



**PS 334- THE ANDERSON SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: DISTRICT 3, MANHATTAN, 03M334**  
**ADDRESS: 100 W 77 STREET, NEW YORK, NY 10021**  
**TELEPHONE: (212) 595-7193**  
**FAX: (212) 496-2854**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 334      **SCHOOL NAME:** The Anderson School

**SCHOOL ADDRESS:** 100 W 77<sup>th</sup> Street New york, NY 10024

**SCHOOL TELEPHONE:** (212) 595-7196      **FAX:** (212) 496-2854

**SCHOOL CONTACT PERSON:** Jodi Hyde      **EMAIL ADDRESS:** jhyde@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Paul Radvany

**PRINCIPAL:** Jodi Hyde

**UFT CHAPTER LEADER:** Samantha Skolnick

**PARENTS' ASSOCIATION PRESIDENT:** Deborah Lopez

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

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

**DISTRICT:** 03      **SSO NAME:** Empowerment Network 1

**SSO NETWORK LEADER:** Sandy Litrico

**SUPERINTENDENT:** Roser Salavert

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jodi Hyde	*Principal or Designee	
Samantha Skolnick	*UFT Chapter Chairperson or Designee	
Deborah Lopez	*PA/PTA President or Designated Co-President	
Dana Rosen	Member/Parent K-2 Rep	
Paul Radvany	Member/ Parent 3-5 Rep	
Megan Freund	Member/Teacher at large	
Heidi Seroy	Member/Parent 6-8 Rep	
Mindy Wigutow	Member/PTA Rep to the SLT	
Christine Stiefvater	Member/Parent K-4 at large	
Charlie Conway	Member/Teacher 3-5	
Nicole Chandonnet	Member/Teacher AMS	
Nicole Goodman	Member/Teacher LS	
Stephanie Kang	Member/Teacher at large	
Jennifer Buckner	Member/Parent 6-8 at large	

***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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### **Contextual Information about the School's Community and its Unique/Important Characteristics**

The Anderson School/PS 334 is a unique K-8 New York City public school located on the Upper West Side of Manhattan. It serves a citywide population of students who are highly intellectually gifted, i.e., those with cognitive abilities in the top 2-3%. The Anderson School has moved to a new location, 100 W 77<sup>th</sup> Street, where it shares a building with three other middle schools. This year, we have added a Kindergarten and a 1<sup>st</sup> grade class. There are now three each in Kindergarten and 1<sup>st</sup> grade and two each in grades 2<sup>nd</sup> through 8<sup>th</sup>. There are approximately 560 students in all. Each year we will grow the following grade level. The Anderson School empowers its students to discover and meet their intellectual and creative potential. The mission of The Anderson School is to meet the distinct academic, emotional and social needs of highly intellectually gifted New York City children, nurturing their passion for learning and developing their ability to contribute positively and meaningfully to the world.

Through a judicious combination of accelerated and enriched instruction, taking into account the curricular mandates of New York State, our curriculum stresses depth of insight, creative problem solving and divergent thinking. In addition to a rigorous course of academic study, our students enjoy a wide range of ancillary subjects, such as the arts, chess and physical education. Our teachers are innovative and nurturing educators whose awareness of the academic and emotional needs of intellectually gifted children inspires teaching that is both dynamic and challenging. Students also benefit from the talents and professional expertise of our parent body, as well as the educationally rich resources of New York City.

We believe in educating the whole child, and are committed to helping our students develop self awareness, a love of learning and a sense of responsibility toward others both within the school and in the community at large. As a result, our students graduate not only with a solid and extensive set of academic skills and also with an appreciation and understanding of the complex world in which they live.

The Anderson community is united around the idea of gifted education and serving the specialized needs of its student body. Overall, our student population is characterized by intense curiosity, creativity, and the ability to grasp new material very quickly. Helping these children reach their fullest potential is the central value that binds the Anderson community together.

The Department of Education tests elementary school students for gifted education programs with the

Otis Lennon School Ability Test (“OLSAT”) and the Bracken School Readiness Assessment. Families may apply to Anderson if the child receives a score at or above the 97<sup>th</sup> percentile. Sixth and seventh graders are required to pass an onsite evaluation that includes a writing prompt and math assessment.

In 1987, the Anderson Program was established inside PS 9 through the joint initiative of parents and administrators in District 3 to provide a more fitting environment for highly gifted students. Anderson began as two grades and grew over the years to a full complement of grades K-5. In September 2003, a second joint initiative added a middle school to Anderson to provide much needed middle school seats to gifted students. In September 2005 Anderson converted from a program to become a school.

The 2008-2009 school year marks the fourth class of eighth grade students to graduate from the Anderson School. The graduates were again accepted into many of the most highly regarding high schools in the city including:

<b>High School</b>	<b>Number of Anderson Students Admitted</b>
Stuyvesant	12
Bronx Science	11
American Studies at Lehman	4
Brooklyn Tech	0
Brooklyn Latin	2
High School for Math, Science, and Engineering at City College	1
LaGuardia Arts	0
LaGuardia Drama	1
LaGuardia Tech Theater	1
LaGuardia Vocal Music	1
Bard I and II	2
Beacon	9

### **SECTION III – Cont’d**

#### **Part B. School Demographics and Accountability Snapshot**

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

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		The Anderson School							
District:		3	DBN:		03M334	School BEDS Code:		310300010334	
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>				
<i>(As of October 31)</i>					<i>(As of June 30)</i>				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.2	96.7	TBD		
Kindergarten	50	50	74						
Grade 1	58	57	78	<b>Student Stability - % of Enrollment:</b>					
Grade 2	55	55	54	<i>(As of June 30)</i>					
Grade 3	56	56	55		99.8	99.8	TBD		
Grade 4	57	56	56	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5	56	56	56	<i>(As of October 31)</i>					
Grade 6	65	64	64		2007-08	2008-09	2009-10		
Grade 7	63	63	63		6.4	6.2	TBD		
Grade 8	59	61	62	<b>Students in Temporary Housing - Total Number:</b>					
Grade 9	0	0	0	<i>(As of June 30)</i>					
Grade 10	0	0	0		2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	1	TBD		
Grade 12	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Ungraded	0	0	1	<i>(As of October 31)</i>					
Total	517	518	563		2007-08	2008-09	2009-10		
					0	0	0		
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>					<i>(As of June 30)</i>				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0		Principal Suspensions	1	4	TBD	
# in Collaborative Team Teaching (CTT) Classes	0	0	0		Superintendent Suspensions	2	1	TBD	
Number all others	2	5	3	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>				
						2007-08	2008-09	2009-10	
					CTE Program Participants	0	0	0	
					Early College HS Program Participants	0	0	0	
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(BESIS Survey)</i>					<i>(As of October 31)</i>				
<i>(As of October 31)</i>						2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes	0	0	0		Number of Teachers	22	25	TBD	
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	0	1	3						

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	0	0	0	Number of Administrators and Other Professionals	11	7	TBD	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD	
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>				
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD	
				% more than 2 years teaching in this school	45.5	60.0	TBD	
				% more than 5 years teaching anywhere	18.2	20.0	TBD	
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	91.0	92.0	TBD	
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	100.0	100.0	TBD	
American Indian or Alaska Native	0.0	0.0	0.4					
Black or African American	9.1	8.7	8.9					
Hispanic or Latino	10.6	9.7	7.5					
Asian or Native Hawaiian/Other Pacific Isl.	20.1	23.0	23.4					
White			2.0					
Male	48.9	47.7	47.4					
Female	51.1	52.3	52.6					
<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	
				N	N	N	N	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>								
SURR School (Yes/No)	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>							
<b>Elementary/Middle Level</b>			<b>Secondary Level</b>				
ELA:		√	ELA:				
Math:		√	Math:				
Science:		X	Graduation Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	X				
<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>	<b>4</b>	<b>4</b>	<b>0</b>				
<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>	NR		
<b>Overall Score:</b>	86.6			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	15			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:	25			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	46.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	NR						
<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?
- 

We analyzed several data and assessment tools for our needs assessment. For overall school performance, we used the School Quality Review, Learning Environment Survey, and the School Progress Report. For our literacy review, we used the following literacy assessments in K-4: ECLAS, Rigby, WRAP. In order to create a common language we will transition from Rigby and WRAP to Fountas & Pinnell Benchmark System. The Fry High frequency word lists will also be used. For our mathematics review, we used the following: Periodic Assessments provided by Acuity, standardized test scores, teacher created assessments, Everyday Math Program assessments, Minute Math, and math portfolio pieces.

### **Curriculum Overview**

#### **KINDERGARTEN**

##### **Literature and Reading**

Students enter Anderson's Kindergarten with a wide range of skills in reading. Some are reading far above grade level, while some have not learned all the letter sounds of the alphabet. At the beginning of the year, the children are assessed using the Rigby Assessment Tool and will be assessed using the Fountas and Pinnell system. The children are then grouped based on their reading levels and their individual needs. These groups consist of 4-7 children and meet at least twice a week. The teacher will teach a variety of skills, from decoding to reading strategies, depending on the group skill to guide them through a book at a challenging level.

As a whole class, the children are taught phonics. Poetry books and phonics games are played to reinforce letter sounds or other skills. Poetry books serve as a way for the teacher to differentiate instruction according to skill level. Children are given the option of drawing pictures that begin with the appropriate letter, writing a sentence with a word that starts with the appropriate letter or creating a poem/alliteration based on the letter that is being taught. After the consonants are taught and reviewed the children learn about the long and short vowels, diagraphs, blends and word families. At the end of the year they learn about the structure of a sentence.

##### **Writing**

The children are asked to put their thoughts down on paper starting on the first day of Kindergarten. The children often start the year by drawing pictures and labeling them. As the year progresses, they are asked to write full sentences and eventually groups of sentences. The children are taught punctuation and capitalization

and are eventually expected to use them. Lower case writing and spacing are also encouraged. The children are taught to utilize the word wall. In the middle of the year, they are taught how to use a word book (an extensive version of the word wall).

Writing is integrated with the Social Studies curriculum. The children write about themselves, their families and the school. They often write personal narratives based on their own home life or school experiences. A portfolio of their work is kept to track their progress. Writing projects include writing about why their names are special, a family memory (personal narrative), poetry and an animal research project. The children also do an extensive author study. The children are introduced to Ezra Jack Keats' stories through read aloud. As a class, the children chart the characters, setting, problem and solution. They also talk about plot. After reading about all the characters, they plan an original story based on Ezra Jack Keats' tales by producing characters, setting, problem, solution and plot. The children write and illustrate these stories in small groups with mixed ability levels.

Poetry serves multiple purposes in the classroom. Besides aiding phonemic awareness, poetry is its own writing unit. Students hear poetry as a whole class, access poetry to read on their own, and write their own poetry using styles and methods of poets they have studied.

In conjunction with the Science Two by Two Unit, the children write an animal research book based on an animal of their choice. During Reader's Workshop they focus on gathering information on specific aspects of their animal. During Writer's workshop they will write about the information they have found, creating their very own non-fiction animal book.

## **FIRST GRADE**

### **Literature and Reading**

Most students enter first grade reading. Having become proficient in skills for decoding, first graders make a jump from learning to read to reading to learn. To accomplish this shift teachers focus on teaching skills for comprehension such as retelling a story or making inferences.

A variety of strategies are used in class, small group and individual discussions. Throughout the year, children are continually assessed with RIGBY/Fountas and Pinnell to document the advancement of their reading skills. Reading groups are dynamic, sometimes representing reading level, sometimes representing a shared interest or a common academic goal. Teachers guide children through skills based on their ability and needs. For example, students are asked to make predictions (What do you think will happen next?) and then explain what prompted their predictions. During Reading Workshop, students either read teacher directed books during guided reading or explore different books in a variety of genres during independent time. These books may be fiction and non-fiction leveled books, or books used in conjunction with author studies such as Gail Gibbons' books.

In our non-fiction study, the students learn about non-fiction text features including the Index, Table of Contents and Glossary. They use mentor texts during their author study of Gail Gibbons to guide them in writing their own Expert Books. The children analyze the features of Gail Gibbon's books and how she uses a chapter format such as "how-to", diagram with labels and introduction so they can use these chapter formats in their own nonfiction expert books. They will also learn the skill of deciphering facts versus opinions. In this unit, children are able to integrate their knowledge from research knowledge with their own expertise on a specific topic.

Books used in read-aloud include, among others, *The Fantastic Mr. Fox*, *Esio Trot*, *Mr. Poppers Penguins*, *Matilda*, *Half Magic* and the Ramona books.

## **Writing**

Students start with a personal narrative in which they write about something in their lives. By writing three pages on this topic students learn to stretch out ideas and focus in on a small moment. They edit, revise and rewrite. Students also write “edge of your seat stories,” which are exciting narratives about their lives using description, detail, sound words, and exciting and suspenseful language.

Throughout the year, they write brief “book reports,” consisting of three sentences asking them what the book is about and why they liked it. To increase their use of expressive language, they turn boring sentences into interesting sentences by adding colorful adjectives. They write “All About \_\_\_\_\_,” or “Expert” books, for which they choose a topic that interests them and learn about the special aspects of non-fiction texts. They research their topics in the library and at home. These books include a “how-to” piece, which teaches the students about procedural writing. The students also learn about letter writing and visit the post office in conjunction with their social studies unit on community.

