



**P. S. 242M**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (03M242)**  
**ADDRESS: 134 WEST 122<sup>ND</sup> STREET**  
**NY, NY 10027**  
**TELEPHONE: (212) 678-2908**  
**FAX: (212) 678-2927**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 242 **SCHOOL NAME:** Gwendolyn Powell Brown Computer School

**SCHOOL ADDRESS:** 134 West 122<sup>nd</sup> Street; NY, NY 10027

**SCHOOL TELEPHONE:** (212) 678-2908 **FAX:** (212) 678-2927

**SCHOOL CONTACT PERSON:** Denise Desjardin, Principal **EMAIL ADDRESS:** Dgomez5@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CO-CHAIRPERSON:**

Brenda Harris, UFT & Judy Riley, PTA President

**PRINCIPAL:**

Denise Desjardin

**UFT CHAPTER LEADER:**

Brenda Harris

**PARENTS' ASSOCIATION PRESIDENT:**

Judy Riley

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*

N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 03 **SSO NAME:** Santana Network CFN 11

**SSO NETWORK LEADER:** Altagracia Santana

**SUPERINTENDENT:** Dr. Roser Salavert

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Denise Desjardin	*Principal or Designee	
Brenda Harris	*UFT Chapter Chairperson or Designee	
Judy Riley	*PA/PTA President or Designated Co-President	
Valerie Dudley	Member/Staff	
Sumita Lamba	Member/Staff	
Paula Wielingen	Member/Staff	
Jackie Johnson	Member/Staff	
Valerie Cornwall	Member/Parent	
Latonia Nangle	Member/Parent	
Eduardo Garcia	Member/Parent	
Tatiana Harris	Member/Parent	
VACANY	Member/Parent	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

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

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The Gwendolyn Powell Brown Computer School is an elementary school with 218 students from kindergarten through grade 5. The school population comprises 76% Black, 21% Hispanic, 1% White, 1% American Indian and 1% Asian students. The student body includes 6% English Language Learners and 18% special education students. Boys account for 46% and girls account for 54%. The average attendance rate for the school year 2007-2008 was 93.6%. The school is in receipt of Title 1 funding with 71% eligibility. The school shares space with one school which is a charter school.

Our school houses (15) classrooms which include (1) kindergarten CTT class, (1) kindergarten general education class, (1) self contained grade 2/3 bridge class, (1) first grade CTT class, (1) general education first grade class (2) second grade classes, (2) third grade classes, (2) fourth grade classes, (1) 4/5 self contained bridge class, (1) fifth grade CTT class, (1) general education class and (1) 4/5 bridge class. Our average class size is (20) students per class. Our third grade classes are capped at (25) students per class.

All of our teachers are fully licensed and certified. Our pedagogical staff consists of (17) classroom teachers, (1) Academic Intervention Teacher, (1) Science cluster teacher, (1) Art cluster teacher, (1) Technology cluster teacher, (1) Physical Education cluster teacher, (1) Part time French cluster teacher, (1) SETTTS Teacher, (1) ESL Teacher, Speech teacher, a part-time Math and part-time Literacy coach.

Our school has created a partnership with AUSSIE Consultants. We have a literacy and math AUSSIE consultant that supports our learning community by providing professional development for our coaches and teachers. This partnership will offer our educators the knowledge and skills to implement an inclusive differentiated curriculum based on on-going assessments. Our goal is to improve student achievement by improving teacher performance and to build capacity in our school for long term achievement.

All teachers are provided with support and training on using data to differentiate their instruction so that they can meet the needs of individual students. The various sources of data that our school will be using are Fountas & Pinnell, Acuity and various informal assessments. We are striving toward becoming a data driven community that will use its' findings to drive instruction.

Our school has benefited from a partnership with Harlem Children's Zone (HCZ). HCZ is a non-profit, preventive service agency. They have contributed approximately 15 full time teaching assistants (Peacemakers) to support teachers in the classroom. Peacemakers are used to enhance student learning in K-5 classrooms by working with students individually and in small groups during the school day as well as after school. All peacemakers receive staff development in balanced literacy and mathematics. Peacemakers work closely with teachers, administration and coaches. They also service the school during daily transition periods such as recess, enrichment clubs and lunchtime. HCZ also provides our school community with an after-school enrichment program and Out-of-School Time program for our students. Partnering with this organization has helped the schools ability to run smoothly and keep disciplinary issues at a minimum.

Our school (through the creation of a Behavioral Incentive Committee) has established clear expectations and has implemented a school wide honor system. This system offers students the opportunity to earn rewards for good and positive decisions in exchange for school store prizes. As result, students have become more motivated to improve their behavior. Students are more aware of their responsibility as a citizen in our learning community by making right choices. This honor system allows us to acknowledge positive behavior as opposed to penalizing them with negative consequences. We have also implemented a school pledge that focuses on making positive decisions that the entire school community recites every morning.

The major area of concern at our school is the low academic achievement of many of our students, as measured by results of the State Math and ELA tests and on-site periodic assessments. The findings of our school's 2008-2009 Quality Review resulted in the identification of several priorities for improving student performance: (1) Improve data analysis to identify the performance of all subgroups and plan interventions for specific underperforming subgroups, especially for English Language Learners; (2) Further develop goals for individual students that include interim benchmarks so the progress of each student can be monitored and goals revised in all core subjects; (3) Ensure that all teachers differentiate instruction effectively to promote higher levels of student engagement, challenge and performance, especially for English Language Learners and higher achievers; (4) Provide additional opportunities for vertical planning by subject area to enable teachers to gain a better sense of the overall curriculum and student progress from year to year; (5) Provide more consistency in the use of student goals, interim benchmarks and student portfolios to improve outcomes in all content areas.

Current strategies for improving instruction and student performance in English Language Arts include the ongoing implementation of balanced literacy. This consists of independent/paired reading, shared reading, guided reading, literacy centers, writer's workshop, interactive read aloud, SPALDING Phonics Program for grades K – 3 and for grade 4 & 5 Words Their Way phonics, and teacher/student reading and writing conferences. Our AIS teacher has received professional development in the Fountas & Pinnell Intervention Program so that she can effectively implement this program with her small groups. Classroom libraries, small class size, an Academic Intervention Specialist (AIS) for grades K-3 and a part time literacy coach will further support reading instruction. The school library will have open access to our students, which will provide additional exposure to reading.

