



**THE ELLA BAKER SCHOOL
M225**

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

SCHOOL: (02M225) THE ELLA BAKER SCHOOL
ADDRESS: 317 EAST 67TH STREET, NEW YORK , NEW YORK 10065
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M225 SCHOOL NAME: The Ella Baker School

SCHOOL ADDRESS: 317 East 67th Street, New York City, New York 10065

SCHOOL TELEPHONE: 212-717-8809 FAX: 212-717-8807

SCHOOL CONTACT PERSON: Laura Garcia EMAIL ADDRESS: Lgarcia3@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joshua Satin (Assistant Principal)

PRINCIPAL: Laura Garcia

UFT CHAPTER LEADER: Vivian Garcilazo

PARENTS' ASSOCIATION PRESIDENT: Melissa Sebastian

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: Bervetti Network

SSO NETWORK LEADER: Joseph Cassidy

SUPERINTENDENT: _____

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
Laura Garcia	*Principal or Designee	
Vivian Garcilazo	*UFT Chapter Chairperson or Designee	
Melissa Sebastian	*PA/PTA President or Designated Co-President	
Valerie Kirk	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Martha Rivera	Parent	
Carolina	Parent	
Yevette	Parent	
Aria Turner	Teacher	
Diana Hebron	Teacher	
Magda Kontoncolaou	Teacher	
Joshua Satin	Assistant Principal	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Ella Baker School is currently situated in District 2 and is located on the Upper East Side of Manhattan at the Julia Richman Education Complex. This pre-kindergarten to eighth grade school serves a population of approximately 300 students in the 2009-2010 school year from culturally diverse backgrounds. The school was founded in 1996 by former teachers and administration from Central Park East Elementary School. Ella Baker was founded on the principles of progressive education. In addition, we collaborate with the Vince Bervetti Network. Since its inception, the Ella Baker School has been committed to child-centered, experienced-based curriculum, where children devote time to the exploration of ideas by using materials and developing extensive projects. Our community values the importance of making choices, working collaboratively and planning curriculum that meet the interests, needs, and learning styles of all children. Our multi-age classes offer children, with a wide range of abilities, the opportunity to work together, to develop intellectually, socially, and emotionally over two years with the same teacher.

The Ella Baker community is committed to building the confidence of each child. We do this by enhancing our curriculum with the interests and needs of our children. We help them to connect and explore their ideas in a deeper, more meaningful way, while immersed in inquiry and problem solving. During Work Time, children have the opportunity to make choices and reflect on materials and the methods to using them. Children educated in this way become aware of the world around them and are thoughtful, caring, kind and tolerant members of their communities.

We have developed a partnership with Sarah Lawrence professor, Mary Hebron, who acts as our professional development consultant and resource archivist. She supports our school's philosophy with ongoing teacher reflections and refinements about classroom practice. We have termed this: *Philosophy Meets Practice*. This has been a very rewarding and important relationship because it helps support teachers' professional growth, and it keeps us grounded in our basic beliefs about children and the parent community we serve.

In addition, our school has a variety of supplemental programs, in school and afterschool, which enhance our curriculum and provide experiences and exposure to our students. This can entail academic tutorials, sports, fieldtrips, and programs in the arts. These include:

- Arts Experiences in drama, dance, fine arts, architecture, multi-media, Film Making poetry, music; and ongoing collaborations with arts organizations such as The Joyce Theater, The New York Collegium, The Salvadori Architecture Program
- Boys and Girls Harbor Instrumental Workshop
- Recorder and Percussion Instruction
- Interschool Orchestras (ISO) – afterschool individual orchestral music instruction
- Student Chorus

- Weekly classroom trips: museums, parks, gardens, ice skating, swimming, NYC cultural events; libraries, Clearpool Education Center in upstate NY
- *Everybody Wins!* -Reading Buddies
- Christodoro Foundation for Environmental Science
- New York University, Susan Kirsch, Science Research Grant
- Student Council
- Middle School- yoga, basketball and soccer teams
- Rock climbing, bicycling, chess, camping, and *Healthy Options*
- After-school programs for academic support and performing arts.
- OASIS After-School Program including sports, swimming, the arts, adventure programs and homework help

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name: _____				
District: _____	DBN #: _____	School BEDS Code #: _____		

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
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		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09	
2006-07	2007-08	2008-09		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2006-07	2007-08	2008-09					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification: _____	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

After conducting your review, **summarize** in this section the major findings and highlights 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?
-