A lot of work is also done in descriptive language, throughout the year and each writing unit. Students practice using the 5 W’s (who, what, where, why, when) to add detail and make their descriptions more complete. They also learn about alphabetical order and are taught to utilize spelling dictionaries to look up unknown words during Writing Workshop.

## **Mechanics of Writing**

As part of Word Study, words are broken into their component parts. Prefixes, suffixes and syllabification are studied. Homonyms are studied. Rebuses, plexers and word games are used. Students are encouraged to “sound out” words they are unfamiliar with. Students discuss their spelling strategies and spelling strategies are taught. Mnemonics for spelling are discussed and created. Students are encouraged to move away from invented spelling. They go to the word wall when they don’t know how to spell a word. There are informal spelling “check-ups” at the end of each week on the word wall words learned throughout the week.

## **SECOND GRADE**

### **Literature and Reading**

In Second Grade, the children are given the opportunity to become stronger readers across a variety of genres. This happens through independent reading, partnership reading, small group reading and whole class reading. Some goals for second graders include strengthening fluency and comprehension. Skills, which are taught in whole and small group instruction, include making connections, inferences, predictions, asking questions, and using the features of non-fiction texts.

Throughout the year mentor texts are read aloud to link units in Reading and Writing Workshop. In the beginning of the year students are focused on character traits, both internal and external as well as being able to make connections between their lives and the lives of the characters they read about. Later in the school year, children again revisit character traits and take this exploration of character to the next level. They focus on tracking character changes throughout a book during “book clubs” and making inferences about the events, feelings and actions that motivate these changes.

Students explore non-fiction texts about animals during second grade. They focus on how to navigate through a variety of texts by utilizing text features to find specific information as well as how to note take and use research skills to gather information as they read. They build on these reading skills later in the year as they read biographies.

There are two important author studies in Second Grade. In conjunction with the NYC social studies curriculum students read and learn all about the NYC-based author Faith Ringgold. Students study her writing and illustrations by charting the crafts used, character similarities and differences, themes, plots and other story elements across many of her books. Our second author study of William Steig is focused on the rich language and vocabulary that he used in his tales, as well as various literary devices such as personification.

Towards the end of the school year students explore the genre of fairytales through a cross-cultural study of the Cinderella story. They analyze the differences and similarities between the stories by charting these “Cinderements.”

## **Writing**

In second grade, the students work extensively on their writing. Many goals for writing this year are to:

- Increase the level of detail in their writing
- Improve the flow of the writing so it sounds more fluid (as opposed to “and then...and then I...and then I...”)
- Help the students use more varied sentence structure
- Teach students to avoid run on sentences or sentence fragments
- Teach students to have a strong beginning lead that draws the reader in introduce the idea of paragraphs
- Teach students what about an introduction
- Teach students what about a conclusion

In Writing Workshop, a main goal is to give students experience writing across a variety of genres. Within each genre, teachers work with students on fluency, adding detail, sentence structure, grammar, punctuation and paragraphing. Students are given an opportunity to read their pieces in front of their classmates at different points throughout the writing process, which motivates them to be reflective writers.

Reading and writing poetry is sprinkled throughout the year. To increase their ability to use language expressively and in an authentic way, the students write simile and onomatopoeia poems. Each week the children also study a poem of the week and focus on different writing crafts and techniques that are used by the poet.

The students begin the year working on personal narratives. These stories are taken from small moments in their lives. Throughout this process students are taught skills such as oral storytelling, sequencing and planning out a story across 5 fingers.

The children write non-fiction animal research books on organisms and the six basic needs necessary to maintain their ideal habitat. Children learn how to use the features of a non-fiction text to do research on a specific topic, take notes, and paraphrase. Students use research they have amassed to write their own nonfiction books on the animals. They use different paper choices that enable them to include the many unique features of a non-fiction text in their own books.

The children then do a mentor/author study of Faith Ringgold, the New York based author, illustrator and quilt-maker. They work together to study the elements of her writing by examining many of the children’s books she has written. They retell seven of her children’s books through detailed illustrations and create a story-telling quilt. In addition to the quilt, children work in partnerships to create an author study publication entitled The Faith Ringgold Times, which includes book reviews, editorials about her life and creative writing pieces. Each original piece incorporates stylistic elements of her work.

Children continue to use researching skills to write their own biography speeches. Students learn to differentiate between important and extraneous information to include in their speeches. The culmination of this project is

“Biography Day,” where the students come to school dressed as the people they learned about, and deliver an informational speech on the person’s accomplishments and life.

The children end the year by studying Cinderella stories from around the world. They write their own fairy tale stories. These will be versions based on two ways of re-writing a fairy tale. Children who might have trouble

inventing a story of their own can be creative within the Cinderella structure. The students learn how to use quotes and to express emotion and thoughts by a skill known as ‘show not tell.’

### **THIRD GRADE**

#### **Literature and Reading**

As a class, the students read the novel *Esperanza Rising*. Teachers use this text to further general reading comprehension and provide practice with high-order thinking skills such as inferencing. Through whole class discussions, individual conferencing and small group instruction, teachers have an excellent opportunity to assess comprehension and identify a sequence of skills to focus on with students. Class discussions of the novel provide a vehicle for the teacher to model the book club structure students will use in the following unit.

Books are rotated among book clubs, depending on student skill level and book degree of difficulty. Books read in book clubs include: *Twenty One Balloons*, *The Wanderer*, *Walk Two Moons*, *The Egypt Game*, *The Westing Game*, *Because of Winn Dixie*, *The Black Stallion* and *The Search for Delicious*. Book clubs provide students an opportunity to discuss their thoughts using text excerpts to support their opinions. Logic and critical-thinking skills are a consistent theme in book clubs.

Students work on an author study of Allen Say, who is known for using Eastern and Western culture to influence beautifully illustrated stories of life in Japan. Say was selected as an author of focus because of his concentration on character development, culture conflict and the support his writing provides to the social studies curriculum of Japan. Throughout the study, the class discusses the hallmarks of Allen Say’s style and the elements of his writing.

Several books are read in Read Alouds including *The Phantom Toll Booth*, which is a particular favorite among the children, *The Wizard of Oz* and *Riding Freedom*. At the end of the year, *The Word Eater* and *The Tale of Despereaux* by Kate Di Camillo are read aloud. These books are used to introduce higher and higher levels of comprehension skills and thinking. They also support work done in individual conferences and help students articulate ideas about increasingly difficult concepts in text

In compliance with reading standards, students are required to complete 30 book logs. The book log questions include: What is the genre? Who are the main characters? What is the main idea? What did you learn from this book? Would you read another book by this author? Why? As student comprehension level increases, students are encouraged to think deeper about texts and explore topics such as character motivation and author purpose.

We learn vocabulary words from the novels we read and also participate three times a year in a WordMasters national analogy competition.

#### **Writing**

In third grade, the students work on fiction and non-fiction writing that is integrated into their study of world communities and cultures. Students read myths from different cultures and analyze them. (From what culture does the myth come? Who are the characters? What is the problem? How is it solved? What natural phenomenon does the myth explain?) They write their own myths explaining natural phenomena as well. The myths are set in a country of their choosing and must contain three aspects of that country. The myth unit allows students to integrate the writing knowledge and skills they refined during the memoir unit with imagination to create stories that become part of anthologies used year after year as mentor texts for younger students.

At the end of their study of Japan, the students create and publish a newspaper. They work in cooperative groups to do research. They learn about various components of good journalism (the students read *Time for Kids* every week, which provides a model of how articles are written and structured) and demonstrate these skills by producing newspaper articles.

The culminating project of the small group studies of world communities is the production of a game based on student research into a specific country. As part of this project, students write how-to pieces that explain how the game they've created is played.

## **FOURTH GRADE**

### **Literature and Reading**

As a class, the students read *The Great Gilly Hopkins*. They answer reading comprehension questions, which require them to make inferences and think critically about characters. Their criteria for answering the reading comprehension questions align with state standards and requirements of the English Language Arts assessment (i.e., give as much supporting detail as possible; include the question in the answer; and write at length). For the culminating project, the students choose from a list of many options or can complete a self-designed project. The projects often involve an artistic component, but it must involve writing that demonstrates understanding. Projects are evaluated by teachers and student self-assessment using a rubric.

The students also read *The Witch of Blackbird Pond* and write two-page essays on it, detailing their learned knowledge of Colonial America and historical fiction.

The students do Author Studies. They study Chris van Allsburg, author of *Jumanji*. The students discuss similarities and differences among his books in content, style, illustrations, setting, theme and technique. The students write creative essays for an ongoing Chris Van Allsburg online contest.

There are several read alouds including *The City of Ember*, *Windsinger*, and *The Golder Hour*.

The students are required to do 25 book logs.

### **Oral Literacy**

As part of their social studies unit on the Salem Witch Trial, the students take on the roles of accused witches, their accusers, defending lawyers and prosecuting lawyers. They construct statements, lines of questioning and arguments. During the "trial," lawyers for both sides must present closing arguments that are partially prepared and partially improvised in response to the content of the trial.

### **Writing**

At the beginning of the term, the students write poems on going back to school. They learn poetic forms such as the quatrain and the sonnet. Teachers encourage the use of humor and imagination. The students also create a persuasive letter, as well as writing a memoir.

Writing in fourth grade is integrated into social studies. The students write "perspective" poems using historical facts from their social studies unit on the encounter between the Taino Indians and Columbus. They study Native American legends and then write their own legends. The students choose a topic in Colonial Life, (domestic life, religion, the role of women, occupations of the colonists and travel and communications in the colonies) and write a two-page report on it, using information from *The Witch of Blackbird Pond*.

As their final writing project, the students pick a topic that authentically interests them, develop factual material about it and then use that material to write two books—one fiction and one non-fiction.

### **Mechanics of Writing**

The students have independent spelling lists, and receive six words to study every week. They look up and write down the definitions of the words, then use each one in a sentence or other varying activities. They are tested on the words on Friday. The words are derived from the books they are reading and chosen either because of their difficulty, their potential usefulness or because they spelled the word incorrectly in writing homework or an

assignment. The students also work on capitalization and basic punctuation, using draft and revision processes during writing workshop. In addition to this, students compete in the WordMasters competition, which is a fun and mind-stretching classroom contest aimed at improving vocabulary and verbal reasoning.

## **FIFTH GRADE**

### **Literature and Reading**

Fifth Grade English language arts is organized in a balanced literacy format to meet city and state standards in reading, writing, speaking and listening. Students have tested beyond grade level in most reading assessments and demonstrate a love for fine literature. Students are assessed in the first week with a “quick write” classroom assignment. This data is used to create groups and adjust the sequence of the curriculum. At the beginning of the year, they are grouped by their interests and what genre they choose to read. Later in the year, the groups are leveled. Among the books they read in reading groups are *The Lion*, *The Witch and The Wardrobe* and *Call of the Wild*. Instruction is designed to encourage higher-level, critical-thinking skills of analysis, synthesis and evaluation, as described in Bloom’s Taxonomy. Accountable talk discussion will examine and compare character, theme, genre and works of different authors.

Students will study several classic short stories from the Great Books gifted series as mentor texts to develop the ability to write, analyze and respond to literature. As the year develops, students will read and explore award winning children’s novels in book clubs. The students will read and write poems, essays and creative genres such as mysteries and historical fiction.

Emphasis is placed on writing and reading non-fiction, such as essays, non-fiction reports and narrative nonfiction, especially biographies and personal narratives. In alignment with fifth grade assessments in both Social Studies and English Language Arts, students sharpen skills needed to respond to document based questions. They study paragraph and essay development, note taking, as well as editing and forming concise short responses. Special attention will be paid to the writing mechanics of capitalization, comma usage and end punctuation.

To enrich the literacy curriculum, we will explore the genre of plays in the late spring, studying and writing, eventually performing plays in the Readers Theater format. The grade also participates in the national Wordmasters Challenge as enrichment in word work.

The students complete book logs on books they read independently. The book logs ask the following questions: What genre is the book and how do you know it’s that genre? There are also two factual questions for the students to answer, including, "What is the main idea of the book?" This helps them with their summarizing skills.

### **Assessment and Testing (includes Mechanics of Writing)**

Student work on punctuation, grammar and spelling is integrated into their test prep. Some students enter fifth grade frequently misspell words and some students are still not comfortable with cursive writing. In studying for the English Language Arts assessment, the class focuses on punctuation and capitalization (in grades 3, 5, and 7, the focus of the ELA test is editing) and taking notes while listening. Students take notes during Read Alouds to practice their note-taking skills for the listening section of the ELA. This helps them to determine information importance.

The teacher works with the students on following directions by giving them graph paper and then calling out a series of instructions related to where they should draw a line next, i.e., go one box left; go two boxes right, etc. This is an assessment technique to see who has trouble following directions.

### **Writing**

The focus on writing in fifth grade includes summarizing skills, determining essential and non-essential details and informational and expository writing. Much of the writing in fifth grade is integrated into the social studies curriculum, which has as its main goal the writing of research papers that use properly cited multiple sources without plagiarizing.