Currently all grades (K-5) are using Everyday Mathematics as the primary vehicle for math instruction. This instructional program is implemented during a 60 minute math block for grades K-2 and a 75 minute math block for grades 3-5. These blocks will be continued for the 2009-2010 school year, as well as adding a morning math intervention/enrichment piece for students in all grades. Our goal is to better prepare students in meeting standardized test criteria. A full time math coach will support the effective implementation of all programs through focused, onsite math staff development.

PS 242 will continue to follow the NYS Core Curriculum for Social Studies. We will continue to provide students with a higher level of understanding of basic concepts, the primary focus of the Social Studies instructional program will be on authentic research projects. Every student will be involved in research projects throughout the year. Projects developed will be aligned with the Social Studies pacing calendar established for each grade. Teachers will collaborate with the Literacy Coach, technology and art teacher to design grade appropriate projects. Our learning community will continue to integrate the Social Studies curriculum into their literacy block.

PS 242 has a fully equipped computer lab that is available to all students. All classrooms in grades 3 – 5, have Smart Boards. All grades have computers and a printer connected to a network. Our technology teacher will implement strategies for our students to learn how to utilize the internet as a tool for learning and conducting research for class projects. Classroom teachers will plan and

collaborate with the technology teacher to support the Social Studies/Science instruction. All classes receive at least (2) technology periods a week.

With health, nutrition and obesity being an area of concern within the community surrounding our school, PS 242 has a full time physical education teacher that provides at least (1) period a week of rigorous physical education instruction to our students. In addition, the physical education teacher provides our students with instruction on health, nutrition and the Department of Education HIV/Aids curriculum.

Our school also recognizes the value of our children being fluent in more than one language. As a result, our students in grades K – 2 are receiving French instruction. The French teacher is using the Muzzy French curriculum to teach this foreign language to our students. Our upper grade students are able to learn the French language during our Enrichment Clubs offered once a week.

The school offers minimally two workshops for our parents in areas such as Literacy, Mathematics, Science and other topics that provide parents with information and strategies that they can use to support their children at home. In addition, we have created a Health Fitness program for our parents to attend with their children. The sessions consist of them participating in a physical activity class and a health class in which they learn about leading a healthy life.

## **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.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>	P.S. M242 - Gwendolyn Powell Brown Computer Schoo									
<b>District:</b>	3	<b>DBN:</b>	03M242	<b>School BEDS Code:</b>	310300010242					
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		92.2	92.5	TBD			
Kindergarten	37	21	22	<b>Student Stability - % of Enrollment :</b>						
Grade 1	40	36	23	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	49	45	28		87.0	84.8	TBD			
Grade 3	47	56	43	<b>Poverty Rate - % of Enrollment :</b>						
Grade 4	58	54	52	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	55	30	45		82.7	73.2	TBD			
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		11	39	TBD			
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		4	9	4			
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	2	0	5	(As of June 30)	2007-08	2008-09	2009-10			
Total	288	242	218		4	9	4			
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	8	22	20	Principal Suspensions	5	13	TBD			
# in Collaborative Team Teaching (CTT) Classes	16	10	15	Superintendent Suspensions	2	9	TBD			
Number all others	19	24	10	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	23	25	TBD			
# receiving ESL services only	12	26	16							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	2	1	1	Number of Administrators and Other Professionals	12	11	TBD	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	3	TBD	
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD	
				% more than 2 years teaching in this school	52.2	56.0	TBD	
				% more than 5 years teaching anywhere	43.5	44.0	TBD	
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher				
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	83.0	76.0	TBD	
American Indian or Alaska Native	1.0	1.7	1.4		100.0	100.0	TBD	
Black or African American	83.3	76.4	73.9					
Hispanic or Latino	14.6	19.0	21.1					
Asian or Native Hawaiian/Other Pacific Isl.	0.0	1.2	0.0					
White			1.4					
<b>Male</b>	46.9	50.8	49.5					
<b>Female</b>	53.1	49.2	50.5					
<b>2009-10 TITLE I STATUS</b>								
√	Title I Schoolwide Program (SWP)							
	Title I Targeted Assistance							
	Non-Title I							
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10	
				√	√	√	√	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>								
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:							
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>								
	<b>Phase</b>				<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive		
	Improvement Year 1							
	Improvement Year 2							
	Corrective Action (CA) – Year 1							
	Corrective Action (CA) – Year 2							
	Restructuring Year 1							
	Restructuring Year 2							
	Restructuring Advanced							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	3	3	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>			√
<b>Overall Score:</b>	72.7			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			√
School Environment:	10.4			Quality Statement 2: Plan and Set Goals			√
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			√
School Performance:	11.4			Quality Statement 4: Align Capacity Building to Goals			√
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			√
Student Progress:	50.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## **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?

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### **Curriculum & Instruction**

Data shows that our students have not exceeded the challenges the state has set forth in ELA, although our proficiency rate (levels 3 or 4) in ELA went from 39.4% to 51.6%. Our school is striving to increase the number of students who achieve a level 4 on the ELA exam. As a result of student progress, our school must focus on increasing the percentage of student progress by challenging our higher achieving students.

After reviewing our data, we have decided to focus on two major goals in literacy. We found that it is essential to increase our student's ability to comprehend text. In addition, the P.S. 242 community has determined that our students must be capable of providing a written and verbal explanation of their thinking. These are the key components that will yield overall academic achievement in our school community.

In the area of reading comprehension, we have changed the literacy monitoring forms. We created a vertical curriculum plan as it relates to our expectations in reading and writing. These changes allow teachers to develop small groups during various times of the day, because they are constantly evaluating the student data to create flexible groups. The data will now be used in a more effective manner to allow teachers to differentiate instruction among their students. All teachers are being provided with professional development on how to teach the three tiers in each classroom. They will use the data to meet the needs of our struggling students, one's that are on grade level and those that are higher achieving.

Our learning community will continue to focus on developing teacher's understanding of literacy through professional development on accountable talk, reading strategies, comprehension skills, and key features in book selection. Accountable talk will allow our students to think critically through intellectual conversation. Our teachers will continue to pose open-ended questions during whole and small group activities and encourage talk amongst the students. This allows for students to share their ideas while building on others.