In order to conduct our needs assessment, we used several indicators to evaluate our accomplishments and our challenges this year:

- Annual School Report
- Assessment Practices (Primary Learning Record and a review of DYO assessments)
- Attendance Reports
- City and State Assessments
- Children's Self Reflections
- Cohort Meetings (grade level)
- Comprehensive Educational Plans (CEP)
- Collections of Student Work (portfolios and journals)
- Descriptive Reviews of Children
- District/School Benchmark Tests
- Grow Reports
- Parent Conferences
- Progress Report 2008-2009
- Quality Review final recommendations
- Review of mandated services for students with special needs
- Running Records of Children
- Surveys/Questionnaires of parents and staff
- Suspension/Incident Rates
- Teacher Developed Assessments
- Teacher Observations
- Teacher Narrative Reports

- Teacher Referrals
- Weekly Pupil Personnel Committee Meetings (PPT's)
- Weekly Staff Meetings

Student Performance Trends:

Our own assessment tool the Primary Learning Record: Reading and Writing Continuum presented this finding:

- All students have moved along the continuum either moving one or 2 categories
- Using these tools teachers were able to put a continuum of reading and writing into place throughout the school and create a common language for assessment and development

An evaluation of the city and state assessment results indicate that the students at The Ella Baker School are making gains in both ELA and Math.

- ELA state and city assessments have increased over 10 percentage in ELA and 22 percentage points in Math
- This increase was due to gains in levels 3 on both assessments
- A decrease in the number of students obtaining a level one has additionally improved our overall grade and movement of children
- Our Black population has also made great improvements based on this assessment. In both ELA and Math these students have made gains in the number of students obtaining levels three and four by 10 percentage points over the past year.
- Our Hispanic population increased 20 percentage points in math with a large movement of students into level three and one more student moving to level 4.
- Student proficiency in ELA showed a growth in grades 3, 5, 6, 7, and 8. This also suggests that the same students moving up in grades have also made grown academically as they move through the grades.
- Math scores show a similar growth across the grade moving an average of 15 percentage points in the number of students who scored a level 3or 4.

The Progress Report 2008-09 indicated that our school had made substantial gains, which has resulted in a score of an A.

Findings:

- School environment as an indication of academic expectations, communication, engagement, and safety and respect were all above 80% compared to other city schools. In communication and engagement we exceeded peer and city horizons.
- Student performance was our lowest indicator hovering around the 50th percentile compared to our peer and city horizons. However, we increased 8 and 14 percentage points in both ELA and Mathematics
- Student progress identified us as a level B. We made huge gains in math falling above the 70th percentile in both ELA and Mathematics. Looking more closely, each subgroup also made gains in both ELA and Mathematics.

The School Quality Review mirrored the above findings, recognizing our systems and work by identifying us as a school that is well developed. The team recognized our below strengths:

- The principal has created a reflective community of learners which is monitoring and revising plans throughout the year to ensure students' have high expectations and meet or exceed their learning goals.

- The school's highly effective system for analyzing and interpreting formative and summative data enables staff to track students' progress precisely and ensures that students' performance improves incrementally.
- The strong culture of trust and respect among teachers and students fosters a positive environment for learning that is highly effective in promoting students' achievement.
- Structured professional collaboration during weekly cohort meetings allows teachers to assess students' needs, tailor curriculum and plan differentiated lessons to improve student learning outcomes.
- Good communication with families about what is expected of students in core subjects has resulted in increased family involvement in their child's learning which has made a significant impact on student achievement.
- A multi-tiered professional development plan provides teachers with effective strategies for engaging students in learning and differentiating instruction to improve student learning outcomes.
- The school's rich and broad curriculum includes interdisciplinary links which enable students to actively engage in project-based, hands on learning and make connections between subjects to reinforce their learning.

Strengths:

The Ella Baker School is a place where students are members of the community. They grow with confidence and abilities throughout their years. Teachers make the students present with student interests in the curriculum allowing for choices and individualization to be made. There is respectfulness and deepness to the relationships that teachers develop with students, which strengthens and supports each child socially, emotionally and academically.

We have found that our students love to learn and be part of the vast world that we live in. Because of the exposure to arts, media and places our students make mature choices within the world that they live.

Over the last few years the school has been developing a systemic school-wide assessment tool that gathers useful data across content areas. We have been using the Primary Learning Record as a way to collect, reflect and create goals for individual students. This tool also enables the school to write narratives and report to parents and students about progress being made and strategies that could effectively support continued student growth.

