



**[THE EARTH SCHOOL  
PS 364]**

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

**SCHOOL: 01M364 – EARTH SCHOOL  
ADDRESS: 600 EAST 6<sup>TH</sup> STREET  
TELEPHONE: 212-477-1735  
FAX: 212-477-2396**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 364      **SCHOOL NAME:** The Earth School

**SCHOOL ADDRESS:** 600 East 6<sup>th</sup> Street

**SCHOOL TELEPHONE:** 212-477-1735      **FAX:** 212-477-2396

**SCHOOL CONTACT PERSON:** Alison Hazut      **EMAIL ADDRESS:** ahazut@schools.nyc.gov

**POSITION/TITLE** PRINCIPAL      **PRINT/TYPE NAME** ALISON HAZUT

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Laura Frisk

**PRINCIPAL:** Alison Hazut

**UFT CHAPTER LEADER:** Patrice Lorenz./Micaela Morse

**PARENTS' ASSOCIATION PRESIDENT:** Lisa Desimone

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

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

**DISTRICT:** 1      **SSO NAME:** Empowerment

**SSO NETWORK LEADER:** Alison Sheehan/Joseph Cassidy

**SUPERINTENDENT:** Daniella Phillips

## 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
Alison Hazut	*Principal or Designee	
Patrice Lorenz/Micaela Morse	*UFT Chapter Chairperson or Designee	
Lisa Desimone	*PA/PTA President or Designated Co-President	
	Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dyanthe Spielberg	Member/	
Steve Doughty	Member/	
Jessica Smith	Member/	
Laura Frisk	Member/	
Karen Megla	Member/	
Melanie Newell	Member/	
Suzanne Budessa	Member/	
Loam Discher	Member/	
Scott Perez	Member/	

\* Core (mandatory) SLT members.

*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*

## **SECTION III: SCHOOL PROFILE**

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

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

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#### **The Earth School's Mission Statement**

The staff, families, and support agencies that comprise the Earth School community nurture the development of our students through our ongoing collaboration and our deep commitment to knowing each child through her unique strengths and interests. We work to be a place where children and adults of diverse backgrounds come together to celebrate our differences, to appreciate our common humanity, and to contribute to our community. Our mission is to support children's inherent love of learning through curriculum that is active, playful, socially conscious, and rigorous. The Earth School's educational program is designed to support children's academic achievement and to encourage their commitment to the peaceful resolution of conflict and the preservation of the Earth's resources.

The Earth School is a small, progressive school located on 6<sup>th</sup> Street and Ave B. It was founded in 1992 by a group of teachers as an alternative choice for families and teachers seeking a small, diverse, collaborative school with an environmental focus. The cornerstone of the school's "child-centered" approach is knowing its children well through collaborative processes of inquiry and a deep commitment to observation and description (for a detailed account of these practices refer to: *From Another Angle: Children's Strengths and School Standard* by Himley and Carini). Since its beginning in 1992, teachers have collected children's work in portfolios that they use during weekly staff meetings and semi-annual retreats to raise questions about how they are supporting children's growth, nurturing their interests, and meeting their individualized goals. The teachers keep detailed records that form the basis of lengthy narrative report cards written about each child. These labor-intensive documents prepared by each teacher are an important way that the Earth School staff assures that no child falls through the cracks.

The Earth School staff asserts that good teaching requires reflection, collaboration, creativity, and flexibility. Curriculum is developed collaboratively using a rich variety of resources including applicable standards, published programs, the internet, unpublished curricula from colleagues, theses, historical texts and documents, etc. The staff believes that there are no "one-size-fits-all" solutions. At the Earth School, there has been a consistency in curricula and pedagogy since the school's founding in 1992. Teaching practice changes and grows gradually over time as staff members learn new things and gain experience.

The Earth School community strives to achieve its mission and, importantly, has created avenues for ongoing self-critique and growth. The Earth School community wants children to become proficient and versatile readers, writers, and mathematicians. Other community standards in literacy and mathematics include power of thought and voice, appreciation of ideas and language, personal expression, and love of learning.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Earth School								
<b>District:</b>	1	<b>DBN:</b>	01M364	<b>School BEDS Code:</b>	310100010364				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	18	18	18		93.8	93.4	93.8		
Kindergarten	60	60	59						
Grade 1	50	54	52	Student Stability - % of Enrollment:					
Grade 2	60	51	60	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 3	50	47	55		93.6	93.5	99.4		
Grade 4	39	47	55	Poverty Rate - % of Enrollment:					
Grade 5	37	37	43	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 6	0	0	0		47.6	44.3	38.7		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 9	0	0	0		2	2	2		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 12	0	0	0		9	2	0		
Ungraded	0	5	1	Special Education Enrollment:					
Total	314	331	341	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	12	23	23	Principal Suspensions	0	5	8		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0		
Number all others	36	34	39						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers	18	23	24		
# receiving ESL services only	19	11	8						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	1	2	Number of Administrators and Other Professionals	3	6	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.1	52.2	62.5
				% more than 5 years teaching anywhere	38.9	30.4	37.5
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		100.0	100.0	100.0
American Indian or Alaska Native	0.6	1.2	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	88.2	94.7
Black or African American	13.7	12.4	13.5				
Hispanic or Latino	40.1	39.6	37.5				
Asian or Native Hawaiian/Other Pacific Isl.	12.4	13.3	14.1				
White	33.1	33.5	33.1				
<b>Male</b>	56.4	57.4	56.6				
<b>Female</b>	43.6	42.6	43.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			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
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	-			
<b>Student groups making AYP in each subject</b>		4	4	1	0	0	0
<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>	B			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	59.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	11.6			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:	12.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	34.2						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

## **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?
- 

**The Earth School has many strengths and accomplishments. The school functions exceptionally well as a respectful, diverse, collaborative community. Children are happy to be at school. They recognize choice and hands-on experiences in their learning which foster independence and individual growth. We often hear that students want to come to school even when they are sick. Parents and other care takers are actively involved in supporting the school. Our teachers work tirelessly from the early morning hours until late evening at times. We have very few teachers absent throughout the school year. Generally, students do well on standardized testing and formative assessments. We have strong special education programming in which our two SETSS teachers work collaboratively with classroom teachers to meet the needs of children. We do a combination of "push in" and "pull out" classes. Classroom teachers and special education teachers collaborate about curriculum and assessment weekly. New this year is our Support Team work. This new initiative is designed to target struggling children early and provide them with individualized, innovative supports in a variety of ways. Our Support Team consists of a coordinator, art teacher, science teacher, special education teacher, ELL teacher, technology teacher, guidance counselor and the principal. Utilizing description, our knowledge of the whole child and documentation we are developing creative short term interventions and other kinds of individualized support.**