Another strategy that we will be implementing in all classrooms to improve reading comprehension is book clubs. Through book clubs, our students will have in-depth discussions and assimilations of different view points. These in-depth conversations will not only develop student's critical thinking skills and vocabulary, but also will allow them to summarize information and present it in a coherent and engaging manner. Listening to other people's assessment of a book and their discussions will

help our students to become better writers. The implementation of book club will also promote the appreciation of reading.

Teachers will develop critical thinking skills by implementing strategies for our students to articulate their ideas. One critical strategy is posing sophisticated and open-ended questions to assess student understanding. The ability to write or verbalize your thoughts requires one to understand the subject matter. The opportunity to have a discourse on a particular idea extends and possibly reshapes ones thinking. We will hold our students accountable when reading so that they are able to provide evidence from the text to support their assertions. Students will be provided time to examine how proficient readers evaluate text during whole and small group time.

Our students must be knowledgeable about their academic strengths and needs. Students will be able to set goals, monitor their progress and be clear of what their next steps are. Teachers are using various sources of data to help students set personal academic goals and to differentiate classroom instruction. Sources include Acuity, Fountas & Pinnell, conference notes, culminating projects and EDM unit tests. The analysis of data will also help teachers meet the needs of our struggling students while challenging those that are performing at a higher level. Our learning community will work on the further development of students creating goals and monitor their strengths and weaknesses by establishing and monitoring goals that reflect personal progress. Each student will create a data notebook which will contain personal goals in all content areas along with their action plan.

To improve academic achievement in mathematics, we needed to analyze several areas of instruction and performance data across several school years. We needed to use this comprehensive approach to effectively determine our SMART goal for 2009-2010. Our data indicates that the percentage of students performing at levels 3 and 4 would go up and down and up again from year to year. In conclusion, we are not showing a steady increase in student progress.

We also looked at student performance indicators school wide. We referred to the Progress Reports from 2006-2007 thru 2008-2009. In comparing the three years, we saw an increase in the percentage of students achieving levels 3 and 4 in Mathematics and an increase in students making 1 year of progress. However, the students in grade 4 did not make significant progress and some did not make 1 year of progress. Although we showed student growth, we remained in the 25<sup>th</sup> percentile compared to our peer group and city horizon.

Teachers will provide open-ended questions to encourage accountable talk during math instruction to further develop critical thinking skills. Teachers have made initial use of newer components of the Everyday math program. We have built on student writing in the area of mathematics across all grade levels. Problem solving strategies will be further developed in professional inquiry teams and in classroom lessons. All classroom teachers will be part of inquiry by looking at student work and brainstorming possible strategies and next steps for these students. The teachers will be split up into groups (i.e., grades K & 1; 2 & 3; 4 & 5) to share ideas and strategies that might be implemented to meet the needs of their students and improve their teaching practices. This is vital in deepening student content development. Planning for enrichment needs to be developed for students who are performing at a higher level. EDM components will be used consistently for intervention and enrichment purposes.

Targeted instruction based on data results will continue to be a primary focus in math instruction. Data collection will be modified and an action plan will be used after each unit assessment to group students for intervention and enrichment. Unit Assessment from Everyday Math will be the primary data source. Other external assessment tools (Acuity) will be used as support data.

Our school has identified our student writing abilities to be one of our weaknesses. As a result, our teachers have created four to six week cycle units of study that will integrate writing. In order for our

school to set clear expectations for writing and add rigor, we are creating standards based rubrics for our students.

### **Professional Development**

In the area of professional development, we have established regularly scheduled grade meetings for professional growth. Teachers meet with the math and literacy coaches 2 times per month during common grade level prep periods. These sessions will vary in topic; however, the State Standards is a key focus throughout the year. Problem solving and open response writing continues to be a focus for all grades so that our students are able to write about their thinking process.

The instructional team will plan professional development sessions that are differentiated for teachers to ensure the continuation of quality instruction. Both coaches will work closely with the AUSSIE consultants to support teachers in improving instruction by using relevant data tools effectively. Resources for PD will be based on relevant resources and research. The coaches, AUSSIE consultants and administrators will use informal/formal observations to assess the needs of teachers and plan PD accordingly.

### **Home/School Community**

Our Learning Environment surveys indicated an increase in the level of student engagement in the classroom. The parent coordinator collaborated with administration to plan and implement parent workshops. The workshops helped parents understand the curriculum and standards so that they are better equipped to support their child at home. The Parent Coordinator and coaches also planned workshops that explained the standardized assessments and the various sources of data that we use in our learning community. One strategy that we have used to increase parent participation for the workshops and parent meetings is to make use of the school dollars as an incentive.

Parents are informed of all special events via our school's monthly parent newsletter that is created by our Parent Coordinator. These newsletters include information about current units of study that each grade is focusing on and a calendar with any upcoming events. In addition, our school has created a school website through eChalk. Teachers have created class and group pages which will include homework assignments, current units of study and special events.

## 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.

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**Goal #1:** Improving the planning and development of Units of Study in Social Studies and Science.

**Measurable Objective:** By June 2010, all teachers will have created 4 to 6 week cycle units of study in Social Studies and Science.

**Goal #2:** To improve the quality and quantity of student's written work in response to Mathematics.

**Measurable Objective:** Although we have made progress in Mathematics, we are striving to increase our student proficiency rate in levels 3 and 4. Therefore, we are focusing on improving the quality of writing in our school. The number of students presenting writing on standards will increase across the year. In the 2009-2010 school year, we will improve the rate of our students making progress by 5%.

**Goal #3:** To improve the quality and quantity of student's written work in response to Literacy.

**Measurable Objective:** Although we have made progress in literacy, our student proficiency rate in levels 3 and 4 are still low. Therefore, we are focusing on improving the quality of writing in our school. The number of students presenting writing on standards will increase across the year. In the 2009-2010 school year, we will improve the rate of our students making progress by 10%.

**Goal #4:** To improve instructional practices for an increase in ESL student performance.

**Measurable Objective:** By June 2010, teachers serving English Language Learners will have participated in on going professional development on the use if ESL methodologies in their instruction.

**Goal #5:** Our Learning Environment Survey indicates that our school does not offer any foreign language instruction to our students. We will implement French instruction for our students in grades K – 2.

**Measurable Objective:** By June 2010, our students in grade K – 2 will have a basic understanding of the French language.