The school continues to foster a climate of mutual trust among teachers and students. This in turn leads to positive student attitudes and behavior.

Aids and Barriers:

Teachers continue to look deeply at children's work and create relevant curriculum that meets the needs of their students. Camaraderie across the school is reflected in the trust teachers feel that they can be innovative and learn from one another. Finally, teachers continue to feel supported by one another and the administration.

Due to budget cuts we no longer have a AIS teacher that can focus on the students in grades 1-3. This position has been given to a cluster teacher, who has limited time due to her class schedule.

Our school SETTS teacher works with mandated children who are in need of additional support in literacy and mathematics. She is also able to work with children identified at risk in order to provide further insight into a child's learning.

We have hired a curriculum specialist who mentors new teachers and works with cohorts across the school to develop and refine curricula. Our staff developer is also a member of the Teaching and Learning Committee who in conjunction with the principal, assistant principal, academic intervention specialist and consultant from Sarah Lawrence College plans our weekly professional development for the staff.

Our school created common prep time for all teachers on the same grade level (3-5 times weekly) in order to plan curriculum, discuss assessment practices, share strategies that differentiate curriculum and develop inquiry projects and exchange information. These meetings are facilitated by members of the Teaching and Learning Committee and reinforce and differentiate best practices discussed during our weekly staff meetings for all teaching staff.

We have hired a guidance counselor that works with mandated and at risk students in need of additional support. The guidance counselor is an integral member of the 7/8 grade planning team. He is able to work with students across all grade levels and meet with families as needed on a wide range of educational, social and emotional issues. Our guidance counselor is also the case manager for our Pupil Personnel Team Meetings (PPT's) where teachers have an opportunity to present a child's work and teacher's observation that to team members including the principal, school psychologist, school social worker, speech therapist, and special education teacher. The team creates a plan to support the child and family. Our guidance counselor also facilitates the high school admissions process for our eighth grade students.

Our school also works with a variety of colleges and universities. We have a long standing partnership with Sarah Lawrence College and have hired Professor Mary Hebron as a consultant to assist in planning professional development for all staff. She is a member of our Teaching and Learning Committee and an expert Prospect's *Descriptive Review* processes. At the core of this work is the ability to observe children. For the past 3 years we have been supported by City College in our pre-K-K program to develop and reflect upon practice. We have a partnership with Bank Street where we are observing and qualifying our practice of democratic classrooms. Furthermore, we just began a project with Sue Kirsch, from New York University, studying how a group of students come to and develop scientific inquiry. Each of these schools sends us student teachers as well as volunteers to work with classroom teachers and students.

We also have a thriving arts program. Each child is exposed weekly to visual and performance arts classes. This year we are piloting an instrumental program for our 3rd and 4th graders with the support of Boys and Girls Harbor.

Decreased funding in our budget has had an impact on our school in regards to teacher support, activities and materials for students. This decrease has also affected our ability to support children afterschool in a variety of programs.

Getting students to stay for afterschool has been a hardship for us. Not being a community school and having children from across the city take a variety of forms of transportation poses a problem when it comes to getting children to stay afterschool. Often parents want their children to attend but are unable to have their children participate do to work and distance barriers.

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.

1. To use and refine assessment practices to enable teachers to develop effective teaching strategies across the content areas.
 - Last year the Ella Baker School formalized a systemic assessment system that gathered rich data across content areas for each child in the school. We want to continue to refine our use of data and systems in order to develop effective teaching strategies that meet the needs of all of our children, by identifying and developing appropriate next steps for each child.
 - Again, our Quality Review recognized our efforts in having a multitude of data for each child that supported teachers' individual, small group and classroom planning. It was suggested however, that we prioritize and streamline the collection and use of data in a more efficient manner.

2. To continue to develop specific guidelines for implementing targeted approaches to differentiation of instruction.
 - The staff at the Ella Baker School is continuing efforts to develop effective teaching strategies that will facilitate learning for each child. Understanding children's interests, strengths and challenges enables teachers to make thoughtful and informed decisions about curriculum and develop strategies for teaching that support all children.
 - Making curriculum accessible to each child in the classroom in order to strengthen skills and knowledge of subject matter is at the core of our continued commitment to develop approaches and strategies that differentiate instruction.
 1. Through the support of our Teaching and Learning Committee, Cohort (grade level) Meetings, weekly Professional Development Meetings and individual teacher meetings, our professional development efforts in the school continue to focus on:
 1. Strengthening our ability to observe and document children's thinking and learning.
 2. Expanding teacher knowledge of the continuums within content areas as well as skills and concepts for each subject.
 3. Assisting teachers in their ability to integrate their knowledge of individual children with their knowledge of subject matter to continue to refine differentiation of instruction that meets the individual needs of each child.