While most students entering fifth grade are adept at taking content notes, there are some who are not. Some students are still struggling with making inferences. When using supporting details in nonfiction writing, many students do not identify essential details (in fourth grade, they are encouraged to use as many supporting details as possible for the ELA test).

Students work with the teacher on their summarizing skills in groups and as individuals. To summarize, the students must know what is essential and what is not essential. The students learn to make this determination based on answering the question, "What is the author's purpose?" and "Who is the audience?"

The students also work on creative writing. There are discussions and individual conferences in which students and teacher discuss how to writing can be presented in a more interesting way. One focus is generating variety in sentence structure and varying vocabulary. In an exercise called Chameleon, the students take a word and write different sentences in which the word is used in its various forms, i.e., noun, adjective, adverb, etc.

## **SIXTH GRADE**

### **Literature and Reading**

Students read *The Giver*, *Animal Farm* and *Inherit the Wind*. The books and play are linked together through discussion of utopias, structures of power and government. Before reading *Animal Farm* and *Inherit the Wind*, students work on group projects that involve oral presentations and written work to understand background history about communist Russia and The Scopes Monkey Trial. Students keep response journals while reading the books, which increases comprehension and helps review comprehension skills like making predictions and plot/character analysis.

In leveled book clubs, some students read *Fahrenheit 451* and others read books with similar themes to those in *The Giver*, *Animal Farm* and *Inherit the Wind*. Shakespeare is introduced through *Romeo and Juliet*. The students analyze the ways the play was adapted in movie versions.

Students are also given time for independent reading. The teacher regularly works with students in the classroom library to choose appropriate books of interest. Students are encouraged to read nightly and keep a book log of what they read throughout the year.

Read alouds include *Backwater* by Joan Bauer and *Touching Spirit Bear* by Ben Mikaelson.

In 2006-2007 poetry was covered during enrichment. Students are exposed to a variety of poets and types of poetry. One goal is to expose students to the world of poetry beyond rhyming poetry and the collections of Shel Silverstein. Students write their own poetry and create their own collections.

### **Oral Literacy**

There are extensive discussions of the literature that require critical thinking and push students to develop their own opinions and ideas. These discussions also help students understand different literary elements and where they are visible in the text. Students also present orally during group projects.

### **Writing**

Genre studies include snapshot memoirs with a focus on descriptive writing with feeling and emotion, book and movie review with a focus on developing specific opinions about their book/movie and supporting them with specific details and examples, and writing a formal essay with a thesis statement and support. All of these writing assignments are tied to the literature we are reading. Students have writing conferences with the teacher

throughout the year to make sure they understand the writing goals and to troubleshoot on individual issues. One of our focuses throughout our writing projects is writing strong paragraphs. Mini lessons are presented on how to write good paragraphs for an essay versus a narrative or descriptive paragraph. Students also learn how to transition between paragraphs and make the whole writing piece flow together. There is much discussion about introduction components. Strong emphasis is put on the drafting process and learning to edit one's own work. Students also have the chance to peer edit.

### **Mechanics of Writing**

Sixth grade students come from a variety of different schools and enter sixth grade with differing levels of grammatical knowledge. The focus of work in grammar is punctuating dialogue correctly. Students also work on the correct use of parentheses, identifying and eliminating unnecessary parentheses, which they have a tendency to overuse. They work on italicizing titles. The students overuse sentence fragments so they are instructed to only write in complete sentences. For students who demonstrate mastery of these grammatical and punctuation conventions, the teacher continues to develop their grammatical knowledge individually.

## **SEVENTH GRADE**

### **Literature and Reading**

The overarching theme for seventh-grade English is outsiders and non-conformists. Some of the works we read, discuss and respond to include The Outsiders by S.E. Hinton, "The Lottery" by Shirley Jackson, "Twelve Angry Men" by Reginald Rose, Lord of the Flies by William Golding, "Monsters on Maple Street" by Rod Serling, Of Mice and Men by John Steinbeck, "Raisin in the Sun" by Lorraine Hansberry, "Civil Disobedience" by Henry Thoreau, and "Self-Reliance" by Ralph Waldo Emerson. As a culminating activity, we create a thesis on what these writers are saying about rebels, outsiders, and conformity vs. non-conformity. We also explore conformity in a unit on propaganda and advertising, where we learn about and research techniques advertisers use to make us feel like "insiders" if we purchase their products and research propaganda techniques specific companies use in their advertising.

### **Writing**

In writing, we create a young-adult short story, a horror story, persuasive essays, a survival how-to, research papers, literary essays, poems and responses to literature. We use mentor texts to inspire writing; for example, before starting young adult short stories, we read and analyze texts such as "Sucker" by Carson McCullers, "Turmoil in a Blue and Beige Bedroom" by Judy Angell, excerpts from "House on Mango Street" by Sandra Cisneros, and other great works in the genre. We use the author's techniques and personal experience to create original young adult stories and peer-edit them using a rubric. We also do a lot of peer editing, since feedback from each other is a positive and helpful experience. Students also confer with their teacher and their assistant teacher as they work.

Typical mini-lessons include using show-don't-tell; developing characters and advancing plot through dialogue; using strong verbs, senses, and similes to give writing more power; paraphrasing information in research; including all vital information in a how-to; and writing a bibliography.

We respond to literature by using reading strategies (summarizing, predicting, making connections, drawing inferences, etc.) to answer prompts and also respond in journal entries without using prompts. Students write to each other in journal letters about what they're thinking while they read and what they notice about the author's style while supporting all analysis with specific examples from the text. Occasionally, we respond in the form of poetry. Some units culminate in a final project; for example, students create Outsiders character diaries; use Reginald Rose's techniques to write a scene with a small group; and write a missing chapter, alternate ending, or girls' perspective to Lord of the Flies.

Writing assignments emphasize student choice, using one's own experience, and creativity and depth of thought.

### **Assessment and Testing**

Preparation for the standardized state English Language Arts test emphasizes use specific details from the text to support answers and answering the question in an apparent way. Students learn to take notes on the read-aloud portion and to write a well-crafted response in limited time.

### **Vocabulary, Grammar, and Writing Mechanics**

We also do an in-depth study of vocabulary and grammar, which includes Greek and Latin roots; commonly misused words (such as "lay" and "lie," "less" and "fewer"); punctuation, including correct apostrophe, semicolon and comma usage; and much more. We learn vocabulary words from the novels and plays we read, and also participate three times a year in a WordMasters national analogy competition.

## **EIGHTH GRADE**

### **Reading**

Eighth grade students read independently throughout the year and keep literature journals and book logs. Lessons focus on the importance of independent reading versus whole-class novels, setting independent reading goals and writing journal entries that analyze literature. Students regularly give book talks for the class to discuss books they like and help other students get ideas about what to read.

As a class, students read *A Separate Peace*, *The Color of Water* and the *Diary of Anne Frank*. Students write literary essays in response to the books. During the *A Separate Peace* unit, students work on a soundtrack project during which they create their own tracks for the book and write proposals to have their tracks used in the movie version of the book.

Students also read a banned or challenged book as part of the censorship unit explained in the next section. Students also read a variety of poetry.

### **Writing**

The year starts with a news-writing unit during which students learn the basics of writing a news article and lead. Students learn about word choice. Students also discuss issues with today's media and attend a lecture given by a newspaper editor. The unit ends with students writing news articles about topics of their choice.

Students write fictional stories outlining the "autobiography" of a dollar bill. Students learn about creating a character and using a strong voice in fiction writing.

During the censorship unit, students learn about First Amendment rights, intellectual freedom and banning books. Students learn about controversial children's books such as *And Tango Makes Three*, and students choose a challenged book to read and defend in a written letter to the library. Students learn about persuasive writing techniques and using powerful words.

### **Oral Literacy**

Students give regular presentations on WordMasters and book talks. Students also regularly discuss literature and writing techniques.

### **Vocabulary**

Students study WordMasters words throughout the year. Students look for the words in their independent reading and other class work. Students work on analogy skills throughout the year as well.

## **SOCIAL STUDIES**

### **INITIATIVES FOR ALL GRADES IN SOCIAL STUDIES**

The keynotes of a social studies curriculum for gifted students are: making connections; learning about systems; looking at history as cause and effect; approaching topics through concepts; integrating economics, culture and history; and divergent thinking. Gifted students, in general, benefit from exposure to the depth of

understanding and rigorous command of content that professionals in various areas can offer as well as from opportunities to form apprentice/mentor relationships. Gifted students also need to be encouraged to think critically about history and current events and use what they've learned to problem solve.

A review of student performance on the NY State Social Studies test reveals that overall our students perform at a very high level. However, through classroom observation, discussion with teachers and review of the students' work it is apparent that, although we are meeting and exceeding NYS standards, we are not meeting the criteria for a gifted social studies curriculum as completely as we might. We believe this is because previously, as a program, Anderson did not have the autonomy or the resources to review or adapt its curriculum, instruction or enrichment.

The principal, along with his faculty, have been examining the current curriculum closely and are working to improve grade level consistency. The principal is also assessing the curriculum from grade to grade and examining gaps or repetitions in skills and content. Portfolios, journals, teacher-made tests and thematic social studies projects have been evaluated in our assessment of the social studies program.

Many initiatives were undertaken this year to meet the needs of gifted students in Social Studies. Geography was introduced as an element integrated throughout the K-5 Social Studies curriculum. In second grade, the Salvadori program, which infuses architecture throughout the curriculum through the concept of how environments are built, was initiated. In third grade, the study of world communities was expanded to include more countries. New enrichments from the Japan Society and the Curriculum Arts Program at Symphony Space were added and integrated into the study of world communities (see **Strategic Collaborations and Partnerships**). A parent mentor program was initiated. Fourth grade students received visits from a professional advertising executive and an architect that were integrated respectively into their study of explorers and of American colonial life. In fifth grade, the curriculum was brought into alignment with NYS Scope and Sequence standards. In addition, the following school-wide initiatives will be implemented:

- Starting in first grade, Bloom's Taxonomy is utilized in every classroom.
- Wherever possible, professionals with expertise in specific areas such as architecture, journalism, particular historical periods, advertising, etc., will be brought in to work with students in apprentice/mentor relationships.
- Students will use their knowledge to solve real life problems, particularly as part of project-based work.
- Students will engage in "futuristic" thinking, i.e., thinking creatively about the shape of the future in a social studies context.
- Curriculum mapping through the grades to ensure that the curriculum scaffolds learning and skills but does not overlap content. For example 2<sup>nd</sup> grade studies New York City and 4<sup>th</sup> Grade studies New York state. How can these curriculums complement each other without repeating the same content?
- Portfolios will be kept and used as assessment tools.
- A Geography Initiative puts maps, globes, and atlases (higher grades) in every classroom. Through large-scale chalk maps and games based on historical events and patterns in the schoolyard, geography will be "physicalized" for elementary school students.

Because a rich and meaningful social studies curriculum should integrate all areas of the curriculum, we will continue to build on skills learned in ELA, math and science. Teachers will be able to provide students with the experiences necessary to synthesize information and to develop an understanding of social studies concepts within the broader academic context. Teachers will expand the use of primary source documents in connection with history, geography, and other areas. This will provide students with a deeper understanding of the world in which they live; an understanding of diversity; and an understanding of their own role as members of a community, whether a member of a family, a neighborhood or the world.

A strong focus on social studies during staff development and workshops has supported our teachers' initiatives and provided them with necessary planning time. Additionally, to increase community, coordination and collaboration among social studies teachers, affording opportunity to share knowledge and resources, as well as

an opportunity to have high-level discourse on content, subject area departments will be set up, including a Social Studies Department, and will meet regularly.

## **KINDERGARTEN**

In kindergarten, the social studies curriculum largely follows the NYS curriculum of community in the school, family and neighborhood. Students begin the year with a unit titled Me, Myself, and I. This is a unit that is ongoing for the first half of the year. Each child has a turn to be the Star of the Week where they are interviewed and share many exciting things about themselves and their families. At the end of each week the students draw a portrait of the Star of the Week with some of their favorite things. Depending on the child's individual ability he or she may label the drawing or write a few sentences about the Star of the Week. Then these pages are compiled into a book that students can read throughout the year.

In order to help students transition into a new school building, they will familiarize themselves with the school by extending the interviewing skills they learned during from the Star of the Week project to learn about their new school community. Children become familiar with the staff, teachers and other members of the school building. This knowledge helps children to learn about their school community and the adults that are here to support them. To support the study of the school and school community and integrate the geography initiative, they will map the first floor of the building (where they spend most of their time) and their classroom.

The children also do an in depth study of their families and what makes each of their families special. In the Family Study each parent is asked to write their child a letter about how their family came up with the child's first name. This is shared and the children write about why their names are special. Parents are also asked to share with their child where their family emigrated from. Each child shares with the class where and how his or her family came to America. In consideration of the new geography initiative children will identify their families' origins on a world map. They write the location of their family's place of origin on a small paper suitcase and use yarn on a world map to show their family's journey. The students are able to visualize the diversity of their classmates by looking at the map.