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Administrators, coaches and AUSSIE consultants provide on going training and support for teachers to plan four to six week cycle units of study as a tool to drive instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will keep assessment data binders which will store student progress based on the rubrics created for the units of study. The teachers will analyze and create groups based on the data collected for each individual student. Students will also monitor their individual goals and action plans to in order to monitor their progress and create new goals.</p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the quality and quantity of student’s written work in response to Mathematics</p> <ul style="list-style-type: none"> <li>Although we have made progress in Mathematics, we are striving to increase our student proficiency rate in levels 3 and 4 by 5 %. Therefore, we are focusing on improving the quality of writing in our school. The number of students presenting writing on standards will increase across the year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will participate in grade level meetings to review and analyze student writing in Mathematics. These sessions will consist of teachers looking for evidence of learning and discussing possible next steps for students with various levels of understanding. In addition, coaches and AUSSIE consultants will model lessons on how to implement effective writing in Mathematics. Teachers will select a level 3 or 4 student whom they believe can accelerate as a case study in our Inquiry Team #2 and apply these strategies to other higher functioning students.</p> <p>Our Math coach and AUSSIE consultant will conduct professional development and provide support for teachers to differentiate instruction based on formal/informal assessments. In particular they will be trained on how to challenge our higher achieving students in content process and/or product. In addition, the consultant and coach will train teachers on how to implement problem solving strategies to encourage higher order thinking for all students. Students will be encouraged to express their higher order thinking orally in and written form.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Coach and AUSSIE consultants provide ongoing training and support for teachers to improve the quality and quantity of student’s written work in response to Mathematics. They will also support teachers on creating rubrics that will be used to evaluate and assess student writing in Mathematics.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will keep assessment data binders which will store student progress based on the rubrics created for the units of study. The teachers will analyze and create groups based on the data collected for each individual student. Students will also monitor their individual goals and action plans in order to monitor their progress and create new goals. There will be evidence of students having clear expectations on how to write about Math during classroom observations.</p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the quality and quantity of student’s written work in response to Literacy.</p> <ul style="list-style-type: none"> <li>Although we have made progress in Literacy, our goal is to increase the student proficiency rate in levels 3 and 4 by 10%. Therefore, we are focusing on improving the quality of writing in our school. The number of students presenting writing on standards will increase across the year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>As was evident in our student performance in Literacy, our school has focused on integrating both Social Studies and Science into our Literacy instruction. Grade level teachers have met to plan and create 4 to 6 week cycle units of study in Social Studies and Science. Teachers have also created rubrics that are aligned to the standards as a form of assessment for these units of study. Student work will be evaluated through the use of rubrics to assess level of understanding and progress. The rubrics will also be used to create benchmarks and monitor progress for the purpose of differentiated instruction.</p> <p>Classroom teachers, coaches and administrators will evaluate student progress and discuss possible strategies that can be implemented to meet the needs of individual students. During these meetings, staff members will also plan and discuss next steps and any necessary materials needed to reinforce, learn skills and to reinforce skills learned in current units of study. In addition, they will plan for future units of study and strategies that can be implemented to meet the needs of all learners.</p> <p>Students will create learning goals for all content areas. They will also include an action plan and have a reflection piece at the end of each unit of study.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Administrators, coaches and AUSSIE consultants provide on-going training and support for teachers to plan four to six week cycle units of study as a tool to drive instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will keep assessment data binders which will store student progress based on the rubrics created for the units of study. The teachers will analyze and create groups based on the data collected for each individual student. Students will also monitor their individual goals and action plans in order to monitor their progress and create new goals.</p>

Subject/Area (where relevant): ESL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve instructional practices for an increases in ESL student performance.</p> <ul style="list-style-type: none"> <li>• By June 2010, teachers serving English Language Learners will have participated in on-going professional development on the use of ESL methodologies in their instruction.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ESL teacher and classroom teachers will meet and plan collaboratively to develop strategies to meet the needs of English Language Learners. ESL teacher will provide on-going support for our English Language Learners in the classroom alongside teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Our part time ESL teacher will plan with teachers so that she can service our students effectively in the classroom. In addition, the ESL teacher will provide our teachers with training and strategies that teachers can use to meet the needs of our ELL students. The Network ESL liaison will support the ESL teacher and classroom teachers on a monthly basis during her visits.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>ESL teacher will maintain a data binder for English Language Learners that will show year long progress students are making. Teacher lesson plans will include differentiated lessons for our ESL students. Formal/informal assessments administered by classroom teachers will be conducted.</p>

**Subject/Area (where relevant):** Foreign Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our Learning Environment Survey indicates that our school does not offer any foreign language instruction to our students. We will implement French instruction to our students in grades K -2.</p> <ul style="list-style-type: none"> <li>• By June 2010, our students in grades K-2 will have a basic understanding of the French language.</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>• Recite the alphabet in French</li> <li>• Sing (2) songs in French</li> <li>• Read and write (20) one syllable words in French</li> <li>• Read and write the numbers 1 through 10 in French</li> <li>• Read and write basic colors in French</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We have an F-Status cluster teacher who will provide French instruction to our students in grades K – 2 twice a week.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The cluster teacher is F-Status and is only able to service our students twice a week.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>All K – 2 students will have French notebooks. Students receiving French instruction will have a culminating event to display their progress. The French teacher will have a bulletin board with student work displayed. Informal assessments will be administered by the French teacher.</p>