**We have spent the past few years systematizing our assessment practices. Our work on the LIU DY0 (Do Your Own Assessment) has given us the opportunity to formalize our descriptive inquiry work. Utilizing descriptive inquiry methods helps us to know each child for her unique strengths. Through description we are better able to assess student learning and recognize next steps to support children's growth. The Earth School also participates in the Math in the City DY0 (Do Your Own Assessment) initiative. We work along side other like minded schools to create assessments, rubrics and continuum so that we can better understand students' mathematical thinking. Teachers consider a wide range of data in developing each child's working file, narrative reports and snapshot of learning achievement.**

**Recent and projected budget cuts certainly affect our ability to continue improving and meeting our mission. Without the necessary funding our enrichment programming is at risk of terminating. Our at-risk services are also at jeopardy of being reduced. Additionally, we may not be able to continue having reduced class sizes.**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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1. **Support Team designs individual programming for children who are at risk of not achieving at a rate that is appropriate. 70% of children receiving additional support will have increased self esteem, improved attendance and perform better on assessments and standardized tests.**
  
2. **Staff is engaged in an inquiry of our differentiation methods. We are studying our current strategies of intervention, modifications and then broadening our methods. Our overall goal is to have increased student access to the curriculum to support optimal learning and growth.**
  
3. **Based on this year's progress report some of the children who scored 1s and 2s on both the ELA and Math exams did not make progress. These are mainly children in our self contained 12:1:1 class. We are focusing on these children and developing more specialized programming and curriculum to increase student learning.**

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Due to our high referral rate for special education our SLT has engaged in an initiative to provide specialized support for struggling children prior to referring them. Our Support Team designs individual programming for children who are at risk of not achieving at a rate that is appropriate. 70% of children receiving additional support will have increased self esteemed, improved attendance and perform better on assessments and standardized tests.</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>	<p>Support Team comprised of principal, SETSS teacher, guidance counselor, science teacher, art teacher, ELL teacher and technology teacher will meet regularly to discuss individual children’s interests, strengths and needs and then develop a short term program to provide additional support. We meet with the classroom teacher, child and parents before and after the support. We do regular follow ups to keep track of the continued progress of each child. Depending on outcomes we may provide additional supports and/or refer children to the PPT.</p>
<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>Our Support Team coordinator is F status. She is funded through Fair Student Funding. The Support Team meets twice a week during extended day.</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 Support Team is keeping a log of our meetings as well as tracking sheets that help us to identify children, provide support and then feedback for teachers and families. We will also be maintaining a spreadsheet that tracks each child's progress on assessments and standardized tests.</p>
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**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Staff is engaged in an inquiry of our differentiation methods. We are studying our current strategies of intervention, modifications and then broadening our methods. Our overall goal is to have increased student access to the curriculum to support optimal learning and growth.</p>
	<p>90% of teachers will document the various ways they differentiate curriculum to meet the needs of all learners. We will keep track of student growth through both qualitative and quantitative data including the DY0 assessments, teacher generated assessments, TC reading levels and standardized test scores.</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>	<p>We will utilize our voluntary professional development time to share <b>best</b> practices, read professional articles and develop differentiated curriculum. Each teacher will complete a case study in which she identifies one child who she has concerns about. They will study this child for the entire year. We will utilize our DY0 assessment sheets to document our thinking, next steps and student growth.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for</i></p>	<p>We will utilize our staff meeting and professional development time after school hours. Unfortunately, we do not have any funding to support this work. Teachers voluntarily work additional hours to get the professional development they need.</p>

<p><i>Excellence (C4E) allocations, where applicable.</i></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><b>We will have agendas and notes for all professional development. Also, case studies will be documented on DYO sheets as well as a school wide template.</b></p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Based on this year’s progress report some of the children who scored 1s and 2s on both the ELA and Math exams did not make progress. These are mainly children in our self contained 12:1:1 class. We are focusing on these children and developing more specialized program and curriculum to increase student learning.</b></p>
	<p><b>100% of teachers and staff working with these children will engage in professional development activities that support our goal. 70% of targeted children will show progress on DYO assessments, teacher generated assessments, reading levels and standardized testing.</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</i></p>	<p><b>Regular meetings with teachers, paraprofessionals, guidance counselor, staff developer and principal to discuss pedagogical practices, review student work and develop next steps for individual children. Additionally, a special education consultant will work with the teacher to support the goals.</b></p>

<p><i>implementation timelines.</i></p>	
<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 have a Special education consultant. Since our school budget has been cut dramatically, our Parents Association is paying for our consultant fees.</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><b>Notes from meetings as well as documentation of the individualized supports that are implemented. Assessments and testing results.</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Wilson during the school day, listening center during the school day, stamina and productivity support one to one, reading skills support in a small group, descriptive writing/audience development/organization/conventions in a small group support</b>
<b>Mathematics:</b>	<b>Skills/strategies/concept development both one to one and in a small group during the day and in extended day.</b>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The Earth School Comprehensive Guidance Counseling Program provides at-risk services for all students who are identified by teachers and parents to need the support of school based counseling to achieve optimum school performance. The program is designed to foster the emotional/social well being of each student, as well as their intellectual development and academic achievement.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>The school psychologist collaborates with the PPT Team. Our psychologist has limited time to provide at-risk services. The psychologist performs classroom observations and provides teacher feedback/interventions to help at-risk students function better in the classroom. Our psychologist also shares her knowledge around special education placements in order to ensure our children are in the correct placements.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>The Earth School Social Worker is part of the PPT Team, which provides interventions for at-risk students. The social worker performs classroom observations and provides teacher feedback/interventions to help at-risk students function better in the classroom. The Social Worker also facilitates on-going, open communication with families of at-risk students.</b>

<b>At-risk Health-related Services:</b>	
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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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**See attached for additional Appendix 2 & 3 information**

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

**Form TIII – A (1)(a)**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Form TIII – A (1)(b)**

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

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		



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

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

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

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

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

#### **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.
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.
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>.

**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:		\$187,058	\$187,058
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,870	
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):		\$8,881	
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):		\$17,762	

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.

Please refer to our needs assessment on pg 11.

2. Schoolwide reform strategies that:

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

Please refer to our 1<sup>st</sup> goal **“Support Team designs individual programming for children who are at risk of not achieving at a rate that is appropriate. 70% of children receiving additional support will have increased self esteem, improved attendance and perform better on assessments and standardized tests.”**

Areas of concern can be around social and emotional learning, trouble decoding basic words, and difficulty applying mathematical strategies. We have initiated a project in which a Support Team, comprised of a variety of staff members (coordinator, principal, SETSS teacher, guidance counselor, art teacher, science teacher, technology teacher, ESL teacher) who plan individual programming for children who have been targeted as “at risk.” Teachers present children to the Support Team and document their description and concerns of the children. The work with children is done in cycles; time is also provided for assessment and reflection. Our hope is that through knowing each child through her strengths we will be better able to support her in the areas in which she needs to grow. As cycles end we will determine next steps for the classroom teacher in order to continue supporting children and may decide to bring concerns about particular children to the PPT for possible referral of services.