## **FIRST GRADE**

In first grade, students extend the theme of community and family by learning about their school community/neighborhood and its functions. The children also learn about the importance of giving back to their community and ways they can make the community a better place. They do this by taking bi-weekly trips to the West Side Community Garden. At the Garden, the children learn how to plant, compost, harvest, rake and make the space beautiful for the community to enjoy. The students have also partnered with New York for Parks to plant daffodil bulbs in front of the American Museum of Natural History. In the Spring, the children will return to see how they have helped beautify the community. They also learn about helping others by fundraising and participating in the Light the Night walk sponsored by the Lymphoma and Leukemia Society. This year the children were able to raise over six thousand dollars to help doctors and researchers find cures for illnesses.

The students also study the community by visiting various neighborhood establishments and businesses such as the post office, fire station, bank, library, etc. and learn about the jobs done and the needs they fill in the community. They talk to community workers, learn about their jobs, discuss the importance of the roles they play in the community and come to understand the inter-reliance of people in the community.

After learning about the community and what makes a community, the students create an archetypal model of a community by carefully strategizing about locations of municipalities, residences, services, etc.

The students learn about and compare the roles and responsibilities they have to themselves, their classrooms, families and community. When discussing their roles and responsibilities they have to their families, they will also discuss family traditions and special moments. They will share the different ways they celebrate holidays and special moments. All of these social studies themes are integrated with their writing pieces, mathematical

concepts and scientific thinking.

## **SECOND GRADE**

The focus of the second grade social studies curriculum is New York City. The children begin the school year talking about community. They build on their previous knowledge and map the school's neighborhood and gain mapping skills. After learning about their school's neighborhood they are introduced to three types of communities: urban, suburban and rural. They compare and contrast these different types of neighborhoods and take field trips to various places to gain real life exposure to what they are studying.

After learning about various communities, they focus on New York City and its attributes. To study New York City geography, the children learn mapping skills such as direction, scale and the different kinds of map features. They learn to read the subway map, and at the end of the unit, most can plot journeys that involves changing trains. They also visit the Transit Museum in Brooklyn to learn more about the history of the subway system in New York City. They learn what and where New York City's landmarks are in relation to each other and how to locate them on a map. In small groups students create various types of maps for each borough and create a video about their borough. In the spring, the children pick neighborhoods to study then walk through the neighborhoods they've picked, asking questions such as, "What ethnic groups do we see? What languages do we hear?" They make a timeline of the neighborhood's history, learn where it's located on the map, and learn what its attractions are. They make and present posters about their neighborhoods. They also study New York City in three eras – colonial New York, New York 100 years ago and New York today.

The children then study the Algonquin Indians, forming into small groups to learn about different aspects of Algonquin life. Besides basic information about their way of life, such as dress and diet, the unit teaches the government, the role of women in Algonquin society, and their values, including their respect for nature. The students visit The Eastern Woodland Indians Hall at the Museum of Natural History to see exact replicas and artifacts from Native American life.

Throughout the year, the students discuss the many different groups of immigrants that have settled in New York. Some of the groups studied include the Dutch and those who came through Ellis Island at the turn of the century and settled on the Lower East Side. Children learn about these groups through class read-alouds such as *My Name Is Maria Isabel* by Alma Flor Ada and *All-of-a-Kind-Family* by Sydney Taylor. They also take walking trips around neighborhoods such as the Lower East Side and visit The Tenement Museum to bring their learning to life.

The children also discuss economics by looking at goods and services, the idea of scarcity and that people have unlimited wants and limited supply, etc. Classroom discussion may focus around questions such as: "What happens when you get something you want? Are you satisfied? And for how long?" The students generate a list of problems and their solutions in New York City.

## **THIRD GRADE**

In third grade, the theme of community is extended to the world. Students learn how to appreciate other cultures, examine how places change over time and how a single country can differ in ways of living and geography. They also examine how geography can impact the economy of a country by discussing essential questions related specifically to each country studied. Topics include family structure, classes and castes, values, traditions, celebrations, the arts, natural environments and early history.

One example of the many countries studied is Japan. In the Japan study, students are introduced to the big cultural Japanese themes, i.e., respect for elders, aesthetics, beliefs in the moment and consciousness of how quickly things change.

## **FOURTH GRADE**

The fourth graders start off the year by learning about Native Americans and the first inhabitants to New York State. They compare Native American culture with colonial cultures and examine things that were happening around the world in 1491. Students will use texts such as *If You Lived in the Time of the Iroquois* to become more informed about this topic. This unit was designed by having core essential questions that will allow students to delve deeper the topic.

This leads into the Explorer Unit where students research and learn about different explorers. As a culminating project, students create a presentation that demonstrates their understanding of the geography and the obstacles the explorers faced and the cause and effects of their explorations. Oral presentations will be evaluated by classmates using a rubric that includes organization, presentation skills and depth of concepts covered. As a whole class, a timeline of explorers and their discoveries will be charted. Historical background information and primary source documents have been woven into the unit to ensure that students have an understanding of concepts like the rise of the merchant class, changing technology, loosening of the church's grip and the rivalry that existed among European nations. Classroom discussions focus on European powers laying claim to areas in the Western hemisphere using both first hand accounts from diaries and studying maps. Students will come to understand what a colony is and why countries create them.

## **FIFTH GRADE**

The curriculum is focused on Canada, Central America and South America. Students study the history, geography, civics, economics, culture, and societal issues that surround each area. Our mission is to create better citizens of the world. Globalization is highlighted.

The strategy is to use primary sources for the reinforcement of major ideas. For example, a parent who was raised in Canada discussed the Canadian provinces and how unique each is from the points of view of geography, economics, culture, etc. Our library has been built out to include many books, periodicals, maps that portray current environment and conditions.

Multi-discipline and multi-intelligence learning experiences are key. When studying a particular region students may complete the following types of projects:

- 1) Researching a region using multiple sources such as the NYPL, books, atlases, people, video and audio resources.
- 2) Creating a map using art tools/supplies.
- 3) Writing an expository essay highlighting major ideas of a country or province. This is a step-by-step process that involves research, a web, draft essay and final.
- 4) Creating travel magazine using InDesign software to produce a professional product.
- 5) Creating a video that conveys why a traveler may want to travel to a particular place. Writing, acting, camera work, directing and editing are some of the skills involved. Students use iMovie and green screen software to complete the project.
- 6) Performing skits in teams to reinforce information researched.
- 7) Preparing a food symbolic of a region or province.
- 8) Using flashcards and flags to reinforce concepts.
- 9) Learning simple French phrases and vocabulary to enhance the Canadian unit. Students practice dialogs common in the language.

Both individual work and teamwork are incorporated into the curriculum. Differentiation is applied such that students with particular skills/interests are able to use those skills/interests in the formulation of a product. For example, students who enjoy art may be asked to develop the “key” (symbols) for a class map project. Students who are knowledgeable in iMovie instruct others on the use of the software and assist in editing the final product. Students from the middle school donate their time to help with projects. For example, students with film making experience join fifth grade classes to share their ideas and help guide students in the creation of

solutions.

The following types of assessments are used to analyze the quality of work: Tests, quests, quizzes, project-based rubrics for PowerPoint presentations and videos, self-assessment questionnaires, team assessment questionnaires, peer assessment, teacher meetings, mid-project analyses and teacher notes.

## **SIXTH GRADE**

The students study pre-history. They are encouraged to ask questions such as, "What is pre-history?" "Why is it hard to know about it?" "How do we know what we know about early humans and ancient civilizations?" "When does history begin?" Our first unit covers early humans: where they settled and why, types and characteristics, and how they met their survival needs. Cooperative group projects include a hominid tool kit and commercial and a hominid poster. We also read David Gest's Frozen Man about 'the Iceman' found in 1995 in the Alps, do research about theories explaining the Iceman, and write a letter from his perspective.

The study of prehistory continues in our second unit, Mesopotamia. We discover what makes a civilization; explore Mesopotamian geography, cuneiform, math, government, and contributions; learn about the Neolithic revolution; debate and write persuasive essays about whether Hammurabi's code was fair; do a simulation of bartering; write a Mesopotamian myth; and design a ziggurat. In cooperative groups, students write and perform a play about a Mesopotamian civilization.

After Mesopotamia, we learn about China. We explore the four major belief systems (Buddhism, Confucianism, Legalism, and Taoism), learn how geography influenced China, research using primary sources and write a propaganda soap opera about a Chinese dynasty. We also discuss how early China influenced the nation it is today.

Our study of Egypt begins with mummifying a chicken, using authentic Egyptian techniques. We also learn about Egyptian math, hieroglyphics, law and government, women's rights, and religious beliefs. We develop a thesis statement and do a research paper, create Help Wanted ads for pyramid workers, and as a cooperative group activity do pharaoh elections in which each group prepares a campaign speech, song, poster and debate points. Each group chooses a member to be their pharaoh candidate. Candidates deliver speeches and debate. Their classmates assess performances and vote on outcomes.

In our next unit, Greece, we make maps of ancient Greece, cooperatively design a 3-D model of a Greek temple, act out and discuss myths, simulate the Greek government, adapt a Greek play, have a mock Olympics, put Socrates on trial, and learn about different civilizations, such as Athens and Sparta, within Greece.

Our final unit on ancient Rome emphasizes Rome's contributions: roads, architecture, Latin roots, technology and government. We also learn about the rise and fall of the Roman Empire, and do a research paper on a topic about Greece or Rome.

Throughout the year, the curriculum emphasizes researching with primary sources, hands-on experiences, integrating writing into social studies, learning by doing, higher-level thinking on Bloom's Taxonomy, and Gardner's multiple intelligences to address all learning styles. Within each ancient civilization, we emphasize geography, economics, government, contributions, and how the civilization treats all members of its social hierarchy. Assessment takes the form of rubrics, tests, informal observations, portfolio work, etc.

## **SEVENTH GRADE**

The seventh grade curriculum is based on American History and New York State History. The curriculum covers Pre-Columbian through the creation of the Constitution and the early 1800's. Teachers create multidiscipline and multi-intelligence lessons emphasizing strategies covering use of primary sources.

All field of social studies are covered; history, geography, civics, economies, culture and societal issues. There

is great emphasis on global relationships and impact. For example, students study The Enlightenment Philosophers, and their impact on the ideas of our Founding Fathers. Readings from major historians are incorporated throughout the year. Works from Walter McDougall, Gordon Wood, Pauline Maier, David McCullough, Alan Taylor, Tim Blanning, Sir John Elliot and Jared Diamond are used. Guns, Germs and Steel is used as one of the introductory texts in order to set the tone for the year.

Primary sources are used throughout the program. This includes guest speakers who have significant experiences to share or experts in a particular field.

For both the fifth and seventh grade our classroom library has been built out to house the most important works in social studies. We have created a multi-media environment that includes the following: A Macintosh quad processor, 47" TV, stereo system, green screen implementation and the necessary equipment required for filming a video. The system is installed with state of the art software that encompasses many fields. Students are instructed by experts from the world of technology as well as supported by fellow student "experts." The multi-media center also houses current DVD and CD releases that cover history as well as the other areas of social studies. The program embraces all forms of communication, such that when students access content, create products and communicate their ideas, they have many different delivery vehicles to support their talents.

Team and individual projects are part of the curriculum. Technology is an underpinning for many projects. Many different disciplines and intelligences are accessed. The following are the types of projects integrated into the learning experience:

- 1) Videos
- 2) PowerPoint presentations
- 3) Research papers
- 4) Art forms such as design, building, drawing and sewing
- 5) Music of the period being studied
- 6) Language Arts – readings, recitations and writing opinions
- 7) Action oriented projects that tie in community issues
- 8) Field trips
- 9) Foreign languages such as Latin, French and Spanish
- 10) Analysis of current events and issues impacting our world

The following types of assessments are used to analyze the quality of work: Tests, quests, quizzes, project-based rubrics for PowerPoint presentations and videos, self-assessment questionnaires, team assessment questionnaires, peer assessment, teacher meetings, mid-project analyses and teacher notes.

## **EIGHTH GRADE**

In the eighth grade, Anderson students continue their study of American History. Beginning in the first half of the 19<sup>th</sup> century with a review of the issues leading up to the Civil War, we then traverse our rich (and at times, rutted) history all the way through current events/issues. When a student has completed the eighth grade course of study, he or she will have a deeper understanding of American history and his or her place in it.

The goal of the year's course of study is to facilitate students' understanding of American history through an indepth analysis of the people involved, as well as the complicated issues that have shaped (and continue to shape) America and its promise. We emphasize the more narrative aspects of history in order to *engage* the students. Through thought-provoking classroom discussion, conducted in alignment with the principles of accountable, responsible, and respectful disagreement, we draw striking parallels between the past and the very tangible present.

We place great emphasis on the use of primary sources to enrich the students' relationship to and understanding of the past (as well as how its effects are felt even today, in their own lives). First-hand accounts (e.g., diaries,

journals, letters, speech, poems, photos, etc.) give students a real feel for the people, era, and/or events being studied. Students actually get to see the photos of children (some their own age) working under hazardous conditions in factories, giving them a very personal understanding of why labor unions were formed.