## **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	8	6	N/A	N/A	1	1	0	22
1	8	6	N/A	N/A	2	1	0	24
2	8	6	N/A	N/A	1	1	1	21
3	10	10	N/A	N/A	5	2	1	23
4	10	10			5		1	48
5	10	10					1	45
6								
7								
8								
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Teachers have used several sources of data to identify at-risk students that can benefit from additional intervention support. At-risk students are provided with remediation services in their classrooms with the push-in and/or pull-out model. There is an Academic Intervention Service provider for both lower and upper grade students. These students will receive small group instruction using Wilson, Rigby and Guided Reading. The higher performing students will receive enrichment instruction during our extended day sessions.
<b>Mathematics:</b>	Our Math Coach will be providing academic intervention services by pushing into the classrooms and meet the needs of our at-risk students. The higher performing students will be provided with enrichment opportunities during our extended day sessions.
<b>Science:</b>	Students will receive intervention services in Science during our half-class coverage which allows for our teachers to provide small group instruction for those students that require additional support with the science curriculum.
<b>Social Studies:</b>	Students will receive intervention services in Social Studies during our half-class coverage which allows our teachers to provide small group instruction for those students that require additional support with the Social Studies curriculum.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students will receive either individual or group counseling on various topics of behavior management – self esteem. In addition to mandates, our Guidance Counselor works with students in need of at risk counseling services; frequently meets with parents and teachers to discuss strategies to improve school functioning for specific students; works in classes to address social-emotional issues that may negatively impact the classroom environment; provides teachers and students with strategies for reducing test anxiety prior to state tests.
<b>At-risk Services Provided by the School Psychologist:</b>	Students will receive either individual counseling on various topics of behavior management – self esteem. Our School Psychologist performs functional behavior assessments during the school day as needed; Participates in PPT meetings twice a month; Collaborates with classroom teachers to develop behavior intervention plans for individual students as needed; Provides outreach to outside agencies for students as needed.
<b>At-risk Services Provided by the Social Worker:</b>	Students will receive either individual or group counseling on various topics of behavior management – self esteem. Observes in classrooms to provide teachers with strategies to work with specific students; Acts as liaison between student and teacher in developing behavior goals; Works with ACS and outside doctors.
<b>At-risk Health-related Services:</b>	Students will participate in small social skills group and class presentation on various topics of behavior management, implement practical behavior assessments during the school day as needed; Collaborates with classroom teachers to develop behavior intervention plans for individual students as needed; Participates in PPT meetings twice a month; Provides outreach to outside agencies for students as needed. Occupational

	Therapists perform screenings in class for at-risk students; Provides teachers and students with in class strategies.
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**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.

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

**Form TIII – A (1)(a)**

Grade Level(s) K - 5 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 14 \_\_\_\_\_ 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.

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The Gwendolyn Powell Brown Computer School (PS 242) is an elementary school (grades K to 5), which offers a free-standing ESL program serving eighteen (18) English Language Learners (ELLs) out of approximately 218 students in 2009-2010. Situated in Central Harlem, the program services West African and Latin American students, who together speak a total of four (4) home languages. Because of the multilingual nature of this immigrant community, and because it is a small minority of 8% within the larger student community, the ELL parents prefer an ESL program.

PS 242’s Language Allocation Policy (LAP) Team includes: Principal Denise Desjardin, Assistant Principal Larisa Vail, Parent Coordinator Nancy Pereira, Math Coach Tanya Grullon, Literacy Coach Shawn White, ESL Teacher Constance Benson, Special Education Teacher Jackie Johnson, AIS/Reading Specialist Marva Eversley, Fifth Grade Teacher Vayka Soto, First Grade Teacher Joshua Lerch, Speech Teacher Shaton Speller Goodwin, Parent Vanesa Cruz, Network Leader Altagracia Santana, and School Psychologist Roberto Collado.

Eligible students receive one or two units of ESL instruction from one part-time, fully certified ESL Teacher, as required by the results of the LAB-R or NYSESLAT.

Before the LAB-R is given, the first step in determining eligibility for the school's ESL program is the Home Language Survey Form (HLIS) filled out and signed by parents or guardians at registration. Parents or guardians for whom English is a second language are interviewed by bilingual staff members in their native language if it is Spanish, French or Haitian Creole. The ESL Teacher, Parent Coordinator and Principal are also involved in the interview process. Based upon the HLIS, students who speak a home language other than English are identified. The ESL Teacher then administers the LAB-R exam within 10 days of the student's matriculation.

Based on the LAB-R results, parents of eligible students receive parent notification materials and an invitation to attend a parent orientation meeting to advise them of their placement options. They then fill out the parent survey form to indicate their program choice. If they do not specifically choose the ESL option, they are provided with alternative placement options in other schools. Parents of students who test out of the English Language Learner programs also receive notification letters with the LAB-R results. The New York State, LEP Identification Process, as outlined above, is standard, required by CR Part 154, and is not unique to PS 242.

ESL instruction is provided based on the English proficiency levels and grade levels of the English Language Learners. Because the ELL population is relatively small, instruction is highly differentiated and provided on either a push-in or pull-out basis as is appropriate. Beginner and Intermediate ELL's or ELL's scattered over more than one class are pulled out and serviced within small, somewhat heterogeneous groups. Advanced ELL's are serviced within a push-in context, in which the ESL Teacher scaffolds the mainstream classroom lesson.

In this academic year, approximately 58% of the ELLs were Beginners, mostly new arrivals, 12% were Advanced and 30% were Intermediate. Most of the Beginner new arrivals scored close to 0 on the Lab-R, upon entrance, in other words, they arrived knowing virtually no English. Last year, most of the Beginners arrived one year earlier, and have moved from knowing little English to scoring a high Beginner score, with Intermediate listening and speaking ability.

Indeed, the ELLs enrolled at PS 242 quickly achieve advanced oral English skills (BICS), but need further development in reading and writing academic English (CALPS). Therefore, literacy and academic English are emphasized. In the case of SIFE or special education students, the lessons are back-to-basics, to strengthen a shaky linguistic foundation: Dolch high frequency words, sight words, and grammar, for reading, writing, speaking and listening as required by the ESL and ELA mandates. Currently, there are no SIFE students, but if and when they appear, performance data is used to gauge their progress and develop a plan of instruction for them. The same holds for Special Education students, except that in their case, the IEP is the basis for their individual plan of instruction.

For new arrivals, strategies include English by immersion with a focus on high frequency words and everyday phrases, combined with a strong literacy component based on the content areas. Beginners are given native language support through the LAP team and other staff, such as bilingual teaching assistants, peer mentoring, bilingual dictionaries and literature. The ESL Teacher also draws upon her knowledge of Spanish and French to provide a smoother transition into English.

The success of the PS 242 ESL program is attested to by the fact that ELLs who have passed the NYSESLAT perform at an exceptional level. While the ESL teacher monitors their progress, the ELL graduates include several students who are among the highest achieving students in their classes.

The ESL Teacher is in personal contact with the parents of ELLs. Because parents and guardians play an indispensable role in the education of their children, they are made aware of program choices through orientation meetings, teacher conferences and informational mailings. The ESL

Teacher and bilingual Parent Coordinator work in partnership to provide resources and information to the parents in the home language or language of the parents' choice.

