports. They also have Saturday academies for ELA, math and social studies. CITE program under Title III fund is in place for first grade through fourth grade on Mondays through Thursdays.

Instructional materials, including technology are used to support ELLs. All classrooms have computers so students can use them when needed. Students have access to the media lab with the supervision of a teacher. Several technology instructional programs are in placed in the school such as Renaissance Learning (accelerated math and reading), Ticket to Read. The school library and classroom libraries have selections of bilingual children books and dictionaries available in Spanish, French and Arabic versions.

Parental Involvement

Parents have the opportunity to attend trainings and workshops throughout the academic year that can support their children's learning in various academic areas such as math, literacy, science and social studies. Parents are also encouraged to volunteer in the school to support their children. The school parent coordinator provides ARIS and other computer workshops. The school scheduled 7 sessions of adult ESL class starting November. This is made available for parents of our English Language Learners. We are partnered with Fordham University and facilitators from this network give series of workshops to our parents including parents of ELLs.

Part IV. Assessment Analysis

The assessment tools that we use include: ECLAS-2, DIBELS, Foundations, Probes, running records. The data from these assessments use to pinpoint skill development needs of students. Translate data to form effective instructional groups, plans small group instruction targeted to the needs of students and recognize the role of frequent monitoring as it directs fluid grouping. It also supports recommendations that intensive students should receive highly targeted attention and intervention, and be progress monitored as every 1

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ESL Program Type: Freestanding Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced
 School District: 05 School Building: P.S 175

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:45	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
2	From: 8:45 To: 9:30	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
3	From: 9:30 To: 10:15	Science	Music	Science	Social Studies	Science
4	From: 10:15 To: 11:05	Gym/ Physical Education ESL	Social Studies ESL	Gym/ Physical Education	Science ESL	Music ESL
5	From: 11:15 To: 12:10	L	U	N	C	H
6	From: 12:10 To: 1:20	Math Block	Math Block	Math Block	Math Block	Math Block
	From: 1:20	Music	Math	Social Studies	Social Studies	Gym/ Physical

7	To: 2:20					Education
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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.

We utilize the DOE translation services. In addition we have staff members who are proficient in Spanish, French and Mandingo – the three most prevalent home-languages spoken by our families. When necessary they translate.

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.

Based upon analysis of our home language surveys the majority of our students are from English-dominant homes. Other prevalent languages are Spanish, French and Mandingo. We have sent home memos regarding the accessibility of translation services. We will continue to relate this information to our parent population on an on-going basis.

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.

Due to limited funding, we rely upon in-house translation of memos and parent letters.

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.

When possible, oral translation will be provided by the DOE translation unit. Otherwise translation will be provided by staff members.

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>.

We will conscientiously work to provide translation in as timely a manner as possible utilizing all above-mentioned strategies.

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

Form TIII – A (1) (a)

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

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

See Above.

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.

Our school provides on going study group sessions. The focus of the study group sessions is to provide support and technical assistance in developing their knowledge, theories, and practices in scaffolding classroom instructions for ELLs. The minimum 7.5 hours will be used for workshops in identifying the needs of ELLs and modifying instructions for these students. The ESL teacher and classroom teachers have formal and informal meetings with the purpose of discussing the progress of the students specifically the English language learners. The ESL teacher attends common prep meetings with the classroom teachers at least once a month to collaborate with the instructional plan, approaches and

methods being used and gives updates of the ELL group. The school sends teachers to workshops related to ELLs at Fordham University, Hunter College, New York University, Teachers College and etc.

Form TIII – A (1) (b)

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		

Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

3. 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.
4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

4. 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. The parent coordinator utilizes the DOE translation services to translate all written documents into Spanish and French for our immigrant families.
5. 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. When possible, oral translation will be provided by the DOE translation unit. Otherwise translation will be provided by staff members
6. 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>. We will conscientiously work to provide translation in as timely a manner as possible utilizing all above-mentioned strategies.

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:	257,915	83,584	341,499
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,579		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		836.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,895		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,193	
6. Enter the anticipated 10% set-aside for Professional Development:	25,791		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		8,358	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 90%
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.
- Establish partnerships with local universities to enhance teacher training.**
Host student teachers to provide free credit hours for teachers at local universities.
Principal meets with fieldwork supervisors for teachers in Master’s programs.

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.