We employ multiple modes of assessment in order to evaluate progress. Naturally, students are tested on specific points of classroom lectures, but they also work on a variety of group projects, researching a topic, discussing what information they found within their group, and then presenting that information to their classmates. There are also individual research projects in which a student will once again research a specific topic, but instead of presenting to the class he or she will write a research paper and/or design a poster illustrating their topic. An excellent example of this process is the *Family History Project*, which ties perfectly into our unit on immigration. Students research their own family history (once again making the history personal), conducting interviews of family members, etc., and then decorate a poster with photos & documents. With the understanding that the way to a student's mind is through his/her stomach, this unit/corresponding project is wrapped up with an in-class "*International Luncheon*," to which each student brings in an ethnic dish, and through which we may sample the diversity inherent both in the Anderson study-body and America.

## MATHEMATICS

Classroom teachers in all of the elementary grades, K-4, use constructivist, balanced math activities that address the New York City and New York State core math curriculum. This year, teachers are analyzing various math curriculums and supplementing EPM with Singapore, contexts for learning, Mad Minute, Addison Wesley. Teachers use NYState standards 1 year ahead of grade level to guide their lessons.

### **KINDERGARTEN-FIRST GRADE**

In the past, Anderson has utilized the Everyday Math ("EDM") curriculum across grades K-5. The Anderson math program is accelerated, but we have found that the EDM for 1<sup>st</sup> grade is conceptually too advanced for kindergarten, while the kindergarten curriculum is too simple. Teachers also realized that EDM does not meet the emotional needs of gifted children because it is not designed to have children to master one skill before it introduces the next. Gifted children are often perfectionists who need to understand concepts before moving onto another topic. EDM caused a lot of frustration and fear of mathematics. Therefore, teachers un-spiraled the lessons of Everyday Mathematics and recreated units based on single topics allowing children to master a skill before introducing a new one. In kindergarten, the kindergarten and first grade Everyday Math curriculums were compacted into one year, un-spiraled and supplemented with the first grade Scott Foresman-Addison Wesley curriculum. In addition to that kindergarten and first grade utilizes literature-based math, working with manipulatives, and supporting the study of basic addition and subtraction by utilizing Addison Wesley, math games as well as materials created by teachers based on students needs. First graders have also used pizzas to learn about fraction, buying classroom items to learn about money and made flying clocks to show the progression of a normal school days. Kindergarteners and first graders also study "real life" math in the classroom, by engaging in activities such as measuring their feet, objects in the classroom, and the classroom itself, and applying concepts relating to the relative size of objects. Students learn "math facts," and have begun to study graphing, with the use of bar graphs incorporated into their literature units. Students also work with patterns, build number lines, count the first 100 days of school, and learn to use scales.

### **SECOND THROUGH FOURTH GRADE**

In grades two to four, Anderson teachers will continue to use the EDM curriculum, with a baseline acceleration of one grade above the students' existing grade level. Pre-assessments and post-assessments aid teachers in compacting lessons to meet student needs and assessing knowledge and skill level. Teacher-created lesson based on evaluation of assessments are designed not only to address varying skill levels of students, but also to integrate other curriculums. This allows gifted students many entry points into math and allows for them to apply knowledge in dynamic ways. The curriculum in grades two through four is supplemented and enriched in several ways. Math in the City is used to give students a familiar context to learn math in by investigating realworld problems. Monthly Math Challenges are given in every classroom as an activity option for students to self-differentiate depending on skill level and demonstrate strategic-thinking skills. Additionally, we added the

Exemplars program, used as pre- and post- unit assessments, which helps to assess students' problem-solving skills and provides a real-world context for instruction. Exemplars is integrated and aligned with the EDM curriculum and NCTM standards. The Anderson School has promoted participation outside the school walls for students demonstrating advanced capabilities by establishing a Math Counts team and participation in the Continental Math League. This provides students the opportunity to compete individually with students from other schools in competitions requiring strategic-thinking and problem-solving skills. Many of our students have been nationally recognized for their success in the Continental Math League. Further, for these grades, the math coach will work with the teachers to assist them in fully exploiting the conceptual and challenging elements of the EDM curriculum that are appropriate for gifted learners.

Based on teacher observations and analysis of student work in kindergarten through fourth grade, we saw the need for supplements that would solidify the basic facts of addition, subtraction, multiplication and division. Therefore we added Minute Math to the curriculum to encourage mastery of basic facts, improve efficiency and accuracy of mathematic computations. Besides the prescribed curriculums, teachers employ open-ended questions, challenge problems and Exemplars to assess strategies and strengthen problem-solving skills.

### **FIFTH GRADE**

Departmentalization begins in grade five where students are given a greater independence and responsibility. This transition is further evident in the new math curriculum studied by grade five students. These Prentice Hall texts are introduced in the 5<sup>th</sup> grade and used in series through the 8<sup>th</sup> grade. Topics include a basic study of the foundations of Algebra and entry level Geometry. Texts are aligned with the 5<sup>th</sup> and 6<sup>th</sup> grade overall goals, including increased fluency with problem-solving approaches, logical thinking, algebraic reasoning, and comprehensive analysis. To assist middle school students who are experiencing difficulties in math, the 5<sup>th</sup>-8<sup>th</sup> math teachers provide individual consultations as well as small group instruction both after and before the school day.

### **SIXTH THROUGH EIGHT GRADE**

As the state transitioned their Regents exams from Math A and Math B to Algebra and Geometry, we made changes to our curriculum so that our students can be successful on the Regents Exam. In grades six through eight, we are using the Prentice Hall math series including Course One and Course Two, Pre-algebra, Algebra and Geometry. We created the Anderson Mathematics Map shown above to ensure that current students would be prepared for Regents while the state was transitioning from the traditional Math A and B exams to algebra and geometry.

The following chart shows the shift in curriculums we will make to accommodate the transition in Regents exams.

Current (2009-10)

Grade Level	Math Level Taught	Resource Used	
<b>K</b>	K / 1	Everyday Mathematics K & 1 *	
<b>1</b>	2	Everyday Mathematics 2 *	
<b>2</b>	3	Everyday Mathematics 3 *	
<b>3</b>	4	Everyday Mathematics 4 *	
<b>4</b>	5	Everyday Mathematics 5 *	
<b>5</b>	6	Prentice Hall Mathematics Course 1	
<b>6</b>	7 & 8	Prentice Hall Mathematics Course 2 (Grade 7) Prentice Hall Pre Algebra (Grade 8)	
<b>7</b>	(9) Integrated Algebra	Prentice Hall Algebra 1	
<b>8</b>	(9) Integrated Algebra (10) Introduction to Algebra 2 (10) Introduction to Geometry	Prentice Hall Algebra 1 Prentice Hall Algebra 2 Prentice Hall Geometry	

\* Supplemented and enriched w/Addison Wesley, Context for Learning, Singapore Math, Mad Minute

**GRADE SIX**

The sixth grade Anderson students expand their conception of basic Algebraic concepts and skills, and strengthen their overall critical thinking ability as used in word problems. Similarly in preparation for higher level mathematics, the New York State fifth, sixth, seventh and eighth Grade Standards are either thoroughly covered or at least touched upon by the end of Grade six. Those which are not covered in detail will be revisited at the appropriate times in seventh and eighth grade (namely the geometry strands in eighth grade). In addition to relying on the Prentice Hall text, students use supplemental resources taken from Singapore Math texts and assorted online material. Students also participate in numerous mathematics competitions, including AMC 8, Math Kangaroo, and RCML, to name a few.

## **GRADE SEVEN**

Seventh grade students at the Anderson Middle School undertake an in-depth study of Algebra with Geometry. The Prentice Hall Algebra I text covers topics including: Tools of Algebra, Functions and their Graphs, Linear Equations and Inequalities, Systems of Equations, Polynomials and Factoring. Since the 2007-2008 school year, students continue to take the Integrated Algebra Regents examination at the end of seventh grade. The Integrated Algebra Regents examination focuses heavily on Algebra topics include: Tools of Algebra, Functions and their Graphs, Linear Equations and Inequalities, Systems of Equations, Polynomials and Factoring. The course covers all of topics tested on the Math A Regents examination. Many of the Math A standards overlap with grade seven and grade eight standards. Systems of Equations and Inequalities, Quadratic Equations, Exponential Functions, Radical/Rational Functions, Triangles, Transformations, Measurement in the Plane, Measurement in Space. The textbooks used are Prentice Hall Algebra and Prentice Hall Geometry. seventh grade students will take the Math A Regents examination at the end of the school year.

## **GRADE EIGHT**

Eighth grade students hone their problem solving and reasoning skills as they delve into the world of Geometry. The course uses the Prentice Hall Geometry textbook and includes a rigorous study of logical and geometric proofs, inductive and deductive reasoning, Euclidean geometry, measurement of solids and circle relationships. Students who successfully complete this course should be placed into third year math in high school. While the students will take the Geometry Regents, the eighth grade course goes far above and beyond the scope and requirements of that examination. Ample time is also included in the curriculum to review concepts for the Specialized High School Admissions Test (SHSAT). This exam allows students to apply to the specialized high schools: Stuyvesant, Bronx Science, Brooklyn Tech, American Studies at Lehman, Brooklyn Latin, Queens HS for Sciences at York College, MSE at CCNY and Staten Island Tech. Approximately 90% of the class of 2008 was offered a seat at one of the specialized high schools. We hope to continue this high rate of acceptance by providing the support the students need to succeed on the SHSAT exam.

## **SCIENCE**

At Anderson the K-3 Science curriculum follows the all-kit option offered by the New York Department of Education. The FOSS (Full Option Science System) is the program that is utilized for these grades. Special topics may be chosen by the teacher to supplement the curriculum.

### **KINDERGARTEN**

Kindergarten science activities are supplemented and enriched with community service teaching by the upper grades. This year, on several occasions, the 6<sup>th</sup> graders will prepare lessons on scientific topics in which they are learning, and teach them one on one to the Kindergarten students. Both groups of students benefit from these experiences.

1. The students observe trees throughout the year, noting the parts of a tree and how the tree changes through the seasons. They also do simple planting observations.
2. The five senses are explored. Activities include trying to identify hidden objects by their sound or feel, and identifying different tastes with eyes closed.
3. Animals are studied through individual research projects and observations of live specimens such as butterflies, superworms, and crayfish. A special animal theme is "Whales," taught through read aloud, puppets, and videos.

### **FIRST GRADE**

1. The children study the properties of air through activities with balloon (air-propelled) rockets, miniature parachutes, and safe plastic syringes and tubes. Concurrently the study of weather includes recording the daily weather to note patterns, observing cloud types, reading thermometers, and noting wind velocity and direction.
2. The properties of solids and liquids are seen through activities such as mixing and separating solids with screens, comparing liquids for transparency or thickness, and observing a water/dissolved candy mixture after the water has evaporated.
3. Live insects such as super worms, butterflies, and bess beetles are examined to see the commonalities and

varieties of insects.

Whale studies (begun in Grade 1) are continued.

## **SECOND GRADE**

1. Balance and motion activities include balancing odd-shaped objects to learn about balance points and counterweights; playing with tops and disks to learn about the physics of spinning and rolling objects. 2. The children learn about various types of rocks including sand and silt. They try to separate sand and silt in vials using water. Basalt, tuff, and schist are examined. 3. The students learn unusual techniques for planting such as hydroponics (planting without a support such as soil) and comparing plant growth in sand and soil.

## **THIRD GRADE**

1. Metric measurement activities include making your own meter tape, determining the gram masses of different objects using a balance and gram weights, finding the volumes (in milliliters) of different sized containers, and reading temperature in degrees Celsius for water containing melting ice. 2. The physics of sound teaches the children about pitch and volume. Among the activities, children are able to work with tuning forks to see how sound travels; megaphones to direct one's voice; make a string instrument to see how tightening the string affects pitch. 3. "Force and Motion" gives the children opportunities to work with simple machines such as gears, pulleys, inclined planes, and wheels. Many of the simple machines are introduced with an historical perspective (e.g. how the inclined plane was used to help ancient civilizations move heavy objects during building).

## **FOURTH GRADE**

Fourth grade science is in sync with the NYC Scope & Sequence with some modifications in order to meet the needs of individual students. Learning about scientific processes is a central theme to this year's curriculum. Units of study in fifth grade are: Food Chains & Webs, Magnetism & Electricity, Water, & Earth Movements. Students also conduct a secondary research project entitled *I'm Curious* at the beginning of the year to stimulate the scientific inquiry process and to communicate scientific ideas. Enrichment opportunities include making an electronic quiz boxes and conducting a water-use inventory and study. Scientific process skills are infused into the content of the curriculum in order to help prepare the students for the NYS Science test in April.

## **FIFTH GRADE**

The fifth grade curriculum is aligned with the NYC Scope & Sequence with enrichments and opportunities for individualized learning. We use the kit-only option, which relies on the FOSS program. The topics of study in fifth grade are: Variables (learning how to plan and conduct a scientific investigation), Landforms, Food & Nutrition, and Environments. Students will have many opportunities to make decisions individually, in small groups, and as a whole class throughout the inquiry process. The course is hands-on/minds-on, and makes use of innovative technologies (laptop computers, school website and linked websites, and digital temperature probes) when possible. Enrichment opportunities include planning & conducting a small group experiment using the techniques and processes learned in class. Students receive instruction three periods per week.