In the case of new ELLs, parent orientation meetings are to be scheduled at the beginning of the academic year to inform parents about their city-wide program choices, instructional standards, assessments and school expectations. The parent survey and program selection forms are filled out, and parents are informed about the results of the LAB-R entrance exam, which determines the eligibility of each new ELL.

The ESL Teacher and other appropriate staff collaborate to conduct a minimum of five 50-minute staff development sessions building-wide to teach other teachers techniques in ESL pedagogy. The ESL Teacher uses these opportunities to turn-key region-wide ELL professional development sessions. Topics addressed include, What is the Language Allocation Policy, Applying ELL Assessments, Integrating new ELLs into the classroom, selecting and developing the peer mentor, building definitions of commonly used terms into lessons, developing bilingual classroom libraries, and communicating effectively to the limited English speaker. In addition, the ESL Teacher regularly conferences with the classroom teachers to track ELL progress.

The goal of the LAP team is to ensure that PS 242, including administration, teachers and all support staff have the necessary resources and support to improve instruction for ELLs. In the area of resources, the following instructional materials are used: abridged versions of American and international classics, classroom libraries with various genres and reading levels in both English and Spanish, a school library with multicultural literature in Spanish languages and computer internet access, bilingual dictionaries in Spanish/English and French/English.

PS 242 is dedicated to ongoing review and continued development of its Language Allocation Policy to serve better the ELL students and their parents. Parent choices and concerns, program quality with standards-driven curricula, assessable resources, and trained, qualified and certified staff will continue to be our hallmarks. Accordingly, the members of the LAP team will be required to meet regularly, to ensure that this occurs.

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**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.

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The ESL Teacher and other appropriate staff collaborate to conduct five 50-minute staff development sessions building-wide to teach other teachers techniques in ESL pedagogy. The ESL Teacher uses these opportunities to turn-key region-wide ELL professional development sessions. Topics addressed include integrating a new ELL into a classroom, selecting and developing the peer mentor, the importance of defining commonly used terms, building bilingual classroom libraries, and communicating effectively to the limited English speaker.

**Form TIII – A (1)(b)**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

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

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

All information sent out by our school is made available to parents in their native language (i.e., report cards, Parent Workshop Flyers, PTA meeting notices, etc.) – by the DOE Translation Unit. Home Language Surveys and Parent Contact Information Cards are used to determine which languages are spoken at home by parents also supplied by the DOE Translation Unit.

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

Based on enrollment demographics, our student and parent community consist of immigrant families which require translation and oral communication in the following languages, Spanish, Haitian-Creole, Yorluff, Urdu, Arabic, and French. Every effort is made to accommodate parents with oral communication by using over-the-phone translation and staff members to provide oral translation.

#### **Part B: Strategies and Activities**

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

The DOE Translation and Interpretation Department provides our school with pertinent documents in all languages needed (i.e., Behavioral Contract, Report Cards, Parent/Teacher correspondence, etc.)

**2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.**

During parent/teacher conference, parents in need of oral interpretation services are provided with over-the-phone translation on-site. In addition, parents requiring oral interpretation services are also provided with on-site over-the-phone translation or a staff member may provide on-site translation.

3. **Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.** Notices are posted throughout our school building in ALL languages advising who require oral interpretation to contact our school's parent coordinator. In addition, all school communications (PTA notices, school report cards, parent/teacher letters, etc.) are sent out to all of our parents in their native language.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	161,327	39,006	197,333
2. Enter the anticipated 1% set-aside for Parent Involvement:	1613.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		390	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26759.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1950.00	
6. Enter the anticipated 10% set-aside for Professional Development:	47950.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3900.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_100%\_\_\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

#### **School Parental Involvement Policy:**

##### **I. General Expectations**

PSP 242 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children (PTA & SLT).
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 242 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: a) ensure that there is an active PTA; b) either monthly or bi-weekly School Leadership Team meetings; c) Monthly School Safety Committee meetings.
2. PS 242 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: a) ensure that there is an active PTA; b) either monthly or bi-weekly School Leadership Team meetings; c) Monthly School Safety Committee meetings.
3. PS 242 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: a) October Curriculum Night & Parent Orientation; b) parent workshops planned and coordinated by the Parent Coordinator which will be facilitated and supported by various school staff (i.e., Math and Literacy coaches, Science cluster teacher, Physical Education teacher, etc.).  
Parent workshops will include but not be limited to the following: 1) PS 242 CEP Action Plan; 2) Family Math and Literacy workshops; 3) Parent workshops in the various curriculum content areas (i.e., Social Studies, Science, HIV/Aids, Health & Nutrition, ARIS Parent Training, etc.).
4. PS 242 will coordinate and integrate Title I parental involvement strategies under the following other programs: Harlem Children’s Zone Fifth Grade Institute; Learning Leaders Parent Volunteers training in Literacy and Math; Extended Day Programs; Harlem Children’s Zone Saturday Enrichment.
5. PS 242 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. PS 242Ms Parent Involvement Policy will be reviewed in an on-going basis by the School Leadership Team. This review is to ensure that the PS 242M PIP is effective in increasing and maintaining parent involvement and will focus on improving the academic quality of our school. The parent representative on the PS 242M SLT will measure how our school implements the PIP via interviews with the PTA general membership, as well as with the school faculty, administration and parent coordinator. The assessment will include a review of the participating parents and parents who are designated “hard to reach”, and outreach efforts to parents by the Parent Coordinator. Through assessments the SLT will evaluate existing parent involvement strategies, identify barriers to parental participation in activities that promote parent involvement and develop new strategies as necessary and revise, if necessary, this policy statement so that it remain a viable statement of effective parent involvement in our goal to forge home school partnerships.