Henry Highland Garnet School for Success P.S. 175 School Parental Involvement Policy 2009-2010

I. General Expectations

The Henry Highland Garnet School for Success (05M175) agrees to implement the following statutory requirements:

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

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

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

1. Henry Highland Garnet School for Success will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PIP will be developed in consultation with the SLT, PA and Title I, PAC. All parents are invited to provide suggestions.
2. Henry Highland Garnet School for Success will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Proposed school improvement and review ideas, and invitation for participation will be presented to the PA and the SLT.
3. Henry Highland Garnet School for Success will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The Parent Coordinator will work with the PA and the guidance office in providing parents with information and assistance to improve their children's academic achievement and school performance. Parents will be informed of the quality of students' school work and resources available to improve such work.
4. Henry Highland Garnet School for Success will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: We will coordinate and integrate (SWP) our parent involvement strategies by organizing the Family Day; Orientation Days; Trips to cultural and educational institutions; Parents development workshops.
5. Henry Highland Garnet School for Success will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator with the assistance of volunteering parents may provide survey on the effectiveness of our parent involvement policy. Also, parents will be encouraged to provide an ongoing feedback on the effectiveness of the parent involvement policy. The feedback will be reviewed by the SLT for necessary action.
6. Henry Highland Garnet School for Success will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate understanding topics such as the following, by undertaking the actions described in this

paragraph --

- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: by providing activities such as workshops, conferences, guidance meeting, technology. Parents will be informed about equipment or other materials that may be necessary to ensure success of their children.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: providing workshops and classes to parents.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting workshops and professional development in related areas.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing parents with information as to the available programs and activities.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by survey parents to obtain information about specific needs.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed/reviewed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by attendance at the SLT meeting on 10/29/09. This policy was adopted by Henry Highland Garnet School for Success –P.S. 175 on 10/29/09 and will be in effect for the period of 2009/2010 SY. The school will distribute this policy to all parents of participating Title 1, Part A children on or by 10/30/09.

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.

Henry Highland Garnet School for Success P.S. 175 School-Parent Compact 2009-2010

Henry Highland Garnet School for Success and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary

Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for unproved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required school-Parent Compact Provisions

School Responsibilities

Henry Highland Garnet School for Success will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, and on holidays. The After School Program is opened daily until 5:30 pm.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
 - Tuesday, November 10, 2009 Afternoon & Evening
 - Tuesday, March 16, 2010 Afternoon & Evening
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issues to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
4. Provide parents reasonable access to staff... Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Guidance Counselor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be

involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail or school phone messenger and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.

- I have reviewed the discipline code with my child and will reinforce it at home.
- Willingness to learn new technology-based programs that support student learning.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
SEE SECTION IV
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.
 SEE ACTION PLANS
3. Instruction by highly qualified staff.
SEE DEMOGRAPHICS
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
SEE DEMOGRAPHICS
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We host Open Houses bi-monthly for prospective students and other interested parties. The principal launched an aggressive teacher recruitment to identify quality teachers for any and all vacancies.

6. Strategies to increase parental involvement through means such as family literacy services.
See Parent Involvement Plan
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.
We conducted an NCLB summer incentive program for incoming students.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Teachers meet with the coaches weekly during common planning periods to plan and modify instruction. Additionally there is a grade facilitator for all K-5 grades who attends monthly meeting with the principal and coaches to discuss and adapt instructional initiatives as necessary. Teachers in the Inquiry teams also greatly impact instructional decisions.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
See Action Plans
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.
Ramapo Children's Services have been contracted to provide additional support in conflict resolution and violence prevention.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Reflective analysis conducted by the PS 175 school cabinet reflected a great need for a well-articulated and coherent curriculum in the core curriculum areas. We have therefore adopted a rigorous, research-based literacy curriculum to be implemented school-wide. The Teachers College Reading and Writing Project curriculum is extremely well-articulated; founded on an extensive body of research by Lucy Calkins, a renowned literacy leader in the United States, and her team of master staff developers and teachers. Further more, collaborative analysis of ECLAS2 and DIBELS scores indicates a deficit in phonics development for many of our early childhood students. In response, we adopted the Foundations Program for systematic implementation in our K – 2 classes. This well-articulated curriculum is also founded on a body of contemporary research focused on students' early literacy skill acquisition. Foundations is a part of the Wilson Reading Program founded by Barbara Wilson. It is an Orton- Gillingham multi-sensory approach to teaching phonemic-awareness and phonics. We determined that this program will support the many needs of our English Language Learners, Students with Disabilities and At-Risk students.