## **SIXTH GRADE**

Students in sixth grade follow New York City's kit-only scope & sequence with some slight modifications to accommodate our accelerated 8th grade Regents class. The curriculum engages students using a hands-on/minds-on approach to inquiry-based learning. The units we will be studying are: Simple Machines (with a focus on levers & pulleys), Weather & Water, Populations & Ecosystems, and Geology. FOSS kits are the core of the curriculum, with several enhancements made in order to meet the needs of individual students. Enrichments include writing a research report on a simple machine with a student-made model of their machine, writing and presenting weather reports using our school website, and taking a three-day environmental education trip. Students receive science instruction four periods each week.

## **SEVENTH GRADE**

7th grade science focuses on the physical and life sciences in alignment with the NYC standards for middle school science. The curriculum emphasizes hands-on, inquiry-based curricula to support science instruction of

topics including force and motion, chemical interactions, geology and life science. Curriculum kits and supplemental resources allow students to work in groups to conduct investigations and practice the elements of experimental design and data collection. In the unit on force and motion, students use dot cars, air trolleys and various online simulations to student the motion of various objects, making measurements of distance and/or time in order to calculate other quantities such as velocity and acceleration. In the unit on chemistry, students perform laboratory activities in which they build molecular models and observe the interactions between various chemicals to understand their properties.

## **EIGHTH GRADE**

In 8th grade, students take Regents Living Environment and cover all the major topics in the study of life, as outlined by the NYS Regents Curriculum. It is an examination-based course, with the Regents exam offered in June. Students are prepared by practice exam questions and review towards the end of the year.

The course requires successful completion of 1200 minutes of laboratory activities. Students must show success through completed lab reports, which are kept in students' portfolios at school. Students attend a double-period science lab weekly in which they engage in various activities. They complete the four state-required lab activities and engage in other labs including the study of diffusion through a gel, egg osmosis, chromatography, etc. Students become very familiar with the process of scientific inquiry and proper lab techniques.

In addition to the Regents requirements, 8th grade students are required to complete an Exit Project outside of school, which involves an in-depth investigation into a science topic of their choice.

## **PHYSICAL EDUCATION**

The focus of the Anderson physical education program is to offer activities in a safe and well-maintained environment meeting the physical, emotional, social and intellectual needs of all the K-8 students. A well-balanced program offering diversified activities provides students with the opportunity to develop an acceptable level of fitness, a broad spectrum of physical skills, and the knowledge necessary to use the skills and maintain fitness for a lifetime of active participation. Positive achievement in physical education will leave students with a legacy of success in physical activity and help to ensure that they will enjoy an active life style. A new rock climbing wall has been installed in our gymnasium in our new location. Students utilize this wall as a means of physical activity while incorporating curriculum from literacy and mathematics. A variety of integrated activities can be coordinated, such as: climbing the wall in a direction towards the number to correctly complete a number sentence.

## **MUSIC**

The Anderson music program provides musical instruction to all students in K-8. Currently, students attend music classes and the program is structured to match the PS 334 Lower Elementary (K-2), Upper Elementary (3-5) and Middle School (6-8) model. All programs are tied to the Five Strands of the New York City *Blueprint for Teaching and Learning in the Arts*. The goal of the Anderson music program is to expose students to a variety of musical opportunities and help them develop a broad understanding of how music is a part of our collective human experience. Our unique, standards-based, differentiated approach allows each student to discover for himself or herself how to bring music into their life: as performer, composer, arranger, critic, historian, music appreciator, or all of the above. Because our diverse student body presents a unique range of musical abilities, our program is designed to support student creativity, problem-solving and individual musical talents.

This year our 2<sup>nd</sup> and 3<sup>rd</sup> graders will participate in the City Opera program.

**The Lower Elementary (K-2)** program is a general music program that weaves together singing, movement, instruments and simple music theory. The children experiment with body percussion sounds, sing folk songs from many cultures, use rhythmic speech, play music games and experience music through movement.

Percussion instruments (including xylophones and metallophones) allow them to feel the vibrations that create sound and also to experiment with rhythm, melody and the other music elements. Orchestral instrument families and different musical styles are introduced with the help of programs at Carnegie Hall and parent volunteers.

**The Upper Elementary (3-5)** school program continues as a general music program for students with a strong emphasis on instrumental music. In third grade, students learn basic keyboard in our keyboard lab (received through a grant from VH1 Save the Music) and begin to play the recorder. Third graders also study the instruments of the orchestra (through a partnership with the Carnegie Hall LinkUp! Program), preparing them for the fourth and fifth grade instrumental program. In fourth and fifth grade, each student studies a band or orchestra instrument of his or her choice. The program offers each student a weekly small-group lesson in addition to a band or orchestra playing experience once a week starting mid-year, culminating with a spring concert.

**The Middle School (6-8)** program offers general music to all students, and a variety of electives to interested students who wish to participate. The general music program is keyboard-lab based and focuses on a broad theme each year: Sixth graders study Western Classical Music, seventh graders focus on Jazz and World Music, and eighth graders participate in a year-long study of Music as Economic, Political and Social commentary. Also, all students participate in periodic in-school performances presented by Jazz at Lincoln Center. The electives offered include both instrumental and vocal music. The AMS Band and Orchestra program offers weekly small-group lessons in addition to a band or orchestra playing experience. The AMS Chorus meets twice a week, singing music from a variety of genres, styles and cultures. Performances by these elective groups occur throughout the year.

### **STUDIO ARTS**

Anderson uses a well-established art curriculum in grades K-8 and ties with arts institutions to foster creativity, skills building, knowledge, art appreciation and understanding of cultural contexts. The role of the art programs at Anderson is to inspire students to explore the different ways they can visually express themselves. The lessons shared with our students are developmentally appropriate art experiences that challenge them to think about the world around them. The observations, perspective and experiences that develop from living in our world are uniquely their own. These experiences are communicated through explorations with different materials such as drawing, painting, collage, printmaking, and sculpture. At the program's foundation is the understanding that that we are all potential artists and we view the world from a unique perspective. Through experiences with the visual arts and the creative processes associated with the arts, we begin to learn the language of art (line, shape, color, form, etc.).

Integration of curriculums and city resources further our students' understanding and exposure in the arts. Where applicable, the visual arts are integrated with the core curriculum, often allied with social studies, language arts and also music as students make interpretive collage responses to various musical genres. This year. The third grade collaborated with the Japan Society and the second grade had a year-long relationship with the Salvadori Center to study design, architecture and engineering using a multi-disciplinary approach. The middle school curriculum has progressed and evolved to include projects that explore art in three dimensions (e.g., sixth graders create figures in action sculptures and eighth grade students design and build paper explorations).

### **STRATEGIC COLLABORATIONS AND PARTNERSHIPS**

Reading buddies is a program that pairs Kindergartners with fourth graders to read together. Kindergarten and Fourth graders share their stories and projects done in class. Fourth graders help support strategies the kindergarten classroom teachers have introduced to students allowing the kindergartners to receive individualized attention from a student that has experienced learning the same strategies.

Through a partnership with Landmark West the K, 1, 2 grade students will become “neighborhood detectives” to learn about UWS by observing, sketching and mapping. To further this neighborhood study, Janet Sygar will teach the students about architectural elements of the buildings in the neighborhood and NYC. They will finish this study with a culminating project of creating two and three-dimensional representations of the neighborhood.

Through a partnership with the Salvadori Center, architecture is infused throughout the second grade social studies curriculum. The students learn scale and ratio, mapping and do hands-on work building structures.

Anderson's Early Childhood Dance & Movement Program has been extended to Grades K-2. Students are taught an introduction to dance, then world dance, followed by 20<sup>th</sup> century dance forms that were developed in New York. The program integrates several curricular areas including social studies and math.

The school's Scholastic Chess Program has grown in recent years to include grades K-4. Students are introduced to the basic strategies and etiquette of the game while enhancing their ability to think logically, problem solve, and improve higher level thinking skills.

An advantage to both students and teachers, the Writing Enrichment Program has been extended recently to include Grades 2-6. The program fosters good writing habits as well as excitement and joy in the writing process. In addition, the program supports the Anderson staff by building the nuts and bolts of writing, like sentence structure, grammar, and vocabulary.

Continental Mathematics League, Inc. provides an opportunity for students in Grades 2-8 to strengthen their mathematical skills through the art of problem-solving. Anderson students participate in several grade-level math meets throughout the year with children from around the country.

Through the Curriculum Arts Program at Symphony Space, artists in traditional Asian art forms come to the third grade classrooms and through demonstration and accountable discussion, elucidate the relationship between Asian cultures and Asian societies. The students experience Indian dancers, Chinese Opera performers and Japanese drummers in the classroom, as well as Japanese artists, Japanese haiku, two visits to the Metropolitan Museum to see Asian art and a culminating performance at Symphony Space. The program is built around two essential questions: How does the culture use the art? And what does the art tell us about the culture?

Third graders participate in Carnegie Hall's Link Up! Program, which exposes children to classical music and allows them to sing and play recorders at Carnegie Hall.

WordMasters Challenge is a national program for Grades 3-8 that encourages growth in vocabulary and verbal reasoning. Along with thousands of students around the country, Anderson students prepare for and participate in a national competition of high-level word comprehension and logical abilities, which help students learn to think both analytically and metaphorically.

Fourth graders experience Clearwater's Environmental Education Program, which is centered on a 106-foot wooden sailing sloop that serves as a movable classroom, laboratory, stage, and forum. Students prepare for and then spend several hours on an education sail that teaches history, biology, environmental science and navigation along the Hudson River.

Math Kangaroo is an international mathematical competition with the objective of encouraging elementary and middle school students to master mathematics. Anderson fifth graders recently prepared for and competed in their competitions.

The school's Law Enrichment Program provides fifth graders with the opportunity to see first-hand the workings of our legal system. Students learn core legal concepts through lecture, role play, and scenarios where they take on the roles of attorney, witness, plaintiff, judge, and others found in the court system. Field trips to the New

York State Supreme Court provide views of trials, arraignments, and jury quarters. The program's highlight is the mock trial written and tried by students before two judges in the Federal Courthouse.

Camp Speers YMCA in Dinghams Ferry, Pennsylvania provides a 3-day outdoor education experience that Anderson sixth graders look forward to each year. Students are exposed to 1,100 acres of nature, opportunities for social interaction, and a wide array of educational activities including team-building, wildlife ecology, orienteering, ropes courses, and nature hikes.

MathCounts is a national math enrichment, coaching and competition program that promotes middle school mathematics achievement around the country. Creative teaching materials and competitions are used to challenge students and motivate them to develop strong math skills.

The Stock Market Game is a middle school elective that teaches critical-thinking skills, decision-making, cooperation, research, saving and investing. Students learn economic and financial concepts as they are given the chance to invest a hypothetical \$100,000 in an on-line portfolio. Students research and evaluate stocks and then use then information to trade common stocks and mutual funds from the NYSE, Nasdaq and AMEX exchanges.

Anderson Middle School students participate in a three-session Astronomy Course with graduate students from Columbia University's Department of Astronomy and Astrophysics. Sessions include Q&A's on astronomy and physics related topics, a cratering lesson during which students made moonscapes using plaster of Paris while guessing the relative ages of planetary surfaces based on the number of craters found there, and a study of the huge distance scales associated with the solar system.

The Metropolitan Opera Guild's school program engages and educates students in the arts by making curricular connections to music, theater, dance, visual arts, history, literature, and opera. Fifth graders are introduced to the basics of opera while sixth to eighth graders adapt scenes from Shakespeare to the opera format and visit the backstage of the Met Opera.

A new initiative in the 2009-2010 school year is a focus on Wellness, including physical and mental wellness. A Wellness Committee was created comprising of administrators, teachers, parents and students to develop programs that address wellness issues, including nutrition, exercise, socio-emotional concerns, etc. The Committee plans to sponsor speakers at monthly PTA meetings, a game night in our gymnasium, and a listing of healthy snacks. The Committee is also creating guidelines for celebrations that include food during school hours. As part of the initiative, we teamed up with **Wellness in the Schools** (WITS), a non-profit organization aimed at assisting schools in increasing healthy school lunches and physical activity. Anderson participates in three activities with WITS: (1) an advisory board of administrators, parents, students, and food services staff that review our school lunch program and provides suggestions through surveys and food taste-testings (2) a recess sports program (FastBreak Sports) which provide coaches and organized activities (i.e., soccer, basketball, kickball, etc) during our recess periods, (3) Chef in Residency program where a local chef teaches culinary skills to grade 6-8 students during their elective period.

Anderson has long enjoyed association with numerous cultural organizations. Students across various grade levels attend programs and tours at the Metropolitan Museum of Art, Museum of Modern Art, Museum of Natural History, Museum of the City of New York, Bronx Botanical Gardens, Queens Country Farm, New York Historical Society, Transit Museum, Lower East Side Tenement Museum, Franklin Institute & Independence Hall, Boston's Museum of Science, New York City Opera 2<sup>nd</sup> and 3<sup>rd</sup> Dance and Movement, Wellness in the Schools, Asia Society, Symphony Space, Jazz @ Lincoln Center, National Geographic Bee, and Scripps Spelling Bee.