3. To strengthen all components of our balanced literacy program in order to support children's growth, development and achievement.

- The foundation for curriculum development across content areas in our school is a comprehensive literacy program that strengthens children's ability to enjoy and comprehend a variety of books, genres and texts, as well as be able to express ideas both verbally and in writing. Our understanding of the continuums for language learning, reading, and writing will assist us to support children in becoming highly effective users of oral and written language.
- We will use the various opportunities we have created for professional development to strengthen our knowledge and implementation of literacy instruction at Ella Baker.
- Teachers' understanding of the continuums in reading and writing, and all aspects of expressive and receptive language, will inform and support curriculum development and differentiation of instruction throughout our school.
- Some of the guiding principles that support our work are:
 1. Learning does not occur in stages but is a continually evolving process.
 2. Language and literacy concepts are acquired and elaborated over time; complex literacy concepts take years to develop.
 3. Students learn by applying what they know to the reading and writing of increasingly complex texts.
 4. Learning does not happen automatically; students need the on-going support of reflective teaching to develop high levels of reading and writing expertise.
 5. Learning across different purposes and functions of language and literacy is both unique and interrelated -- one kind of learning enhances and reinforces others.
- 4. To continue to improve mathematics instruction and achievement.
 - Although our children showed improvement in math comprehension and operations -- as evidenced by various performance indicators including City and State exams, interim assessments and class work -- we will continue our inquiry into the teaching and learning of math. A particular is on the application of mathematical concepts and skills to solving problems. It is our aim to continue to support the Ella Baker School teaching staff with ongoing professional development in the teaching and understanding of mathematics across grade levels.
 - Teachers will continue to strengthen their understanding of the teaching of math concepts, skills and applications within each math strand, and discuss strategies for teaching for understanding across grade levels.
- 5. To increase attendance and lower student lateness across the school.
 - Absences and lateness has been an issue that has plagued us for years. Our students come from across the city and at times are unable to make it here on time. Being tardy affects classroom routines and student learning. We have worked on these issues, of absences and lateness, and will have to continue to work on them.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To refine systemic assessment practices that enable teachers to develop effective teaching strategies. An assessment calendar has been developed for all disciplines that allow teachers to monitor student growth and development. Using the school wide calendar, by the spring of 2010 all teachers classroom teachers will develop different teaching strategies which will be recorded on the PLR.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our assessment system seeks to gather rich descriptive data and documentation that allows teachers to gain a deep understanding of each child’s work and learning style. It also enables us to review strengths and challenges that may emerge in the classroom. We seek to refine our assessment practices in order to streamline and prioritize data that will enable teachers to support children’s continued growth and development.</p> <p>We will continue to review children’s work to gain insight into what is valued in the classroom by both child and teacher.</p> <p>Our weekly Professional Development meetings and Cohort (grade level) Meetings provide the time to reflect on teaching practices that support each child in our school. Teachers use this opportunity to review and share the assessments and documentation in place to gain insight into individual children and the class. Each multi-age grade has at least three (3) common prep periods each week to meet and discuss curriculum choices and teaching strategies.</p> <p>We also have a Teaching and Learning Committee that meets twice a week to plan professional development and facilitate the weekly cohort meetings. The committee is comprised of the principal, assistant principal, full time curriculum/staff developer, academic intervention/reading teacher, and consultant from our partnership with Sarah Lawrence College.</p> <p>Below please find some of the features of our ongoing work to address our objectives.</p>