3. Instruction by highly qualified staff.

All full time staff members are highly qualified. We have a part time computer technology coordinator who is certified grades 7-9. He mainly supports staff members in order to strengthen their content knowledge in the area of computer technology.

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

Please refer to our second goal as it highlights the professional development opportunities within the school. Additionally, our paraprofessionals have on-going workshops facilitated by our guidance counselor and staff developer. To supplement the in house professional development staff members also receive training through Responsive Classroom, Math in the City, Teachers College, Bank Street courses, Schools Attuned etc.

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

Earth School posts teacher openings with several universities including Bank Street, NYU, Hunter College, Teachers College at Columbia University and Long Island University.

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

Generally, our parents are very well integrated into our school, however some of our lower income families are less integrated into the school. Our SLT has decided to offer computer literacy courses to parents through Title1 funds.

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.

Transition for young children is challenging. All families are expected to tour the school before completing applications. We then invite all children who are admitted into our school to spend time in preK and/or Kindergarten classrooms prior to the school year. Meeting their teacher and some of their classmates ahead of time is helpful for a smooth transition. Additionally, we have family orientation so that parents can ask questions and learn more about the procedures and routines of our school. Literature including a school handbook and class newsletters is sent home as well.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers and school leaders work in collaboration to make decisions regarding curriculum and assessments. There is clear evidence in the school of democratic and consensus decision making. Our school Quality Review report celebrated the distributed leadership of the school as well.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please refer to our answer to #2. Additionally, our PPT works diligently to ensure that all children who receive special services have the appropriate supports they need to achieve at the highest level possible. Testing accommodations are often reviewed and changed when necessary.

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.

We utilize several programs to meet our children's diverse needs. Here are a few examples: Nite Star supports older children with HIV and AIDS awareness as well as pregnancy, substance abuse and relationship violence prevention. The CookShop program (for grades prek-3) supports our work in promoting healthy lifestyles, good nutrition and a better understanding of where our food comes from.

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

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

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

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

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

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

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The principal presented the CEP to the School Leadership Team, and the findings in Appendix 7 were reviewed and discussed by members of the SLT. The principal's assistant reviewed each grade level's curriculum maps as well as the published curricula we use as a school, and consulted with teachers to address the findings in Appendix 7.

Teachers meet on a weekly basis to collaborate on curriculum planning, goal-setting, and to assess student progress. As a staff, we also meet weekly to engage in professional development and discuss school concerns as a community. In addition, the principal and staff developer meet with grade level teams on a monthly basis to discuss math, language arts, and social studies curriculum. There are many opportunities for teachers to share curriculum plans and assessment practices with the principal and their colleagues, and as a result the principal has a clear sense of how and what is being taught. The ESL teacher regularly attends district meetings regarding regulations as well as professional development sessions to stay informed of the ELL planning occurring both at city and district levels.

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?

As a school, teachers develop language arts curriculum based on the Teachers College Reading and Writing Project, which is aligned with New York State Standards. On each grade level, teachers adopt the balanced literacy model which encompasses a multi-faceted approach to

the teaching of reading and writing, and the development of written and oral expression. The school uses the Words Their Way curriculum for phonics and word study as well as The Wilson Program for targeted children who need additional support.

Both of the standards-based Teacher's College and Words Their Way curricula articulate developmental stages of learning and offer regular assessments and assessment check-lists that teachers use for assessment and planning instruction. In addition to using these published curricula, the teachers in the school are currently engaged in a writing inquiry with a focus on understanding the complex developmental stages of writing and developing a continuum of learning that teachers can use when assessing their students. The collaborative inquiry is designed to strengthen both the vertical and horizontal alignment of our teaching of writing.

Reading and writing are also integrated in our core social studies curriculum, which are developed by teachers collaboratively on grade level. Students are given project-based assignments which are presented either orally and/or through a written project.

Teachers have sufficient reading and curriculum materials, including leveled libraries, which have been provided through the Department of Education, and obtained through funds provided by Teacher's Choice and the school's active parent association.

The finding regarding the ELL program curriculum being planned largely at school level is applicable to our school. The ESL teacher plans instruction according to the needs of the students as assessed by NYSELAT scores, LAB-R scores, and other formal and informal assessments conducted periodically over the year. The ESL teacher targets the needs of her students by considering their IEP goals and by collaborating with classroom teachers. Although the ESL teacher is knowledgeable about ELL instructional planning that occurs at city and district level, it is not always appropriate to implement at school level. The ESL teacher scaffolds the curriculum taught in her students' classrooms by teaching and reviewing vocabulary, writing conventions, grammar, syntax, and usage in such a way that draws on the content areas that students are learning.

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.

Administrators, classroom teachers, and the ESL teacher are working to support ELL students in varied ways. In order to develop a more cohesive curriculum, the ESL teacher will continue to maintain open lines of communication with teachers about curriculum being implemented in the classroom, so that students will have direct support in relevant topics when they are pulled for ESL instruction. The professional development committee will make time in the calendar to allow the ESL teacher to share pertinent information concerning the teaching of English language learners. The PD committee will also collaborate with the ESL teacher when planning professional development to ensure that key issues concerning ELL learners are considered and addressed.

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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.

The principal presented the CEP to the School Leadership Team, and Appendix 7 was reviewed and discussed by members of the SLT. The principal's assistant reviewed each grade level's curriculum maps and the published curriculum we use as a school, and consulted with teachers to address the findings in Appendix 7.

Teachers meet on a weekly basis to collaborate on curriculum planning, goal-setting, and to assess student progress. As a staff, we also meet weekly to engage in professional development and discuss school concerns as a community. In addition, the principal and staff developer meet with grade level teams on a monthly basis to discuss math, language arts, and social studies curriculum. There are many opportunities for teachers to share curriculum plans and assessment practices with the principal and their colleagues, and as a result the principal has a clear sense of how and what is being taught.

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

Applicable   x 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?

Our school utilizes the TERC Investigations math curriculum. After having taught with the Everyday Mathematics curriculum for a number of years, the school decided to use TERC Investigations curriculum which is aligned to state standards in terms of content, and has an emphasis on exploration, investigation, and problem-solving. Part of the reason for our switch was that many teachers felt that the spiral curriculum of Everyday Mathematics did not leave enough room for deep investigation, problem-solving and reflection. That said, our teachers realize that no one curriculum will meet the needs of all classrooms, so teachers modify and extend curriculum based on their understanding and assessment of their students' learning to meet the needs of their students.