## **Student Performance Trends**

Based on our data analysis, we noticed four patterns for improvement:

We detected an overall pattern of students having difficulty with inference skills in English Language Arts and problem-solving skills in mathematics. Additionally, through the work of our Inquiry Team, we noticed that many of our students who did not receive a year's progress on the standardized English Language Arts exam or lost the highest number of points (while remaining in the same level) performed above grade level on Acuity assessments. From this finding, we surveyed and interviewed students and found that text anxiety or apathy play a significant role in students performing below their ability on the standardized state tests as compared to the Acuity assessments. A fourth trend that emerged from our learning environment surveys and school quality review is that students are not fully aware of academic goals set for them; in essence, students need to participate more fully in their own goal setting and review.

### **School's Accomplishments**

Based on our data analysis, we found the following areas of accomplishment for our school:

#### **Accelerated curriculum and alignment**

During this past summer the entire Anderson community came together to overcome the challenges related to a major relocation. The building the community was entering was found to be sub standards resulting in thousands of hours of dedicated faculty and families spending days and nights to raise its presentation. Graffiti was removed, walls and door frames were painted, and bookshelves were assembled. Dedicated community members overcame the circumstances they were faced with in order to move to a location that would be able to provide the space needed to function well and grow with the school.

In addition, the community came together to search for a new principal. The former principal relocated resulting in the need for the search for a new instructional leader. This search was conducted during the summer, while the building renovations were occurring.

During the past few years, the faculty at The Anderson School has worked diligently to review the accelerated curriculum model and to better align the curriculum from grade to grade. This was all done while keeping in mind the New York State standards, as well as performance benchmarks set by the disciplines.

Overall, the math scores have been traditionally high at Anderson. Several years ago a math committee comprised of teachers, administrators, and parents was formed to address numerous concerns about the math curriculum and programs. The math committee decided to create a comprehensive math survey for parents and interviewed selected students regarding their experiences with math. The purpose was to identify parent and student concerns with the current math program. The committee worked in teams clustered by grade levels. The middle school teachers began to research using one program to be used in grades 5-8 to encourage consistency and ensure students were mastering the content. The Kindergarten through fourth grade teachers met with a highly successful former Anderson math teacher that assisted them with compacting curriculum and creating EDM pacing calendars to make time for enriched activities. Additionally, based on teacher observations, and analysis of student work, we saw the need for supplements that would solidify the basic facts of addition, subtraction, multiplication and division. Data that was gathered indicated that parents were concerned that students were not being taught traditional methods of long division and

double digit multiplication and lacked an understanding of the basic facts. This data was confirmed with various assessments including formal and informal assessments. The math committee made several revisions to the curriculum based on this data, including: adopting a unified program for grades 5-8 from the Prentice Hall series, adding Minute Math to early grades to solidify the basic facts, creating pacing calendars to compact EDM curriculum for the inclusion of other types of activities including Continental Math League, and ensuring the seventh and eighth grade students are prepared for the upcoming changes in Regents examinations including the elimination of Math A and Math B Regents and the new Algebra and Geometry Regents. Currently, we continue to review and address areas of improvement in our mathematics model, as well as identify ways to differentiate mathematics instruction and provide support for students who are finding the acceleration challenging. For example, teachers provide challenge problems for advanced mathematics students. We provide extended day and lunchtime assistance to students who are not performing well or who have questions regarding their work.

In very recent days, it has been determined that the analysis of the math curriculum has been somewhat successful, however, not completely. There continues to be difficulty in the transition from the lower grades to the middle school math curriculum. Continuing to analyze the math curriculum and supplement it with skills and strategies from other programs is critical. This work is already planned for the first full PD day.

In regard to our English Language Arts program, an AUSSIE literacy consultant has been retained to work with the faculty across all grade levels. She has begun the conversation on improving differentiation strategies as well as the use of the Fountas and Pinnell benchmark system. She will be instrumental in taking the ELA scope and sequence that has been created and working to create curriculum maps for a more thorough documentation of the work that we do.

#### Improved use of data-driven decision making

Lead by our Inquiry Team, one of our school's goals and area of emphasis is educating and assisting teachers to increase their use of data-driven decision making. Teachers regularly analyze data and plan their instruction based on data, which includes grouping students. For example, the Rigby assessment informs us about children in the early grades who are reading several years ahead of grade level. This information was valuable in establishing book clubs and literacy instruction. Previously, the E-CLAS only informed us that they were reading above the third grade level. We have made time for teachers to visit other classrooms and schools, which have given us great ideas for using data and instructional materials that are relevant to our teaching. Additionally, we often share data among grade levels. On a regular basis, teachers of consecutive grades discuss student work and provide collegial feedback for helping children to continue to achieve academically.

Students in the MS are able to participate in extended day interventions to help them to meet their academic potential. A focus on the bottom third of students in each academic class will help to fine tune the interventions we provide.

This year the new principal will meet with each teacher, one on one, to discuss their professional goals. An article was shared with the teachers on methods to analyze data to reflect on their teaching and help to determine individual goals, ultimately to move their students forward academically. In addition, teachers are using goal setting strategies with their students, some individual and some group goals. Teachers are being encouraged to foster open communication with students so that they are instrumental in the development of goals, and can assess their own growth. Additionally, for students

in grades 3-8, the Acuity assessments have been another resource for planning instruction. This information is then used to plan instruction and form literacy and math groups, while developing individual student goals.

### Project-based Learning

Based on our data, as well as current research on gifted and talented populations, we promote a project-based learning model at Anderson. Two of our teachers provided a citywide professional development for new Gifted and Talented teachers on project based learning. Our teachers, from K-8, regularly enhance their instruction with projects that the students lead. For example, the fourth grade classes study Native Americans (specifically in New York State), exploration, Colonial America, American Revolution and immigration. As part of this study, students conduct research on an explorer of their choice including Marco Polo, Leif Eriksson, and Henry Hudson and present information to their class in the first person. Additionally, as part of the English Language Arts curriculum, they study the letters from Christopher Columbus to Queen Isabella as a model of persuasive writing and write their own persuasive letters from the perspective of an explorer to fund an expedition of their choice. This is just one of the plethora of projects our teachers create for students.

The administration regularly reviews the projects and frequency of projects with the teachers to insure they are appropriately challenging and engaging for students. It is made clear that the school's philosophy is to engage the students in project-based learning.

We also noticed a pattern in our learning environment surveys and observations in which our students appreciate and thrive in settings that integrate technology. We have made significant investments in technology at our school, including the hiring of a technology director and coach, the purchasing of SmartBoards and Elmo Document cameras for each classroom, two laptop and laptop carts, professional development trainings and one-on-one coaching for teachers and students, and the creation of a school website (eChalk) with individual teacher-class webpages (which includes homework and project assignments and emailing capabilities between teacher-student/parent). We also purchased several educational programs like Renzulli, as well as encourage the use of googledocs, voice threads, and Brain Pop. With our increased investment in technology, alongside the school placing a high value on technology literacy, we plan to continue to focus on technology integration for our teachers as a goal during this school year. Our focus will be on the transition to googledocs throughout the building by the end of the school year, with a full transition by September 2010.

### Enrichment Offerings

Anderson provides a number of enrichment opportunities for the school, and these offerings are perceived positively by the students and community. In the K-4 classes, students receive art, music, and physical education. They also have a dance instruction component, chess instruction, architecture instruction, fiction writing with a professional writer, and Spanish. In grade 5, students receive Spanish and fiction writing as well as participate in a law program, which results in a mock trial in a New York City courtroom and in front of a judge. In middle school, students participate in an electives program in which they can choose from a menu of offerings, including debate team, student council, poetry, culinary, physical education, drama, Robotics.

Over the summer months, faculty members worked on creating a social emotional curriculum to be utilized in Kindergarten through Grade 4. This program is based on monthly character traits that are discussed daily during morning meetings and other teachable moments. The conversations are rich

and based around conversations of famous quotes related to the character traits. Books are used to support the conversations with art and writing used for student reflections.

In the middle school a similar social emotional curriculum was created to be used during a newly established advisory program. This program is used to provide Anderson students in grades 5-8 with support in a small group setting. Grade 5 students participate in a weekly advisory meeting. Grades 6-8 participate in these small group advisory meetings every other week.

### **Significant barriers or challenges**

Similar to all schools, our school faces challenges:

#### Unique Needs of the Gifted and Talented population

Research indicates and many policymakers argue that gifted and talented should be considered a grouping of special education because of the unique needs of this population. To date, gifted and talented students do not receive additional budget money. This provides a fiscal challenge for our school as we strive to provide for the unique needs of the gifted and talented student.

#### Building Council

The Anderson School's move to the new location has resulted in more space available to our students however we now are challenged by the necessity to share many common spaces such as the auditorium, the cafeteria, the school yard, and the gymnasium. Although the four schools currently occupying this space maintain a good working relationship, there is still the limitations that are connected to the common spaces.

## 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.

### Goal Describe your goal.

Goal # 1	
<b>Goal</b>	<b>Describe your goal.</b> To improve the performance on the NYS ELA by the lowest third of students in grades 4 and 5.
<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b> There will be a 10% increase in the number of students in the lowest third of Grades 4 and 5 that make annual yearly progress on the 2010 NYS ELA exam.

Goal # 2	
<b>Goal</b>	<b>Describe your goal.</b> By June 2010 all classes will demonstrate technology use in their classroom as evidenced by the completion of at least one technology project.
<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b>  All classes, K-8, will produce at least one technology based learning project during the school year 2009-10.

Goal # 3	
<b>Goal</b>	<b>Describe your goal.</b> One hundred percent of the teachers within our school will write professional goals and guide their students in their own goal setting and review by June 2010; resulting in differentiated activities, and ultimately leading to an improvement in classroom instruction and student success, as measured by interim, informal, and state assessments.

<b>Measurable Objective</b>	<b>Set the measurable target that will define whether you have met your goal.</b>  Teachers will formulate three professional goals to improve their own teaching practices.  Teachers, along with individual students will develop at least three academic goals based on data, throughout the school year.
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**SECTION VI: ACTION PLAN**

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

Subject/Area	ELA
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>There will be a 10% increase in the number of students in the lowest third of Grades 4 and 5 that make annual yearly progress on the 2010 NYS ELA exam.</b></p>
<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>In order to reach our goal, we will provide to our pedagogical staff:</p> <ul style="list-style-type: none"> <li>• Teachers will continue to meet in grade level meetings with the administration and AUSSIE consultants on strategies to improve math and ELA curricular and instructional practices.</li> <li>• Teachers will participate in professional book groups to reflect upon additional methods and strategies to improve instruction.</li> <li>• Teachers will formulate professional goals to improve teaching practice to meet individual needs.</li> <li>• Teachers will collaborate in examining our current curriculum and work together to continue to improve it.</li> <li>• Acuity scores and last year’s ELA exam scores will endure an item analysis to determine the needs of our students.</li> <li>• Afterschool intervention programs will be provided to meet the literacy needs of students in grades 4 and 5.</li> <li>• All 4<sup>th</sup> and 5<sup>th</sup> grade students will receive an additional weekly period of writing instruction with a writing expert.</li> </ul>

	<ul style="list-style-type: none"> <li>• Literature circles will become a non-negotiable.</li> <li>• Fountas and Pinnell Benchmark assessments will be utilized to provide a more accurate assessment of reading level. These levels will be understood by all members of the community and each student and family will know specifics.</li> <li>• Teachers will be encouraged to visit their colleagues' classrooms to observe individual strengths they possess.</li> <li>• Portions of all classroom libraries will be aligned and leveled to support our reading benchmark assessment.</li> <li>• A development of common language in literacy goals throughout our school.</li> <li>• Parent workshops to provide families with common literacy language.</li> </ul>
<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>Through a combination of school and parent funds we provide our teachers with a range of professional development experiences appropriate for teaching gifted students.</p> <p>We used our Contracts for Excellence allocations for professional development, including paying for sub coverage so our teachers can attend training and intra-and inter-school visitations. We also used the allocations to support our teachers in attending off-site training that is appropriate for gifted education.</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>The administration will map out the various professional development programs and activities that each teacher participates in during the year.</p> <p>The administration will meet with each teacher regularly to review curricular and instructional changes related to professional development activities. When applicable, we will document the changes in the grade level's curricular mapping.</p>