	<ul style="list-style-type: none"> • Participate in ongoing Professional Development opportunities through the DY0 initiative with Long Island University and City College to continue to discuss, further develop and refine assessment practices. • Meet weekly in cohort planning teams to review data and discuss the implications for teaching and learning. • Discuss strategies for meeting the needs of individual students. • Collect and review student work as well as assessment tools to determine common strengths and challenges within the class, grade, and/ or school. <p>Continue ongoing weekly professional development opportunities for the staff as well as during weekly cohort planning meetings around assessment practices.</p>
<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"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning committee which plans weekly PD, Cohort meetings and mentors new teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By carefully analyzing the data collected through our assessment system including the Primary Learning Records (PLR's), student work, observation notes, Descriptive Reviews, student/teacher reflections, teachers will further develop strategies for teaching and next steps for children. • Review consistent assessment practices and teaching tools that inform and provide insight into what children know, as well as show evidence of growth. • Continue to use the PLR's, to further develop the narrative reports sent to families, as well as to develop individual goals for children. • Continue periodic review of the Collections of children's work to assess children's growth and development as well as reflect on teaching strategies that would support continued growth.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase attendance rates by 2% to 93% attendance and lower student lateness across the 2009-2010 calendar year based on ATS records.</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>School will monitor student lateness and absentees. Students and families who continue to be late or absent will:</p> <ul style="list-style-type: none"> • Receive phone calls from office staff and administration • Involvement of outside services • Work with guidance counselor • Develop morning activities that would attract these students to school earlier.
<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"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning committee which plans weekly PD, Cohort meetings and mentors new teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ATS attendance Classroom environment Breakfast distribution</p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to develop specific guidelines for implementing targeted approaches to differentiation of instruction. Our weekly professional development will guide and enhance differentiated planning for individuals throughout the 2009-2010 calendar year. Teachers will work to plan instruction that will focus on individual learners and their needs increasing 95% of the student performance by one year on teacher generated assessments and state mandated exams.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Weekly Professional Development Meetings • Weekly Cohort Meetings focused on shared inquiries into teaching and learning • Teaching and Learning Committee’s ongoing reflection and review of professional development practices. • Individual teacher mentoring • Observations of teachers • Literature that supports continued knowledge of continuums across content areas as well strategies for differentiating instruction • Partnerships: SLC and Prospect Center • Inter-visitations within and across grade levels

<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"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning committee which plans weekly PD, Cohort meetings and mentors new teachers.
<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"> • Review of student work • Analysis of PLR's • Review of classroom practice • Reflection on our Cohort meetings and Professional development meetings • Review Narratives • Evaluate curriculum design and implementation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to refine our balance literacy approach. We will strengthen our assessment and instruction during professional development in order to increase student achievement. On the 2009-2010 NYS ELA assessment there will be an increase of 5 percentage points of students on or above grade level.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Further develop our understanding of literacy learning and teaching practices, with support from our consultant from Sarah Lawrence College, Professor Mary Hebron. • Schedule common preps during which teachers can continue to describe student work, develop curriculum and refine practice. • Create action research projects that targets teaching strategies for differentiating instruction and supporting children's growth in literacy. • Build on support from the Long Island University partnership, through participation in the DY0, to further develop our interim assessments in literacy • Develop our weekly professional development meetings around the needs of the teaching staff regarding literacy instruction. • Review each component of a well-balanced literacy program and reflect on best practices for each level across the school. • Further develop understanding of the continuum of learning in all components of our balanced literacy program to provide continuity for children as they move through the grades.

<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"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning committee which plans weekly PD, Cohort meetings and mentors new teachers.
<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"> • Mentors and administrative staff will continue to formally and informally observe classroom teachers in their literacy practices throughout the day/week. • Evaluate teachers' use of informative assessments to plan curriculum and instruction. • Review collections of student work and narratives to gain insight into each child's individual learning continuum. • Assess data gathered from action research • Review the use of DY0 interim assessments in the teaching of reading and writing. • Evaluate the data from City and State ELA Tests in Grades 3-8

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to refine mathematics instruction and assessment through continued professional development. This will have a direct impact on student achievement as seen by students making more than a years progress on both our (DY0) interim assessments and the 2009-2010 NYS Mathematics assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Our Assistant Principal will continue to focus on mathematics teaching and learning and continues to work with staff to develop math practice and understanding. • Schedule common preps so that teachers can support one another by describing student work in mathematics, discussing curriculum and sharing ways to expand and refine teaching practices. • Continue to develop action research that targets various strands of mathematics. • Continue to participate in professional development in mathematics with support from City College, Math in the City through the DY0 assessments. • Continue to develop and expand understanding of mathematics in our weekly professional development meetings. • Construct professional development for the teaching of math, based on the needs of the teaching staff.
<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"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning committee which plans weekly PD, Cohort meetings and mentors new teachers.