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

Applicable Not Applicable

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

The 2008/2009 Progress Report indicates that only 56.7% of our students met or exceeded standards last year. The data prompted us to closely analyze the rigor and relevance of the curriculum that we were implementing. Furthermore, we closely examined teacher understanding of the curriculum. This directly impacts the delivery. We found that the curriculum that we were using did not adequately support teacher growth and did not support teachers in building a repertoire of effective strategies for quality teaching in these areas.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

The math coach leads various constituencies of the school community in on-going analysis of mathematics curriculum, instructional planning and implementation, school-wide.

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?

Everyday Mathematics is a comprehensive instructional approach that is aligned with New York State standards from Pre-Kindergarten to Grade 5. The curriculum provides opportunities for on-going learning and practice that elevates conceptual understanding while building a mastery of basic math skills. Our students have worked with problem solving using a variety of strategies and skills and strive to provide and ultimately present their findings clearly. Although the NYS Content strands are well represented in Everyday Mathematics, our school continually works to provide additional in depth instruction that builds and maintains the Process strands. The Renaissance Learning Accelerated Math program and Math Steps are used as supplements to the Everyday Mathematics curriculum. In order to positively impact student progress, the amount of instructional time allotted to Mathematics has increased to 100 minutes per day. Thus, more opportunities are available for differentiated instruction using a variety of activities and materials. School leaders and the Mathematics Coach will maintain standards for high quality instructional delivery and instructional coherence.

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.

See 1B.3

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.

We conduct formal and informal walk- throughs to assess teacher implementation of the instructional program.

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

X Applicable Not Applicable

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

We have adopted well-developed, research-based curricular in all core curriculum areas that mandate a work-shop model implementation. Administrators, our Partnership Support Team and Coaches conduct informal walkthroughs to assess teacher fidelity to implementation. Teachers who are in need of support with this differentiated instructional model are sent on in-house inter-visitations as well as visits to other A schools, where best practice is noted. Additionally, coaches and administrators demonstrate instructional differentiation for teachers.

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.

See 2A3

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

See above

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

Applicable Not Applicable

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

See above

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.

See above

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.

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.

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

Applicable Not Applicable

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

Most of our teachers have been on staff for over 5 years. We have a low teacher turnover rate.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The ESL teacher addresses the needs of teacher professional development by turn-keying all information that she receives through all professional development sessions which she attends. Additionally, members of the ELL Inquiry team turnkey all information that they receive during out-of-building training sessions.

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

Applicable Not Applicable

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

See above

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.

See above

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.

Periodic review of the school-wide instructional program conducted by the school cabinet found a greater need for data analysis as it relates to the progress of ELL students.

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

Applicable Not Applicable

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

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

The ELL Inquiry Group has disaggregated and triangulated various data to target effective and appropriate instruction for students. The inquiry team articulates with classroom teachers and designates specific intervention support for ELL students during the daily tutorial period. Additionally, classroom teacher, analyze and disaggregate data in all core curricula for English Language Learners as well as all students, on a consistent basis.

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 school cabinet and the PPT review the appropriate use of supports for students with special needs on a regular basis. We are continually enhancing our ability to effectively utilize all such support structure.

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

Applicable Not Applicable

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

We have one new teacher in our 12:1:1 class who is learning how to analyze IEP data to plan responsive instruction for each of her kindergarten students.

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.

Teachers are sent to professional development sessions conducted by the Office of Special Education. The IEP teacher works closely with teachers in analyzing IEP data, where necessary. The principal and the SBST meet with teachers on an as needed basis to support the effective analysis of the IEP.

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 school cabinet and the PPT review the appropriate use of supports for students with special needs on a regular basis. We are continually enhancing our ability to effectively utilize all such support structure.

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

Applicable Not Applicable

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

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

We have team meetings and consultations with OYD to enhance our ability to provide behavioral interventions for our students. Furthermore, the guidance counselor services not only mandated students but also students who have been identified as being at risk. Teachers refer students for review to the PPT. Weekly the PPT analyzes anecdotes and student data to determine the appropriate interventions for students. We utilize the Pre-referral Intervention Manual to guide us in developing behavioral interventions for students. Additionally through ARRA funding, the principal has contracted professional development services from Ramapo Children's Services which will be conducted for teachers in March. Finally, based upon analysis of the frequency of student infractions, the fourth grade will attend a team building over-night retreat in June facilitated by the Ramapo Foundation

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, we have 44 students in temporary housing in attendance.
2. Please describe the services you are planning to provide to the STH population.
Above and beyond the regular instructional program, students in temporary housing will be provided with extended-day instruction in mathematics and ELA, 37.5 minute tutorial program, after-school services provided by a community-based organization, instructional supplies, school uniforms when necessary, breakfast, lunch and after-school snacks. We also sponsor trips and extra-curricular activities for our 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.