**Subject/Area**

**Technology**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p>By June 2010 all classes will demonstrate technology use in their classroom as evidenced by the completion of at least one technology project.</p>
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<i>Time-bound.</i>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All teachers and staff will receive personnel support in setting up, maintaining and implemented technology in their classrooms.</li> <li>• We will work with a technology consultant from AUSSIE for a minimum of 10 sessions to help teachers integrate technology into their curriculum.</li> <li>• Additional preparation periods are worked into the school budget of two teachers so that they can provide technology support to other teachers.</li> <li>• We will further integrate technology into lessons, including the implementation of <a href="http://renzullilearning.com">renzullilearning.com</a>, a search engine for educators, Brain Pop, a multi-media curriculum-based content application that supports educators and engages students, Google-docs, a Web-based document sharing tool, and other multi-media applications.</li> <li>• We will continue to survey teachers and staff on how they have been using technology in their classrooms. We will continue to use this information to determine what to purchase and implement.</li> <li>• We will work with our PTA grants committee in finding and applying for other technology-related grants.</li> <li>• A full time tech support person who maintains all equipment.</li> </ul>
<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>After conducting our needs assessment, the SLT found that the student population would benefit from additional in depth technology instruction and experiences. Through a combination of school and parent funds, SmartBoards and Elmo document cameras continue to be supplied in each classroom. Additionally, we budgeted a technology director and technology consultant to assist our teachers with their technology needs and to run technology professional development efforts at our school. At faculty meetings, we focus on technology updates and training in the agendas.</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>In our pre-and-post observation meetings with teachers, we will discuss and document the daily or monthly use of technology and its relevance to the curriculum. During these meetings, we will set goals with teachers on how to further use relevant technology. We will also observe the use of technology during our daily walk through of the building.</p> <p>We will provide professional development opportunities in the area of technology at every staff meeting, as well as encourage teachers to attend other technology-related professional development activities.</p> <p>We will regularly meet with our technology director, the AUSSIE consultant, and the teachers to determine teachers' progress in using technology and to determine long-term planning for future technology needs.</p>
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<b>Subject/Area (where relevant):</b>	<b>Goal Setting</b>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>One hundred percent of the teachers within our school will write professional goals and guide their students in their own goal setting and review by June 2010; resulting in differentiated activities, and ultimately leading to an improvement in classroom instruction and student success, as measured by interim, informal, and state assessments.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will read and discuss articles on goal setting.</li> <li>• Teachers will formulate individual professional goals to improve teaching practices based on student data. Goals will be shared with the principal during a one on one meeting.</li> <li>• Teachers will guide individual students, and small groups, in setting appropriate academic goals.</li> <li>• Professional readings will be conducted on differentiated instruction, resulting in conversations on meeting goals.</li> <li>• An AUSSIE literacy consultant has been hired for a minimum of 20 sessions to share differentiating strategies and conduct a book group reading on the subject.</li> <li>• Classroom walkthroughs will be conducted on a daily basis with feedback provided to</li> </ul>

	<p>teachers within 24 hours. Differentiation and goal setting will be a focus during the walkthroughs.</p> <ul style="list-style-type: none"> <li>• Classroom observations will have a focus on the delivery of differentiated instruction.</li> </ul>
<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>We allotted funds for a Literacy consultant to work with teachers on differentiation.</p> <p>Books will be purchased to help to educate our teachers.</p> <p>Teacher meeting times have been built into our weekly schedules for grade level meetings and inquiry conversations. We also have afterschool inquiry team meetings.</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>	<ul style="list-style-type: none"> <li>• City and Statewide assessments will reflect an increase in student progress.</li> <li>• ACUITY item analysis will reflect an increase in the number of students with mastery in interpretive and analytical questions.</li> <li>• Teacher conference notes and goal setting will indicate a focus on meeting student needs through differentiation.</li> <li>• Teacher walkthroughs and observations will demonstrate the utilization of these strategies.</li> <li>• Teachers will periodically revisit and reflect on their progress towards their goals.</li> <li>• Students, in meetings with their teachers, will periodically revisit and reflect on their goals through written reflections.</li> </ul>

## **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	9	0	N/A	N/A	0	0	0	0
1	6	0	N/A	N/A	0	0	0	0
2	5	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	2	0	0	0
4	0	0	0	0	1	0	0	0
5	0	5	0	0	6	0	0	0
6	0	11	0	6	3	0	0	0
7	11	10	0	8	2	0	0	0
8	14	9	3	0	1	0	0	0
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p>Grade K-2 students receive small group instruction in reading and writing strategies throughout the school day. Grade 6-8 students are provided with small group instruction in extended day and after school. Grades 3-8 students will participate in an ELA afterschool intervention program to provide additional instruction based on needs.</p>
<p><b>Mathematics:</b></p>	<p>Grade 6-8 students are provided with small group instruction in extended day and after school. Grades 3-8 students participate in a Math Academy to provide additional instruction based on needs.</p>
<p><b>Science:</b></p>	<p>Grade 6-8 students are provided with small group instruction in extended day and after school.</p>
<p><b>Social Studies:</b></p>	<p>Grades 5 students participate in an advisory weekly session. Grade 6-8 students are provided with small group instruction in extended day and after school.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>We have 1 guidance counselor serving IEP mandated students. The guidance counselor also meets with many individual students based on needs. In addition she runs various support groups for students (i.e. dealing with divorce and peer pressure)</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Psychologist participates in PPT meetings to discuss students referred by teachers and completes follow up administrative paperwork.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Social worker participates in PPT meetings to discuss students referred by teachers and completes follow up administrative paperwork.</p>

<b>At-risk Health-related Services:</b>	We conduct various health-related support sessions and instruction for students (i.e. asthma and HIV) The building school nurse offers the “Open Airways” program to students with asthma in grades 3 and 4.
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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 and 1      Number of Students to be Served:     3     LEP      Non-LEP

Number of Teachers     1          Other Staff (Specify)     Classroom teachers    

**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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There are a total of five ELL students this school year. One is in the first grade and the other four are in Kindergarten. The ELL student in the first grade took the NYSELAT exam in spring 2009. Her scores reflect an advanced proficiency level in English. Her listening/speaking skills have greatly improved, however she still remains challenged in reading/writing, specifically in phonemic awareness and spelling. One of the Kindergarten ELLs is intermediate and the other three are beginners.

The first grader has improved and reads at grade level. She still needs some one on one assistance developing ideas and spelling difficult words.

There are two Kindergarteners that speak and listen well in English, at grade level. The other two have limited skills in speaking and listening. One ELL is able to sound out words and write with assistance. The other three ELLS are challenged in writing their ideas and are still working

on the English alphabet and its sounds.

After an exhaustive search we have hired a part time teacher certified in providing ELL services. She conducts a program that is partially push-in and partially pull-out. The first grader receives 180 minutes per week of push-in instruction with the ELL teacher. The four Kindergarteners receive 360 minutes per week of a combination of push-in and pull-out services.

**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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Classroom teachers are learning methods and techniques of providing interventions and support to ELL students within their classroom. The ELL teacher pushes in to the class and models these techniques. In addition the ELL teacher participates in grade level meetings with the teachers to provide professional development.

**Form TIII – A (1)(b)**

School: The Anderson School      BEDS Code: 310300010334

**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> - F Status ELL teacher	\$28,673	<b>Since Anderson has moved to a new location and five students were identified as requiring ELL services, we had to locate an ELL teacher.</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Listening Centers	\$500	<b>Headphones and Player Books on tape, CD Books for PD of classroom teachers</b>
<b>Educational Software</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$29,173</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.

We assess all home language surveys at the end of September each year to determine the number of families that speak a different language in the home. Once we collect and analyze that data, our parent and community coordinator work with parent volunteers and/or DOE translators to provide parents with information in their native language.

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.

We have had great success with reaching out to parents who speak a language other than English in the home. As a citywide school, we are grateful that the DOE has services available to schools that need them. Fortunately, we have been able to handle translation within house staff and parent volunteers.

#### **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.

We assess all home language surveys at the end of September each year to determine the number of families that speak a different language in the home. Once we collect and analyze that data, our parent and community coordinator work with parent volunteers and/or DOE translators to provide parents with information in their native language.

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

We have been able to handle translation within house staff and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will continue to use in house staff and parents as necessary.

**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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

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

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

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.



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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**  N/A

**SURR Group/Phase:**  N/A       **Year of Identification:**  N/A       **Deadline Year:**  N/A

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

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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.

- **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.

- Analyses and discussions in the School Leadership Team
- Analyses and discussions with our certified ELL teacher
- Analyses and discussions with our literacy consultant
- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Consultation with ELA department teachers
- Review of data from the School Progress Report and School Quality Review
- Minimal number of ELLs within the school, only in K and 1, and participating in all of the same classroom activities as non ELLs

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

Applicable   x  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?

There are only students within grades K and 1 meeting the requirements for ELL services. Without continued data, including Acuity and NYS exams there is no evidence to dispel our beliefs.

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

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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.

- Analyses and discussions in the School Leadership Team
- Analyses and discussions with parent population

- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Consultation with math department teachers
- Review of student performance in national mathematics competitions
- Review of data from ARIS, Acuity, the School Progress Report and School Quality Review

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

x Applicable    Not Applicable

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

The percentage of students performing at or above grade level on the NYS Mathematics Exam continues to be 100% across grades 3-8. However the discrepancy in student preparedness when reaching grade 5 mathematics after years of instruction utilizing the Everyday Math curriculum presents a challenge. In order to continue to analyze the math instruction we are providing we will be spending professional development time comparing the standards, the EDM curriculum and additional curricula we have purchased to supplement and complement our current math program.

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

Although we find the need to continue to address this issue through evaluation, conversation, and professional development, we have students meeting or exceeding the standards. We are looking to meet the needs of our specific gifted and talented population and do not require assistance from central to address this issue.

## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

- Analyses and discussions in the School Leadership Team
- Analyses and discussions with out literacy consultant
- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Consultation with ELA department teachers
- Review of data from ARIS, the School Progress Report and School Quality Review

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

Applicable   x Not Applicable

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

Our school values best practices in gifted education, which promotes accelerated curriculum and engaging project based learning. Our ELA curriculum follow a workshop model in which instruction is provided briefly and then students are provided with time to apply what they learn, either in small groups, or individually. Students are actively engaged in writing and reading practices throughout each lesson. Teachers conference and assess students.

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

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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.

- Analyses and discussions in the School Leadership Team
- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Consultation with math department teachers
- Review of data from ARIS, the School Progress Report and School Quality Review

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

Applicable   x  Not Applicable

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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.

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

Our school values best practices in gifted education, which promotes accelerated curriculum and engaging project based learning. Although our math curriculum requires continued evaluation to meet the needs of our special population, we follow a workshop model with a mini lesson and then time for the students to practice their learning in small groups, or individually. Teachers assign homework that provides students with practice on the day's lesson and the homework often has problems that challenge students to think critically.

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

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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.

- Analyses and discussions in the School Leadership Team
- Analyses and discussions between faculty and administration
- Review of data from ARIS, the School Progress Report and School Quality Review

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

Applicable   x Not Applicable

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

The Anderson School faces very low teacher turnover. Typically a teacher leaves the school due to personal reasons, such as moving outside the city or starting a family.

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

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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.

- Analyses and discussions in the School Leadership Team
- Analyses and discussions with our certified ELL teacher
- Analyses and discussions with out literacy consultant
- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Review of Learning Environment Survey
- Consultation with ELA department teachers
- Review of data from the School Progress Report and School Quality Review
- Minimal number of ELLs within the school, only in K and 1, and participating in all of the same classroom activities as non ELLs

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

x 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?

Since last year our ELL population has increased from one student to five. It will become more and more evident that there is a need for ELL training in techniques and strategies for our classroom teachers. The Anderson School will have to create a plan to provide the professional development necessary to meet the needs of this growing population.

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.

We believe we will be able to address this issue in our school, with the assistance of our new ELL teacher. Conversations and reflections will begin and ultimately result in an educational plan.

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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.

- Analyses and discussions in the School Leadership Team
- Analyses and discussions with our certified ELL teacher
- Analyses and discussions with out literacy consultant
- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Consultation with ELA department teachers
- Review of data from the School Progress Report and School Quality Review
- Minimal number of ELLs within the school, only in K and 1, and participating in all of the same classroom activities as non ELLs

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

x 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?

As previously stated, until recently the Anderson School has not had an ELL population. However, in this school year and going forward, our school will increasingly provide to our teachers professional development, a means of open communication, and an expectation of sharing data.

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.

With an increase in Inquiry Teams throughout the school, this population will be a trend that will be followed and assessed on a regular basis to determine the success of our practices.

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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.

- Analyses and discussions in the School Leadership Team
- Analyses and discussions with out literacy consultant
- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Administrations knowledge of twice exceptional students
- Consultation with ELA and math department teachers
- Review of data from ARIS, the School Progress Report and School Quality Review
- Parent conversations regarding specific children and their special needs

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

x  Applicable  Not Applicable

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

There is not a certified special education teacher on staff to provide teachers with pre-referral strategies, nor to provide targeted intervention services within or out of the classroom. Teachers would benefit from such an instructor on staff for support when there is a struggling student, not meeting his or her potential.

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.

Although it will take some time, Anderson teachers will be learning about improving their differentiation strategies and how they can better meet the needs of each student within their classroom. Opportunities for Wilson training will be researched and provided upon availability to select teachers. These strategies will help classroom teachers to provide more targeted interventions within their classrooms.

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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.

- Analyses and discussions in the School Leadership Team
- Review of student performance on classroom assessments
- Review of student portfolios and student work
- Analyses and discussions between faculty and administration
- Consultation with ELA department teachers
- Review of data from the School Progress Report and School Quality Review

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

Applicable x 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?

Currently there are very few IEPs within the Anderson School. Those that do exist are based on related services that were deemed necessary to meet the individual need of the student. All of the IEPs that currently exist are reviewed annually by the SBST and overseen by the school guidance counselor. All services are provided as soon as possible (with some challenges faced this year due to shortages and the need for RSAs.)

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. N/A

**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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