Indicators of Interim Progress and/or Accomplishment

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

- Mentors and administrative staff will continue to formally and informally observe classroom teachers in their math practices throughout the day/week.
- Evaluate teachers' use of informative assessments to plan curriculum and instruction.
- Review collections of student work and narratives to gain insight into each child's individual learning continuum.
- Assess data gathered from action research
- Review the use of DYO interim assessments in the teaching of mathematics.
- Evaluate the data from City and State ELA Tests in Grades 3-8

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	6		N/A	N/A				
2	4		N/A	N/A				
3	9		N/A	N/A				
4	6	6	6	6				
5	9	9	9	9				
6	2	2	2	2				
7	8	8	8	8				
8	8	8	8	8				
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Program/Strategy: Looking for an Argument, Great Leaps, Voyager, Targeted interventions Method of Delivery: small group, one-to-one, tutoring, When provided: During and after school
Mathematics:	Program/Strategy: Targeted math interventions Method of Delivery: small group and one-to- one tutoring When provided: During and after school
Science:	Program/Strategy: Integrated program and targeted intervention Method of Delivery: small group and one-to-one tutoring When provided: during school and after school
Social Studies:	Program/Strategy: Integrated program and targeted intervention Method of Delivery: small group and one-to-one tutoring When provided: during school and after school
At-risk Services Provided by the Guidance Counselor:	Program/Strategy: targeted interventions Method of Delivery: small group and one-to-one tutoring When provided: during school
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Program/Strategy: School counselor provides individual, small group and full class instruction Method of Delivery: small group and one-to-one tutoring When provided: during school and after school
At-risk Health-related Services:	Program/Strategy: Nurse directed program about health matters and healthy living program Method of Delivery: small group When provided: during school and after school

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

NCLB/SED requirement for all schools

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

The Ella Baker School Language Allocation Policy Team Composition School Year 2009-2010

Principal: Laura Garcia
Assistant Principal: Joshua Satin
Parent Coordinator: Valerie Kirk
Parent: Meslisa Sebastian
Teacher Qualifications:
English as a Second Language: 1 with Permanent State Qualification
Bilingual Teacher: 1 with Bilingual Common Branch Certification

Our ELL population consists of 12 students. These 12 students make up about 4% of the school population. All instruction is conducted in a small group setting with no more than 3 students at a time. We have eight newcomers and four intermediate students. These students receive 360 minutes a week of instruction. All instruction is conducted in English using a variety of approaches and strategies: total physical response, whole language approach, and direct skill identification.

Luis Flores and Joshua Satin are responsible for conducting initial screening, and administering the LAB-R.

Parent Program Choice

Ella Baker is a school of choice. When new families join our school, we advise them of the ELL options available by the Board of Ed, as well as the ELL option available at Ella Baker, which is an ESL pull out program. They then make a decision about the services they would like for their child.

Trend in Program Choices

Parents of children with second language needs who apply to our school are generally in agreement with the option of pull-out ESL services.

Alignment of Program Choices with Parent Requests

The general trend has been that parents are satisfied with the ESL services provided. The small size of the ELL population allows for more individualized and focused attention on each child.

Patterns across Proficiency Levels and implications for instruction

The small size of the ELL population allows for easier identification of students with learning issues which transcend their ESL needs. Students with learning disabilities take longer to transition through the program.

Patterns across the modalities and implications on instruction

The ESL program serves as a source of support across the four language modalities. In addition, the small number of ELL students means that each student is in a classroom setting where instruction is totally in English, providing continuous opportunity for the students to become immersed in their second language.

Patterns across proficiencies and grades

ELL students with learning disabilities take longer to transition through the ESL program.

Implications for the school's LAP and instruction

The LAP team will continue to coordinate and monitor the progress of the ESL program ensuring that students who have special needs receive the appropriate services and that testing and transitioning out of the ESL program occurs accurately and timely.

Plan for SIFE students

We advise the parents who choose to enroll at Ella Baker of the options for ELL learners offered by the Board of Ed. and at Ella Baker specifically.

Plan for ELLS in school less than three years

Provide more periods of ESL group sessions to increase the exposure to the language. Provide the required number of ESL periods along with qualified support during the remainder of the instruction time (ESL pull out and the certified Bilingual teacher providing monolingual instruction).

Plan for long-term ELLs

Provide more individualized ESL instruction to address particular language deficiencies.

Plan for ELLs identified as having special needs

ESL teacher works in conjunction with Resource Room and classroom teachers to ensure that student's needs are monitored and appropriate referrals are made.