6. PS 242 will build the schools' and parent's capacity for strong parental engagement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the school community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators by: a) parent coordinator will plan and facilitate workshops for parents on how to access their child's on-line assessment tests and current NYS Math, ELA, Social Studies and Science test results through the ARIS Parent Link; b) Math, Literacy, Social Studies and Science parent workshops facilitated by coaches and other school staff; c) Health and Nutrition parent workshops.
    - iv. The school will provide materials and training to help parents work with their children at home to improve their children's academic achievement in all content areas, and using technology, as appropriate, to foster parental involvement, by: a) parent coordinator will plan and facilitate workshops for parents on how to access their child's on-line assessment tests and current NYS Math, ELA, Social Studies and Science test results through the ARIS Parent Link; b) Math, Literacy, Social Studies and Science parent workshops facilitated by coaches and other school staff; c) Health and Nutrition parent workshops.
  - b. The school will educate its teachers, pupil personnel team, principal and other staff, on how to reach out to, communicate with, and work with parents as equal partners and the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools, by distributing the PS 242M School-Parent Compact each October to all parents. This written agreement will define the roles and responsibilities of parents, teachers, students and administration within the school community, and will be developed jointly by the school and the parents. PS242Ms responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment, and to effectively communicate with parents. The parent's responsibility is to support their child's learning both in school and at home. The student's responsibility is to work diligently and attend school regularly. Inclusion of parent training activities in the school's Professional Development Plan.
  - d. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by: a) parent coordinator will disseminate to all parents a monthly newsletter which includes a monthly calendar of parent activities, workshops, meetings/conferences; b) Pertinent information provided by District Parent Support Staff made available to the PS 242M Parent Coordinator will be disseminated to the parent population; c) Monthly PTA meetings will be held with the PS 242 general membership; d) Support the Community Education Council meetings as a noted forum to inform parents and share parent and community concerns; e) Dissemination of information will utilize a variety of techniques, including but

not limited to, school based parent workshops, parent newsletters, parent orientation/Open House meetings in October of each year, parent-teacher conferences, Community Educational Council meetings, public hearings, e-mail and the internet.

### **III. Discretionary School Parental Involvement Policy Components**

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

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

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_. This policy was adopted by the PS 242 on \_\_\_\_\_ and will be in effect for the period of \_\_\_\_\_. The school will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

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

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

### **SCHOOL-PARENT COMPACT 2009-2010**

The **Gwendolyn Powell Brown Computer School/PS 242** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

## **PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

The **Gwendolyn Powell Brown Computer School/PS242** will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**  
*The school follows the mandated Everyday Math curriculum and Reading and Writing Workshop. The teachers provide the students with an environment that is conducive to learning as well as risk-free. Through Projects Arts we supplement the curriculum with enrichment activities such as art, music, theatre and museums to promote cultural awareness.*
- **hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**  
*Parent-Teacher Conferences will be held in November and March. Dates and times will be announced under separate cover.*

- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
  1. *English Language Learners Assessment for identified students in the fall and spring of the school year.*
  2. *Fountas and Pinnell Assessment for grades K—5 in the fall and spring of the school year.*
  3. *Acuity for Grades 3-5.*
  4. *Tri-annual reading assessment*
  5. *Individual Progress Reports for grades K—5.*
  6. *Unit Assessments for the Everyday Math Program for Grades 1—5.*
  7. *Benchmark Assessments for the Everyday Math Program for Kindergarten.*
  8. *RSA’s in math for students in grades 1-5*
  9. *ARIS Parent Link for grades 3-5*
  
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*Staff members are available to meet and consult with parents before school, during prep and after school. Parent meeting can be held in the specific teacher’s classroom or in one of the administrative offices if necessary. Parents can write or call for an appointment to meet with staff members.*
  
- **provide parents opportunities to volunteer and participate in their child’s classroom activities and to observe classroom activities, as follows:**

*Parent may choose to volunteer upon completion of Learning Leaders Parent Volunteer training program and/or participate in the classroom or during special events such as assemblies, annual Thanksgiving Feast, annual Reading Gala, Career Day, etc. Parents are encouraged and welcomed to observe classroom activities such as publishing parties, math explorations, etc.*

**Parent Responsibilities**

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

**Describe the ways in which parents will support their children’s learning, such as:**

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

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

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:**

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*

- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

**The Gwendolyn Powell Brown Computer School/PS 242M will:**

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**To help build and develop a partnership with parents to help their children achieve the high academic standards of the State, The Gwendolyn Powell Brown Computer School/PS 242M will:**

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;

- notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Denise Desjardin, Principal		

**(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**  
Grade level curriculum maps were created by aligning the units of study to the state standards for all content areas.
  
2. **Schoolwide reform strategies that:**
  - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
  - b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
    - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. SEE PAGE 15**
    - **Help provide an enriched and accelerated curriculum. SEE PAGES 11 and 12**
    - **Meet the educational needs of historically underserved populations. SEE PAGE 13**
    - **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. SEE PAGES 14 - 20**
    - **Are consistent with and are designed to implement State and local improvement, if any.**
  
3. **Instruction by highly qualified staff. SEE PAGES 9 & 13**
  
4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. SEE PAGES 11, 12 & 13**
  
5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
  
6. **Strategies to increase parental involvement through means such as family literacy services. SEE PAGES 7, 35 & 36**

7. **Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
8. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. SEE PAGES 11, 12, 13 & 14**
9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. SEE PAGES 11, 12, 13 and 14**
10. **Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. SEE PAGES 7 & 13**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**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)*<sup>2</sup> 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

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

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

– **English Language Learners**

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

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

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

The school engages in planning for the following year in the Spring of each school year. The planning is done collaboratively by teachers on each grade in consultation with teachers in contiguous grades. Great care is taken in examining data to determine the success of our instructional program and the areas in which we must improve. Our curriculum maps are re-examined each year in light of our findings. We revise as needed. The original curriculum maps were created in alignment with the NYS/NYC Standards. We also consult the online resources on curriculum posted on the NYC DOE website.

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?

- Curriculum maps are aligned to the State and City standards.
- There are ample materials in the school to address the needs of the diverse population we serve. Differentiation of instruction occurs in every classroom using the resources we have.
- If additional resources are needed or a new resource is introduced to our staff that would be useful, we purchase it. If budgetary constraints limit our ability to purchase, we turn to fundraising or other discretionary funding. Resources are carefully preserved in the school by holding teachers, students and parents accountable for school materials. We have been quite successful in maintaining our resources.
- Student performance in all areas meet AYP each year and the majority of students are performing at or above grade level in all areas.

- Our ELL population is much larger in the early grades. By the third grade most of our ELLs that have been with us for three years are either classified as Advanced ESL students or they have already reached proficiency.

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.

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## **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.

Everyday Mathematics is used throughout all grades in our school. Teachers follow the pacing calendar and are using a variety of hands-on materials to support the instruction. The unit tests are administered after each unit and do show us what students can and cannot do. This guides instruction. Supervisors observe all classrooms on a daily basis and during a week will have seen a variety of math lessons or other lessons that incorporate math skills. Discussions with teachers and between teachers occur often during common grade level preps. We will use process strands during common grade level preps to develop consistency of writing in math so that students can explain their thinking using math vocabulary, especially English Language Learners.