Our school has partnered with CUNY's Mathematics in the City project to design and implement our schools Design Your Own (DYO) assessments in math. Our teachers have taken a leadership role in this process. At monthly grade-level meetings, teachers engage in conversations about mathematical learning and the implications for instruction.

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.

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## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

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SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

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

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

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

The principal presented the CEP to the School Leadership Team, and Appendix 7 was reviewed and discussed by members of the SLT. The principal's assistant reviewed the published curricula as well as the curricula developed in house by grade level teams, and consulted with teachers to address the above finding.

Teachers meet on a weekly basis to collaborate on curriculum planning, goal-setting, and to share teaching practice and assess student progress. As a staff, we also meet weekly to engage in professional development and discuss school concerns as a community. In addition, the principal and staff developer observe teachers regularly and meet with grade level teams on a monthly basis. There are many opportunities for teachers to share curriculum plans, teaching and assessment practices with the principal and their colleagues, and as a result the principal has a clear sense of how and what is being taught.

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?

The teachers at the Earth School are highly qualified, exceptionally dedicated, and well-trained in progressive education, which values experiential and active learning over the traditional direct-instruction model. Our school's hiring process is designed to recruit intelligent and reflective professionals who have training and/or experience in progressive education and a willingness to learn and to continue to develop their craft. Teachers continue to work on their practice through weekly professional development sessions and collaborative meetings.

Classrooms are set up to foster group work and individual expression. Meetings are held to give instruction and facilitate discussion. Direct instruction is practiced by teachers at times, as is partner work and small group work. Our mixed-aged classrooms foster peer-mentorship, and necessitate differentiation in instruction. The core social studies curriculum allows students to explore a topic deeply and appeals to diverse learning styles. These classroom structures lend themselves to high student engagement. Students are encouraged to develop their thinking and express their own points of view.

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.

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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:

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

The principal presented the CEP to the School Leadership Team, and Appendix 7 was reviewed and discussed by members of the SLT. The principal's assistant reviewed the published curricula as well as the curricula developed in house by grade level teams, and consulted with teachers to address the above finding.

Teachers meet on a weekly basis to collaborate on curriculum planning, goal-setting, and to share teaching practice and assess student progress. As a staff, we also meet weekly to engage in professional development and discuss school concerns as a community. In addition, the principal and staff developer meet with grade level teams on a monthly basis to discuss math, language arts, and social studies curriculum. There are many opportunities for teachers to share curriculum plans, teaching and assessment practices with the principal and their colleagues, and as a result the principal has a clear sense of how and what is being taught.

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

Applicable   x Not Applicable

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

The teachers at the Earth School are highly qualified, exceptionally dedicated, and well-trained in progressive education, which values experiential and active learning over the traditional direct-instruction model. Our school's hiring process is designed to recruit intelligent and reflective professionals who have training and/or experience in progressive education and a willingness to learn and to continue to develop their craft. Teachers continue to work on their practice through weekly professional development sessions and collaborative meetings.

Classrooms are set up to foster group work and individual expression. Meetings are held to give instruction and facilitate discussion. Direct instruction is practiced by teachers at times, as is partner work and small group work. When applicable, math-based projects are integrated into the social studies core curricula to allow for contextual experiences. For example, the first and second grade students measure the height of their building models during the study of architecture and measure the weight capacity of their bridges models during bridge study. Math-based projects in real-world contexts are developed and implemented to allow students to apply mathematics in a meaningful way. For example, the pre-K class collects coins for Unicef – students are sorting and counting the coins and learning about charitable giving. The fourth and fifth grade students worked on a fraction project to determine how many hero sandwiches would be needed on a field trip.

Our mixed-aged classrooms foster peer-mentorship, and necessitate differentiation in instruction. The core social studies curriculum allows students to explore a topic deeply and appeals to diverse learning styles. These classroom structures lend itself to high student engagement. Students are encouraged to develop and express their thinking, rather than to take content in and repeat it back out.

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.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

The principal presented the CEP to the School Leadership Team, and Appendix 7 was reviewed and discussed by members of the SLT. The parents, staff members, and administrators on the SLT comprise the personnel committee, which is responsible for interviewing and hiring teachers each year. The principal's assistant reviewed the organizational sheets over the past 5 years to determine the percentage of new teachers each year.

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 teachers at the Earth School are highly qualified, exceptionally dedicated, and well-trained in progressive education. Our school's hiring process is designed to recruit intelligent and reflective professionals who have training and/or experience in progressive education and a willingness to learn and to continue to develop their craft. Candidates have the opportunity to tour the school and observe in classrooms to familiarize them with the school and its teaching philosophy. Teachers who choose to teach here make a commitment to work collaboratively with parents, staff, and administration, and as a result have input in the running of the school.

The turnover rate of teachers over the past 5 years averages approximately 15%. This translates to 4 positions each year – however for the present school year we have only one teacher new to the school. The majority of teachers who leave do so for childcare leave or to pursue varied and enriching teaching opportunities. For example, four of our teachers left to teach abroad.

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.

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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.

The teachers at the Earth School are highly qualified, exceptionally dedicated, and well-trained in progressive education. Our school's hiring process is designed to recruit intelligent and reflective professionals who have training and/or experience in progressive education and a willingness to learn and to continue to develop their craft. Candidates have the opportunity to tour the school and observe in classrooms to familiarize them with the school and its teaching philosophy. Teachers who choose to teach here make a commitment to work collaboratively with parents, staff, and administration, and as a result have input in the running of the school.

The turnover rate of teachers over the past 5 years averages approximately 15%. This translates to 4 positions each year – however for the present school year we have only one teacher new to the school. The majority of teachers who leave do so for childcare leave or to pursue varied and enriching teaching opportunities. For example, four of our teachers left to teach abroad.

The school will consider the ESL teacher's experience with workshops and professional development through the Department of Education. Also, the school has discussed with teachers their knowledge of the existence of professional development opportunities for 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?

While the ESL teacher regularly engages in professional development opportunities, the time available to turnkey this information to teachers is becoming increasingly limited. The ESL teacher is responsible for coordinating and instruction of the ESL program for two schools. This leaves little to no time to provide teachers with valuable professional development at the school level, due to increasing compliance paperwork and other administrative responsibilities. Although the ESL teacher is fully aware of QTEL training and other workshops, and has attended many such events, there could be more time devoted to making sure classroom teachers are benefiting from such training. It is also the case that classroom teachers in this school, where there is a relatively small ELL population, may only have one or two ELL students in their class, therefore when attending PD sessions, are more likely to get involved in content area pd's or those regarding math or ELA. QTEL certainly provides great training in ELL instruction, but may be largely impractical for teachers at our school as the institutes may take up to five work days to complete. Similarly, at the district level it seems that information about these trainings is sometimes only sent to principals or to the ESL teacher.