Plan for transitional support for students achieving NYSESLAT proficiency

The ESL teacher will continue to provide support for these students at least once a week to provide continuous maintenance of language skills.

Plan for ensuring mandated instruction according to proficiency levels

We review students' levels of proficiency and schedule ESL to provide the mandated periods of instruction and schedule students accordingly.

Explicit ESL program

ESL teacher follows prescribed curriculum according to students' proficiency levels, groups children accordingly or provides individual instruction, depending on need, and works with classroom teachers to ensure that ESL services support and are aligned with State ESL ELA standards.

Most of the students in our ELL population have been progressing and transitioning through at a normal rate. For the rest of the children, we have identified special needs, provided appropriate services and/or made appropriate referrals.

Instructional material supporting ELL learning

Teacher developed lessons, interactive software addressing all modalities, grade appropriate skills text exercises and group activities.

Evaluating ELLs using NYSESLAT

Yearly the ELL teacher, resource room teacher and classroom teachers review the work of the students, making recommendations for further interventions.

Professional Development for ELL staff

During the 2009-2010 calendar year professional development has revolved around differentiation within all classrooms. During weekly meetings we discuss curriculum and student work in order to identify student knowledge and needs in order to best support students.

The programs for ELL students

The ELL students at Ella Baker participate in an ESL pullout program prescribed to follow the mandated number of periods a week, depending on language proficiency. While in the classroom, the ELL students are immersed in the English language since the overwhelming majority of the student population is English speaking.

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

Form TIII – A (1)(a)

Grade Level(s): K-8 Number of Students to be Served: 10 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

- ESL is pullout program for all students identified as beginner, intermediate and advanced. All instruction is conducted in a small group setting with no more than 3 students at a time. 8 students have been identified as newcomers and 4 students have been identified as intermediate. These students receive 360 minutes a week of instruction. All instruction is conducted in English using a variety of approached and strategies: total physical response, whole language approach, and direct skill identification.
- Luis Flores, our ESL teacher, is a certified and licensed provider working under a common branch bilingual license. We are using a pullout model because we do not have enough students to create a full class and our students are speared throughout the school (K-8)
- Students receive services until they are tested out

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.

- During the 2009-2010 calendar year professional development has revolved around differentiation within all classrooms. During weekly meetings we discuss curriculum and student work in order to identify student knowledge and needs in order to best support students.

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 		(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. 		(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. 		(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 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)¹ 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

¹ 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.

Our Teaching and Learning Committee observes teacher practice and reviews student work on a daily basis. Using these findings the T&L Committee plans and implements weekly professional development for the entire staff. Once a week grade level meetings are scheduled to develop, review, alter, study, and align classroom curriculum in the content areas. We will continue to review our literacy practice to ensure that our students continue to receive instruction that is aligned with their needs and state standards.

Our ELL teacher is working with the T&L Committee and classroom teachers to provide suggestions for instruction and remediation for those students who are identified as ELL.

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?

- Based on our evidence; state and city assessments and our own internal assessment systems; a majority of our ELL students did not make a years progress. Further investigation of the tools, systems, and strategies used to support these students have not been consistent in form and across content areas.

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

- To combat this issue, our ELL teacher is working with a mentor once a week to refine instruction to meet the needs of this diverse community.

- Furthermore, it was noticed that a majority of these students also have special needs as evidenced by their IEP and others are being serviced as students at-risk. But important to note, other students have been able to place out of the ELL program, thus making the program fluid.
-

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.

Our Teaching and Learning Committee has been observing teacher practice and reviews student work on a daily basis. Using these findings, the T&L committee plans and implements weekly professional development. Once a week grade level meetings are scheduled to developed, review, alter, study, and align classroom curriculum in the content areas. Members of the Teaching and Learning Committee also serve as mentors to for multi-age cohorts (grade level) weekly meetings. We will continue to review our literacy practice to ensure that our students continue to receive instruction that is aligned with their needs and state and national standards. We will continue to review our math program (TERC) and Connected Math to ensure that our students continue to receive instruction that is aligned to their needs and state standards.

Our ELL teacher is working with the T&L Committee and classroom teachers to provide suggestions for instruction and remediation for those students who are identified as ELL.

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

Applicable Not Applicable

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

- Based on of our evidence; state and city assessments and our own internal assessment systems; a majority of our ELL students did not make a years progress. Further investigation of the tools, systems, and strategies used to support these students have not been consistent in form and across content areas.

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.