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?

The Everyday Math program offers children a variety of ways to approach mathematical problem solving using real world context. Students understand and use math in other content areas such as science, social studies, music and art. Students are observed to actively participate and appropriately use their math skills throughout the school day (e.g. using rulers during art, counting during music, measuring a particular item for a science activity, etc.). These are all skills they have learned in the math program that the teacher of other content areas do not have to re-teach; the students understand how to proceed. Their math journals will include descriptive explanations of their thinking process.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. NOT APPLICABLE

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## **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.

- Grade meetings are held monthly.
- Common preps allow for collaborative planning and discussion on each grade.
- Supervisors observe teachers regularly on a formal and informal basis.
- Data binders are reviewed to monitor the flexible grouping required to implement differentiated instruction to meet the needs of students.

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?

- Literacy coach, staff developer and supervisors provide support by guiding teachers to develop motivating and engaging lessons.
- Workshops were provided on differentiated instruction, identifying student's learning styles and how to reach students in different ways.
- Intervisitations for teachers to see how colleagues approach instruction.
- Sharing best practices.
- Walk throughs.

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. NOT APPLICABLE

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* 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.

- Grade meetings are held monthly
- Common preps allow for collaborative planning and discussion on each grade
- Supervisors observe teachers regularly on a formal and informal basis
- Lesson plans are reviewed to see that they reflect engaging and differentiated lessons to meet the needs of students
- Hands-on materials are found in abundance throughout all classrooms (commercially purchased or teacher made)
- Grade level inquiry work focused on higher achieving students

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?

- Everyday Math provides math games that engage all of our students in practice and reinforcement activities using their math skills.
- Teachers tier activities in math.

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<sup>3</sup> 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.

- Small group instruction occurs on a daily basis as students show need.

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. NOT APPLICABLE

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### **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 school's profile indicates a very low turnover rate among teachers in this school. 100% of the teachers are highly qualified. Every effort has been made to retain teachers in staff from year to year. Comparison of Tables of Organization from this and past years indicates little change in the staff.

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?

Teachers from this school have not transferred to other schools. The only teachers leaving the organization each year were those going on leave of absence, sabbaticals or retiring. New teachers were hired for new programs (e.g., newly formed special education classes or collaborative classes).

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. NOT APPLICABLE

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### **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.

- Grade meetings are held monthly
- Common preps allow for collaborative planning and discussion on each grade
- Supervisors observe teachers regularly on a formal and informal basis
- Lesson plans are reviewed to see that they reflect engaging and differentiated lessons to meet the needs of students
- Hands-on materials are found in abundance throughout all classrooms (commercially purchased or teacher made)
- Articulation time between classroom teachers and the ESL teacher is built into the schedule

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?

- Each year the school provided professional development for all teachers in effective ways to meet the needs of ELLs in the classroom.
- All teachers are aware of testing accommodations for ELLs and why they are provided.
- Articulation occurs between the ESL teacher and other teachers on a regular basis.
- All teachers expressing the need or desire to attend ELL instruction workshops are assisted in finding the appropriate workshop to attend. Funding is provided to all staff members to attend workshops. Funding for substitute teachers is available to cover classroom teachers that need to attend workshops.

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. NOT APPLICABLE

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#### **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.

- All classroom teachers and ESL teacher use ARIS and ATS reports to monitor student progress
- Data is gathered for all students, including ELLs in data folders. The data is analyzed and used to drive instruction.
- Supervisors actively observe teachers (formally and informally).
- Teachers articulate on a regular basis during common prep periods and grade meetings.

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?

- All teachers use the data and findings about ELL students to collaboratively plan instruction.
- The ESL teacher is responsible for administering the NYSESLAT each year and shares the results with all appropriate classroom teachers to ensure that ELL student's needs are met.
- Evidence of ELL support is in every classroom (visuals, laptop computers, various media resources, listening centers, books on CD or DVD, buddy reading, etc.).

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. NOT APPLICABLE

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#### **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.

- Meetings and discussions occur regularly to educate all members of our teams as to the needs of our special education students and students requiring related services.
- All teachers will be trained to use performance indicators.
- All teachers have been provided with the IEPs of students in their class and are assisted by the IEP teacher in understanding the information.
- There are bi-weekly Pupil Personnel Team meetings where all teachers are welcome to attend and ask questions about or contribute to the compilation of a profile needed to assess a student demonstrating particular needs or problems.
- A clear referral process is in place and all teachers are aware of it.
- All teachers have been informed by our testing coordinator and team about the testing process and why accommodations are made for certain students and how we adhere to the mandates in IEPs.

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?

- All teachers have a copy of their student's IEPs.
- All teachers often consult with the PPC related service providers and special education teachers.
- Teachers of self contained and CTT classrooms are provided with on-going professional development by our network liaison.

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. NOT APPLICABLE

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### **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.

- All IEPs are reviewed annually by the team and parents.
- All IEP interim goals are reviewed by teachers and service providers periodically.
- Observations and visits to classroom indicate that modifications are being provided appropriately.
- The testing coordinator and team assure the proper implementation of modifications during the state tests by planning carefully for adequate time and space to test students requiring testing modifications.

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?

- Teachers are aware of their student's testing accommodations and do their best to allow for these accommodations during regular classroom instruction and assessments.
- All classrooms have a variety of equipment/manipulatives for use by students as needed.
- Students with IEP modified goals and objectives are included on mainstream instructional activities, are taught grade level curriculum through differentiated approached and using support materials and equipment.
- Special Education teachers attend grade meetings with general education teachers where curricula and instruction are discussed.
- In CTT classes the partnership between the special education teacher and the general education teacher is a supportive model. One teacher is able to reinforce lessons in 1:1 instruction or in a small group while the other teacher continues with the rest of the group.

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. NOT APPLICABLE

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
Currently, we have 21 students that in our school that reside in temporary housing.
2. Please describe the services you are planning to provide to the STH population. Our Parent Coordinator meets with all of our parents during the registration process to assess their needs as a parent and as a family. In addition, we keep in close contact with their case workers so that we can collaboratively meet the needs of our families. Students in temporary housing receive free uniforms if necessary from the school.

### **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.