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.

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As part of this finding is applicable, one thing we will do to combat the issue will be to make ELL PD opportunities more readily available to classroom teachers. Through emails, announcements, flyers, and posters, the ESL teacher will disseminate PD information to classroom teachers, and consider the needs of students in each individual class. The ESL teacher will translate the need for development in LEP instruction due to the increasing number of immigrants arriving in the U.S. every year. It is valuable for all teachers of ELLs to receive specific instruction in this area in order to ensure that appropriate differentiation is taking place in the classroom. The ESL teacher will also make efforts to share information collected at workshops with teachers immediately after the workshop and to pick out useful teaching tools and strategies that can be immediately applied in the classroom. It should be noted that the ESL teacher does take advantage of the teacher center space in the building to display ESL teaching models such as SIOP and has developed a reference folder for teachers of ELLs to use when planning instruction.

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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.

The ESL teacher, classroom teachers, and administrators will consider the use of data collected from formal and informal assessments by all of those who instruct English Language learners.

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

Applicable   x 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?

NYSESLAT scores, LAB-R scores, ELA exam scores, Math scores, and periodic assessment and practice test results are all used to group students and drive instruction in the ESL program. Our school therefore, does not believe the above finding to be relevant. Teachers are kept informed of ELL students' levels and scores on assessments. Student groups are determined by their English language proficiency drawn from NYSESLAT yearly scores. The ESL teacher uses data from current and past years to update the LAP, complete worksheets on student demographics, and analyze the trends occurring amongst the school's ELLs. Progress is also documented in narrative reports by the classroom teacher and ESL teacher throughout the year. Therefore, there is communication over where the students are progressing and where they need more support.

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.

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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.

The principal presented the CEP to the School Leadership Team, and Appendix 7 was reviewed and discussed by members of the SLT. The principal's assistant consulted with one of our SETSS teachers to prepare the response to the above finding.

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

Applicable x Not Applicable

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

All teachers are given a copy of each IEP for their students. Teachers also collaborate with SETSS teachers to create goals before each annual review. Teachers work together to use the goals stating in the IEP to inform instruction for individual students. Classroom teachers and SETSS teachers meet regularly to discuss goals for each student receiving services and to assess each student's progress.

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.

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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.

The principal presented the CEP to the School Leadership Team, and Appendix 7 was reviewed and discussed by members of the SLT. The principal's assistant consulted with a SETSS teacher to prepare the response to the above finding.

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?

The IEP is viewed as a collaborative document and is created with input from classroom teachers, SETSS teachers, the related service providers, guidance counselor, school psychologist, and social worker, as well as the child's family. Classroom teachers keep copies of their students' IEPs in locked boxes in their classrooms. Teachers collaborate with SETSS teachers to create goals before each annual review. Goals are reviewed periodically to ensure that students are getting necessary support to meet their goals. Meetings between SETSS and classroom teachers, as well as discussions with related service providers, help to carefully monitor progress.

Students with IEPs and students identified as "at-risk" are carefully monitored by classroom and SETSS teachers to ensure progress is made. Teachers assess kids periodically throughout the year. Classroom teachers and SETSS teachers meet regularly to discuss: short term goals, progress made with specific skills, differentiated instruction, modifications needed for class work, curriculum planning, implementing interventions, and to reflect on how the various interventions and modifications have worked thus far. At times, students are decertified from some or all services over time when it is determined that all goals are met and no support services are needed.

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

**We currently do not have any children in temporary housing.**

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.

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

*NCLB/SED requirement for all schools*

### **Part 1: School ELL Profile**

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#### **1. List of LAP Team Members**

Alison Hazut, Principal  
Jocelyn Walsh, Parent Coordinator  
Brooke Gassel, Certified ESL pedagogue  
Jennifer Townsend, 3<sup>rd</sup> Grade Certified Teacher  
Dyanthe Spielberg, Literacy Coach  
Vanessa Keller, SETSS teacher  
Theresa Pulle, 4/5 certified teacher  
Maya Projansky, 4/5 certified teacher  
Tina Cella, Guidance Counselor

#### **2. Teacher Qualifications**

There is one certified ESL teacher at The Earth School. The teacher's license and certification is on file at the school. All other teachers of ESL students are certified in elementary education or special education, and certification is kept on file at the school.

#### **3. Demographics**

The Earth school currently serves 342 students in total. The ESL program at The Earth School (PS 364) is a free-standing pull-out program which serves 13 students in 2009/10 whose languages include Spanish, Tibetan, Polish, Chinese, Japanese and French. Students range from grades K-5. ELL students make up 3.8% of the total student population. The certified ESL teacher provides pull-out instruction in balanced literacy, math, social studies and beginning language development. Four students in the 2009/10 school year are Special Education students in full-time 12:1 self-contained classes.

In the 2008-2009 school year there were 10 students served. 4 students were special education students. Of all the ESL students this year 9 students are advanced, one is intermediate, and three are at the beginner level, as determined by their Lab-R and NYSESLAT scores. All three students that are at a beginner level of proficiency are Special Education students in a 12:1 teaching environment.

Two students are receiving their fourth year of service, while all others are in their first year or have been receiving ESL services for three years or less.

## **PART !!: ELL Identification Process**

### **Parent Program Choice**

1. The program at The Earth School is a free-standing ESL pull-out program. Currently, bilingual and dual language options are not available as there has not been a demand for these models in recent years. Regardless, parents are made aware of all three program choices. If a demand for other options increases, the school will take steps to provide the requested programs. The certified ESL teacher, along with the parent coordinator and administrators periodically reviews parent surveys to identify changing trends in program requests.

-Parents come to school with their children prior to the beginning of the school year. At this time, parents are given an oral interview by the licensed ESL pedagogue as well as the parent coordinator. Interviews are conducted in the native language when appropriate.

-Parents are given a Home Language Information Survey. Based on the parents' response to questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services.

-If the student is eligible for second language services, based on their score on the LAB-R exam, parents are informed in English and in their native language to let them know that their child qualifies for ESL, bilingual or dual language classes.

2. A parent orientation is held at the beginning of the school year with the Parent Coordinator and translators and licensed ESL Teacher to inform parents of program choices available. The three program models are ESL, transitional bilingual and dual language. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. The Earth school objectively presents all program models, to allow parents to make the choice that they most prefer. Within 10 days of registration and they make an informed decision about what program they would like their child to participate in. Parents are given information in their home language about the three program options: Transitional bilingual education, Dual Language, and Freestanding ESL. This information is provided through pamphlets, video, and oral translation when available.

-Parents are informed that the Earth School only offers ESL. If parents prefer another program, they will be given the names of other schools that offer the program of their choice.