- To combat this issue, our ELL teacher is working with a mentor once a week to refine instruction to meet the needs of this diverse community.
- Furthermore, it was noticed that a majority of this students also have special needs as evidenced by their IEP and others are being serviced as students at-risk. But important to note, other students have been able to place out of the ELL program, thus making the program fluid.

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.

- Throughout the course of the 2008-2009 school year and this year our professional development has been devoted to the practical components on a rich Language Arts program. We also devoted each session to differentiation. As teachers continue to develop their repertoire of teaching strategies to help support students we are now embarking on inquiries within our practice to further understand new strategies while developing the struggles in our everyday life.

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

Applicable Not Applicable

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

- Our Quality Review indicated that our professional work was diverse, developed and reflection. The review indicated that we are a well developed school. Below are some of their notes:
- A multi-tiered professional development plan provides teachers with effective strategies for engaging students in learning and differentiating instruction to improve student learning outcomes.
- The school's rich and broad curriculum includes interdisciplinary links which enable students to actively engage in project-based, hands on learning and make connections between subjects to reinforce their learning.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* 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.

- During the 2008-2009 school year, our school has been involved in the development and implementation of a Math DY0. This DY0 is currently being used by more than thirty schools. In its development and implementation the school worked to define and develop strategies that help support diverse student's needs. To effectively comprehend and manage this work, our school and others in our network have and continue to collaborate with City College. As part of this process 4 teachers have continued their work in content area by participating in City College's summer institute, which by the size, systems and scope of our school inevitably gets turned keyed to each teacher.

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?

- Our Quality Review indicated that our professional work was diverse, developed and reflection. The review indicated that we are a well developed school. Below are some of their notes:

² 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.

- A multi-tiered professional development plan provides teachers with effective strategies for engaging students in learning and differentiating instruction to improve student learning outcomes.
- The school's rich and broad curriculum includes interdisciplinary links which enable students to actively engage in project-based, hands on learning and make connections between subjects to reinforce their learning.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The Teaching and Learning Committee and the hiring committee have been assembled to evaluate and make suggestions about our retention and stability rate of teachers.

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?

- We have a stable community with an excess of tenured teachers that would like to be part of our rich, committed community of learners.

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.

Our school is working closely with the district liaison for ELLs, keeping us notified of any professional opportunities and orders of compliance. As the school works to develop this relationship and help monitor the achievements of our ELL students we continue to have weekly staff professional development and cohort meetings where the ELL teacher participates to inform teachers of best practice for identified students. Additionally, notices and e-mails are regularly forwarded to the entire staff indicating professional development opportunities. We regularly have teachers participating in such opportunities.

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?

- Our teachers feel supported and welcome the opportunities that they are entitled to.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our ELL teacher works in tandem with the Teaching and Learning Committee to ensure that the data collected from the variety of assessments are disaggregated and disseminated to classroom teachers. The ELL teacher then makes recommendations to teachers based on the information collected from the assessments.

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.

- We are currently working closely with our ELL teacher on the specific strategies and tools that he is providing our teachers with. We have found that his development needs to be supported and thus our team is working closely to provide him with the skills and tools he needs to be successful in making our children successful.

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 Teaching and Learning Committee; comprised of administration, curriculum coach, resource room teacher and MARY; work to develop professional development based on the needs of our students and teachers. During professional development we are developing our ability to look at continuums of learning across the content areas. Our belief is that by understanding these continuums we will be able to support children as they move along their developmental path. Our Professional Development is working to identify effective strategies to assist in moving all our children in all content areas along their path. Furthermore, the use of our interim assessment, The Primary Learning Record, essentially creates an IEP for each student, because it asks to look at each child in each discipline creating a plan of strategies and content three times a year.

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?

- Again, our Quality Review confirms the work that our school is doing in regards to understanding, monitoring and implementing for strategies across the continuum of learning.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Our IEP coordinator works with each classroom teacher to identify specific goals for behavior and instruction as identified on the child's IEP. The SETTS teacher is then scheduled to be in all classrooms of children with IEPs monitoring, evaluating, and making recommendations about specific goals and strategies that should be fulfilled.

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?

- One of our systems for monitoring students with IEP and special needs is the EPC meeting. This group meets on a weekly basis, with a core body of faculty: principal, school psychologist, speech pathologist, school guidance counselor, SETTS teachers. This group monitors and develops individual plans for specific students with the help of the child's teacher. This group has been identified as core and essential element of the school.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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