Parents have not requested additional programs such as Bilingual Education and Dual Language Programs, therefore the Earth school does not offer such programs at this time. The ESL certified teacher and the LAP team periodically review parent program choices to track any changes in the requests for programs. If parents begin to choose the dual language, or transitional bilingual options, the school will offer these options.

3. Parents are given Entitlement letters, parent survey and program selection form in the school by hand either by the classroom teacher or the ESL certified teacher. Parents are asked to return these forms within a week. If forms are not received the parents are contacted and

asked to either return the required forms or meet with teachers or administration. All forms are provided in the parents' home language. The orientation video is also shown in the home language when applicable. .

4.ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school.

5. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the ESL program at The Earth School for their children. Five new Kindergarten students entered the ESL program at the Earth school in the Fall of 2009. Parents of all five students opted for the ESL program at the Earth school after reviewing their options.

6. Data indicates that the parents at The Earth School, with children who qualify for ELL services, have consistently requested the ESL program. The data also further indicates that these parents have opted for their child to remain in a mainstream classroom with additional support in balanced literacy and content area instruction. Since parents have not requested additional programs such as Bilingual Education and Dual Language Program , the school has not needed to build an alignment.

The ESL teacher also meets with all of the ESL students' families formally during parent/teacher conferences three times a year and more informally during regularly scheduled meetings throughout the year to discuss students goals and progress.

**ELL Breakdown by Language Group**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Spanish				2	1	2
French	1					1
Polish	1					
Chinese	2					
Other	1 Hebrew			1 Japanese		1 Tibetan

**PART III: Programming and Scheduling Information**

1/2. Students receive one (60 minutes) or two periods of pull-out ELL instruction daily as mandated by their LAB-R or NYSESLAT score. The ELL teacher provides 7 periods of ELL instruction five days per week. The size of the ELL class ranges from 2 to 6 students, allowing the ELL teacher to address the students' different learning styles and differentiate instruction. The groupings are heterogenous, as grade levels and proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency or grade level. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. Students also receive 180 minutes of ELA instruction per week in their classrooms.

At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. As students generally score the lowest on the Reading portion of the NYSESLAT, this fact is considered when designing instruction.

3. The certified ESL teacher works closely with the classroom teachers and school administration to develop a pull-out schedule which will benefit student learning. Students are not pulled from their special subjects as these are considered vital environments for students to develop their social language and engage in hands-on activities. When students are pulled from reading and writing, they receive scaffolded reading and writing instruction in the ESL classroom. When students are pulled from content area lessons, they receive supported instruction in the content area in question.

The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) and CALLA (Cognitive Academic Language Learning Approach) in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used in The Earth School pull-out ESL program includes modeling, bridging (ex.: Thing-Pair-Share), contextualization (ex.: self-assessment, reciprocal teaching). Additionally, the ELL students are scaffolded through schema building. This is done by focusing on school wide weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom.

Authentic literature, thematic units and Author Studies are a large focus in the ELL classroom. In addition, there are a wide range of books that target each grade and language level, including an extensive Author Study Library.

Students are taught in a language-rich ELL classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class.

Students will practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and

Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. For

example, if the students are working on reading and writing personal narratives in the classroom, there will be additional instruction in the ESL pull-out environment which will focus on helping students to access the language of personal narrative stories, and provide vocabulary support and reading strategies to improve students understanding of the topic.

The certified ESL teacher employs the SIOP lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The ESL teacher plans lessons for listening and speaking from the Side-by-Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

The New York State English as a Second Language learning standards are applied to all lessons.

In the general education classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. Classroom teachers use an array of differentiation strategies to support ELLs. Some of these include, heterogeneous groupings, pre-reading vocabulary exposure, use of manipulatives and lessons based in total physical response (TPR), visual support in the form of illustrations and photographs.

4. Newcomers as well as students in the ESL program for 4-6 years engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. For ELLs with special needs, including Students with IEPs, SIFE students and ELLs who have been in US schools for less than three years, there is even greater consideration and supplemental techniques, strategies and scaffolding used during instruction. These students are often given more individualized support and instruction to help meet their educational needs.

#### **Plan for Long-Term ELLs:**

##### ***LEP students who have not met the performance standard in listening:***

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. In order to address the needs of students who need further practice in listening we will engage in a variety of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classroom by giving students specific instructions for completing physical activities. Repetition of words and

ideas, and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each student.

***LEP students who have not met the performance standard in speaking:***

LEP students who require further development of speaking skills will engage in lessons that provide practice with a variety of interactions. Students will use the interview method in their pull-out classroom to communicate with other students and to report back to the group. Art will be used in the classroom both as a high interest conversation starter as well as a form of self-expression in order to facilitate speaking in descriptive language. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Students will consistently be assessed using the Student Oral Language Observation Matrix (SOLOM), with careful attention paid to development of comprehension, fluency, vocabulary, grammar and pronunciation. Class activities will center around oral performance activities that include, discussing, describing, persuading, evaluating, and debating.

***LEP students who have not met the performance standard in reading***

In order to best serve students who require continued support in reading under the CR 154 extension of services, the teacher uses a variety of instructional methods. The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) and CALLA (Cognitive Academic Language Learning Approach) in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used include modeling, bridging (ex. Think-Pair-Share), contextualization (ex. Story retelling, picture walks), and metacognition (ex. Self-assessment, reciprocal teaching).

The ESL teacher provides in-depth narrative reports in the middle of every school year. The narrative reports address the students' progress in all skill areas relating to academic and social language development. Generally, the reports are about 2-3 pages and provide a detailed look into the classwork being completed and the students' developing proficiency in English. These reports along with meetings with parents and teachers help to keep parents involved and informed regarding their child's English language development.

5. The school has a support team, which examines the need for further targeted instruction in content areas. Between the combined efforts of the support team and the pupil personnel team, student learning challenges are identified early and various strategies and groupings are applied to meet these needs. For example the student may receive targeted instruction in math concepts or math vocabulary, they may have access to mp3 players with stories read aloud for further practice, or they may partake in reader's theater groups to help with a variety of literacy challenges.

**6. Former ELLs**

Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary tools to access information as their language continues to grow.

7. Art and literacy is being integrated in the ESL curriculum. In conjunction with the Whitney Museum of art as well as the Museum of Modern Art, students will explore the language and critical thinking that is necessary for them to examine art works. Students are also partaking in lessons that incorporate writing about art and creating art to accompany their own original writing. Trips to these museums and guided tours will be a part of the ESL curriculum, as well as pre and post-viewing activities to activate prior knowledge and solidify learning.

8. Currently there are no programs or services being discontinued.

9. All ESL students are invited to participate in all extracurricular activities and clubs before, during, and after school. In this way they are able to develop their social skills and social language for further success. There are opportunities for both parents and students to participate in school activities throughout the year.

Town meetings are held every week with the whole school in attendance, seasonal parades and celebrations, and 'open mic' nights are open to all ESL students and their families. Other events include poetry slams, physical education clubs, after school, dance, ballroom dancing, camping trips, excursions and field trips, and cooking. ESL students also participate in classroom-based clubs along with their peers. Many clubs are facilitated by students and include puppet-making, Harry Potter, bookmaking, art, reading, building, drawing. In this way, students are encouraged to develop their social language skills and confidence amongst their peers.

10. There is a strong focus on technology at the Earth school. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports.

Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

11. Students use bilingual dictionaries for native language support. Students also use bilingual glossaries for math, science, and social studies terms that are aligned with the content being covered on their grade level. Students also have access to Chinese and Spanish bilingual fiction and non-fiction books in the library.

12. Support and resources for ELLs are aligned to ages and grade levels. Native language support is delivered in the freestanding ESL program model. Through websites, bilingual dictionaries, and glossaries students have native language support that is aligned with age and grade levels.

13. **Activities to assist newly enrolled ELLs:** Prior to the beginning of the school year, the parent coordinator communicates with parents of newly registered ELLs. Parents are given the opportunity before school or during the first week of school to tour the classrooms,

meet the teachers, and familiarize themselves with the school environment. Information is provided in the native language. Parents are also provided with an overview of the ESL program as well as with resources on the internet, in books, and libraries that can help them to support student learning at home.

### **SIFEs and ELLS with Special Needs**

There are currently no SIFE students at The Earth School.

The Earth School incorporates interventions for ELL students on a daily basis. Students who are English Language Learners work one-on-one and in small groups with the ELL teacher as well as with student teachers in their classrooms. Teachers at the Earth School carefully determine appropriate reading and mathematical levels for ELL students, so as to support them while teaching at an individualized pace for them. Many ELL students work in small reading groups with the SETSS teacher, working on the Wilson Reading program.

Classroom teachers are sensitive to the learning styles of ELL students and implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. The Earth School also allows teachers to have access to many resources which helps support ELL students; learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology. Having these structures in place allow all students to thrive academically.

### **Professional Development**

1. All teachers will be provided with professional development to support the understanding of the new citywide Language Allocation Policy (LAP). The ESL teacher works with the classroom teachers to ensure that the foundations of the LAP policy are incorporated into daily classroom instruction.

The ESL teacher meets with staff for two hours every Thursday after school and participates in professional development. The ESL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiaion, and curriculum development.

Teachers are also provided support throughout the year on an individual basis. The ESL teacher works with classroom teachers to determine teaching strategies, discuss language development, set goals for individual students, and incorporate new teaching ideas into the classroom that will help to differentiate learning for ESL students.

Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers.

Teachers have access to ELL specific materials from the ESL classroom library and the ESL teacher's library of materials. There is an ESL binder of resources in the UFT teacher center for lesson planning and instruction, as well as ideas for teaching math, literature, social studies and other content areas to ESL students.

Furthermore, the ESL teacher works closely with an ELL specialist for the school support organization and attends monthly ESL network meetings. Topics include the language of mathematics for ELLS, differentiation, and lesson planning.

#### Earth School Professional Development Calendar:

9/10

Business

Launching at-risk

9/17

Business (1 hour)

Grade level (1 hour)

9/24

Potluck

10/1

PD--Case Study of a child

10/8

Business (1 hour)

Grade level (1 hour)

10/15

Curriculum Night

10/22

Business (1 hour)--Words Their Way scoring

Grade level (1 hour)

10/23\*

PD--launch differentiated planning

10/29

Business (1 hour)

Grade level (1 hour)

11/3 Election Day--Brooklyn New School

PD-differentiated planning (2 hours)

11/5

PD--case study

11/12

Conferences

11/19

**MAY 2009**

Business (1 hour)  
 Grade level (1 hour)  
 11/20\*

2/5 Business Writing Inquiry reflection Small group meeting	2/12 – Cecelia  Narrative reading & next step reflection	2/19  Winter Break	2/26  conferences	2/27*  conferences
3/5  Business Small group meeting	3/6* - Cecelia Writing study group launch (1)  Individual meetings with Cecelia	3/12  Business Small group meeting	3/19 (Thursday Half day) Business Writing groups (2)	

PD--differentiated  
 planning  
 11/26  
 Thanksgiving  
 School Closed  
 12/3  
 PD--case study  
 12/10  
 Business--Narratives (1 hour)  
 Grade level (1 hour)  
 Frost Valley  
 12/18\*  
 PD--differentiated  
 planning  
 12/24

Winter Recess

3/26 Business Tech time Small group meeting	4/2 Writing groups (3)	4/9 Spring Break	4/16 Spring Break
4/23 Business Small group meeting	4/24* Graduate portfolio meetings	4/30 – Cecelia Review – Rachel & Micaela	5/7 - Cecelia Review - Abbe
5/14 Business Small group meeting	5/15* Writing groups (4)	5/21 – Cecelia Review - Shonelle	5/28 - 3 <sup>rd</sup> grade camp Business Small Group
6/4 Chancellor's Day No students	6/11	6/18 Business Small group meeting	6/25

2. The Earth school provides support for students transitioning into middle school. Fifth grade classroom teachers and the ESL teacher meet with parents during the fifth grade year to discuss middle school options. Teachers inform parents of continued entitlement in middle school provided that students are still ELLs after the Spring NYSESLAT exam. Parents are given contact information for middle schools in the area so that they can tour and make informed decisions about the best options for their child.

3. In the aforementioned ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate.

**PARENTAL INVOLVEMENT**

1. Parents are an integral part of the Earth school community. Parents help plan and

facilitate a wide variety of community activities, such as the fall fair, clubs within the school, open mic nights, cookshops, class publishing parties, and town hall meetings. Parents are involved in the school's environmental endeavors and serve on the boards of the nutrition committee, the rooftop garden committee, and seasonal events committees. Parents also attend field trips and help organize student fundraising and donations.

2. The Earth school makes consistent efforts to reach out to parents on a regular basis that goes far beyond the required parent conferences throughout the year. The Earth school works with Community Based Organizations, such as the Garden to Café program and Tompkins Square Park throughout the year to plan events that involve parents.

3. There is a Parent Association at the Earth school wherein parents meet regularly throughout the school year to discuss schoolwide initiatives and make decisions. Teachers and administrators from the school communicate with parent leaders to discuss the needs of the parents.

4. Parents are involved in a wide array of activities at the Earth school. Classroom clubs, open mic nights, seasonal celebrations, nutrition/cafeteria committee, rooftop garden planning committee, publishing parties, town hall meetings, schools performances, field trips. When parents have a concern, for example eliminating the use of Styrofoam from the cafeteria, or altering the food options available at lunch, they meet with school officials and discuss alternative options. The Earth school has been very successful at implementing change on behalf of and in conjunction with parents.

**PART IV: Assessment Analysis**

1. The certified ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest.

Students are given running records, ECLAS exams, informal and formal assessments that help to determine their early literacy skills at young ages. ESL students tend to be advanced and near grade level, unless they have special education needs.

The certified ESL teacher conducts informal and formal assessments regularly starting at the beginning of the year. Each student has an ESL portfolio, which is carefully examined by the teacher three times a year to determine progress in areas such as written work, spelling, grammar, reading comprehension, and vocabulary.

The Earth school uses a DYO assessment plan in lieu of standardized periodic assessments. The DYO assessments focus on the holistic progress of each student and provide the teacher with a framework within which to determine areas of student strengths and weaknesses and lay out plans for addressing areas of need for each individual student.

Other forms of assessment include holding students to transparent standards when completing units of study throughout the year and assessing student achievement based on these goals and standards. Each unit of study includes a culminating project, such as a research paper, or personal narrative on which students receive feedback and which the teacher uses to further assess student progress. Units of study are aligned with ESL and ELA standards as well as content–area standards being addressed in the classroom.

**2.**

**Content Area Grades K-8**  
**2008-2009**

Assessments	Notes
<b>Math</b> <b>City wide</b> <b>(Grades 3,5,6)</b> <b>New York State</b>	A total of 9 LEP students were tested in Math. At the third grade level four of these students scored a level 2 and one student scored a level 4, taking the test in his native language. At the Fourth grade level one student

<b>(Grade 4)</b>	received a level 2 and one student received a level 3, taking the exam in the native language. At the fifth grade level one student scored a level 3 and one student scored a level 4 taking the exam in his native language. Students who take mathematics exams in the native language tend to perform better.
<b>ELA City wide ELA (Grades 3,5,6) New York State (Grades 4)</b>	A total of 8 LEP students took the ELA exam. They all scored a level 2. Four students were in the third grade, two students in the fourth grade, and two students in the fifth grade, all of whom have been receiving ESL services for less than 3 years.

Out of the reading, writing, listening, and speaking portions of the test, 3 students scored as beginners on the Reading/Writing portion in the Spring of 2009. On the Listening/Speaking portion all students scored at the Intermediate level or above, and four students passed this portion, remaining in ESL due to their scores on Reading/Writing. The students who continue to score as beginners on the Reading/Writing portion are Special Education students for whom test taking is a challenging task, and whose abilities are not clearly reflected in this type of normative assessment. 4 students scored Advanced on the Reading and Writing portion, and of those students who have been in ESL for 3 or more years and are not in Special education, we have seen consistent gains year to year on their NYSESLAT scores. In reference to this data, ESL instruction has focused on improving ELLs reading and writing skills. This has been done with a greater focus and inclusion of reading and writing workshops in ESL instruction at The Earth School.

As the chart below indicates, most ELLs at The Earth School scored on average on the NYSESLAT tests at a proficiency level of Advanced. All general education students met the New York State ESL Standards by moving up by at least one proficiency level.

**NYSESLAT SCORES 2009**

	Beginner	Intermediate	Advanced	Pass
Numbers of Students scoring at each level	3 (Special Ed)	1(Special Ed)	9	Four students passed the listening and speaking portion.

3. The data indicates that the proficiency levels in reading and writing are slightly lower than in listening and speaking. Instructional decisions are made based on improving reading and writing. The students receive scaffolding and support in their pull-out reading and

writing workshops. The small group instruction helps to give each student focused, tailored feedback. Additionally, instruction in the mainstream classroom is differentiated based on the needs of the students. Classroom teachers are provided with support from the literacy and math coaches and the instructional specialists to ensure that all students' needs are met.

4. Periodic interim assessments are also used to drive instruction. The teacher accesses and prints out score reports for all students after each assessment is administered. Pearson's online score reporting system allows the teacher to see what skill each question on the test is addressing, and which areas students are struggling in. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classroom who can help during class activities.

6. The Earth school considers both test scores as well as development over the years through examination of student portfolios to determine success within the program. When consistent gains are not being made, the students' particular needs are addressed and an individual education plan may be developed for that child. Many interventions may also be tried before developing an IEP for a child. Sometimes students need further physical stimulation, more one-on-one instruction, confidence building exercises or hands-on activities to help them reach their potential. The Earth school is truly a collaborative environment where everyone is invested in the success of the students. Children who do not make gains are discussed thoroughly at Pupil Personnel Team meetings and are observed by social workers, psychologists, and other support team members as deemed appropriate. Feedback from teachers, administration, and parents is heavily considered when examining the success of the ESL program for each individual student. Diverse learning styles are always considered.

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

The data and methodologies used to assess the school's written translation and oral interpretation are the home language surveys, surveys conducted at PTA meetings, and informal teacher/faculty observations.

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

Three students at the Earth school speak Tibetan as their first language. Two of these students have parents who require translation. The school has a Tibetan interpreter attend the parent/teacher conferences for these parents. Teachers and administrators determine whether or not students will have oral translations of content area state tests. This year, two students received translation services for the social studies and math exams.

In the case of Spanish speaking parents, the parent coordinator attends parent/ teacher meetings and translates in Spanish. Also, all paperwork such as program placement letters, and NYSESLAT exam score reports that are available in Spanish are provided for parents.

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

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

We have found that we have been able to meet our communication needs through the use of oral translation. Our parent coordinator meets with Spanish-speaking families to translate written reports, announcements, and other school documents, and makes time to attend parent/teacher conferences for those families. We use an outside translation service to provide a Tibetan interpreter to orally translate the written reports and orally translate state tests for our 3<sup>rd</sup> – 5<sup>th</sup> grade students who need it. Scheduling of these services coincide with our school calendar, so that families receive these services in a timely manner.

If we are not able to provide oral translation for important documents, such as narrative progress reports, we will submit the documents to the DOE Translation and Interpretation Unit.

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

The Earth School uses an outside translation service to provide oral interpretation of state tests and narrative reports for our families who speak Tibetan. Our parent coordinator provides oral interpretation of written reports, newsletters and other written materials for Spanish speaking families.

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

The Earth School provides each incoming family with a parent handbook, which outlines school policy and procedures, as well as communication protocols and contact information. The text of the parent's bill of rights is included in the handbook. The school's bi-lingual (Spanish/English) parent coordinator greets families and students at arrival and dismissal, and posts important information, such as interpretation services, on a poster board in the lobby. The parent coordinator also assists the classroom teachers in reaching out to families in need of translations at conference time. The administration works with the teachers to identify families who speak languages other than English or Spanish, in order to coordinate interpretation services.