



**SAMUEL HUNTINGTON SCHOOL
PS40**

**2009-2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 28Q040
ADDRESS: 109 – 20 UNION HALL STREET, JAMAICA, NY 11433
TELEPHONE: (718) 526-1094
FAX: (718) 526-1209**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q040 SCHOOL NAME: Samuel Huntington

SCHOOL ADDRESS: 109 – 20 Union Hall Street, Jamaica, NY 11433

SCHOOL TELEPHONE: (718) 526-1904 FAX: (718) 526-1209

SCHOOL CONTACT PERSON: Alison Branker EMAIL ADDRESS: abranke@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Christina Williams</u>
PRINCIPAL:	<u>Alison Branker</u>
UFT CHAPTER LEADER:	<u>Deborah Jackson-Carr</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Dorothy Moody</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 SSO NAME: Community LSO

SSO NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: Jeannette Reed

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	<i>Signature</i>
Alison Branker	*Principal	<i>Alison Branker</i>
Deborah Jackson-Carr	*UFT Chapter Chairperson or Designee	<i>Deborah Jackson-Carr</i>
Christina Williams	*Member/CSA Representative	<i>Christina Williams</i>
Dorothy Moody	*PA/PTA President or Designated Co-President	<i>Dorothy Moody</i>
Dorothy Moody, I.A.	*Title I Parent Representative <i>(suggested, for Title I schools)</i>	<i>Dorothy Moody, I.A.</i>
Sharon Hicks	*DC 37 Representative, if applicable	<i>Sharon Hicks</i>
Denise Gray	*Member/Teacher	<i>Denise Gray</i>
Georgia Rizzo	*Member/Teacher	<i>Georgia Rizzo</i>
Kelly Nurse	*Member/Parent	<i>Kelly Nurse</i>
Fran Hardaway	*Member/Parent	<i>Fran Hardaway</i>
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

SCHOOL VISION AND MISSION

At The Samuel Huntington school we believe in providing a safe nurturing learning environment, where students benefit from an academically rigorous curriculum rich in the Arts, Science, and Social Studies. On a daily basis students are presented with clear learning expectations, rigorous tasks, engage in accountable talk with their peers, and learn how to be organized for effort.

Student Responsibility

Teacher Accountability

Academic Achievement

Nurturing Environment

Dedication to Strengthening the Home-School Connection

Aspiring to Succeed

Respect for All

Development of Community Relationships

Social Awareness

Contextual Information About the School's Community and its Unique/Important Characteristics

Public School 40 is located in South Jamaica, Queens, New York. This Pre-Kindergarten through sixth grade school services a population of approximately 548 students who are predominately African-American with some cultural diversity from Hispanic, Haitian-Creole, Arabic, Fulani and Bengali cultures. Though predominately African-American, the community is home to a mixture of Caribbean and Southern cultures. The school is a central part of the community to many students and many generations of their families. The 1920's structure has been renovated with a state of the art library that is connected to The New York Public Library System. On a walk through the corridors of our school, you will see authentic student work on display across curriculum areas. On a monthly basis we host parent involvement workshops across the content areas to empower parents to be better able to support their children's learning.

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 040 Samuel Huntington								
District:	28	DBN:	28Q040	School BEDS Code:	342800010040				
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>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	36	33		89.7	91.2	TBD		
Kindergarten	80	61	82	Student Stability - % of Enrollment:					
Grade 1	66	90	73	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	77	65	90		90.8	86.7	TBD		
Grade 3	74	76	69	Poverty Rate - % of Enrollment:					
Grade 4	74	77	64	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	42	66	66		88.8	88.9	TBD		
Grade 6	69	29	53	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		12	39	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	4	3		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	4	1	14	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	522	501	544		0	4	3		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	17	17	26	Principal Suspensions	15	43	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	0	0	Superintendent Suspensions	17	14	TBD		
Number all others	29	28	34	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	37	41	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	36	40	49						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	5	Number of Administrators and Other Professionals	11	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	1	0	TBD	% fully licensed & permanently assigned to this school	97.3	100.0	TBD
				% more than 2 years teaching in this school	78.4	82.9	TBD
				% more than 5 years teaching anywhere	48.6	65.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	78.0	76.0	TBD
American Indian or Alaska Native	1.0	0.8	1.3		81.3	82.8	TBD
Black or African American	76.4	73.3	72.6				
Hispanic or Latino	16.5	18.6	18.2				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	4.0	4.0				
White			0.0				
Male	49.2	51.7	49.3				
Female	50.8	48.3	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	√		
Overall Score:	66.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.1			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:	13.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	41.5						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?
-

Student Attendance

Data Analysis and Findings:

Data taken via ATS Reports including RISA, RCUA, RSAL, RDAL, ROCR and Guidance Logs, Teacher Attendance/Working Class Lists etc...show that we have made some progress. We have moved from 87.6 in 2005/06, to 88.0 in 2006/07, to 89.4 in 2007/08, to 89.5 in the 2008-2009 school term. The data shows that our attendance is slowly and steadily progressing.

We found that last year, as well as in previous years, our attendance had been affected greatly by non-mandated grades (Pre-k and K). We also noted that many students do not come to school on half days, during inclement weather and often take extended vacations before and after Holidays, as well as during Spring and Winter breaks. Students that do not fulfill immunization requirements have also had a negative effect on attendance. In addition, H1N1 also had an affect on our attendance towards the end of the school year.

Last school term 2008-2009, at our Open House, the Parent Coordinator, Mrs. Sandra Sanders and the Attendance Coordinator, Ms. L. Smith spoke with parents on the affect that poor attendance has on student achievement -and the school community, as a whole. According to various ATS reports, both student and parent awareness assisted in making an improvement in our attendance. In addition, student assembly's, daily announcements, school wide incentives, parent "buddy" system, letters mailed to homes, home visits and parent workshops on "What Is Considered Educational Neglect" etc... also assisted in raising our attendance. Reaching out to parents of students in non-mandated grades (Pre-k and K), where our attendance has been affected the most, and sharing with them the importance of having their children in attendance, as well as hosting Parent Workshops, greatly assisted, as well.

Last years attendance efforts and incentives created a momentum that we will continue this year. However, our primary focus and incentives will be on those students whose attendance is in great need of improvement as opposed to constantly rewarding those students whose attendance has been consistently good.

Implications for the Instructional Program

- The Attendance Teacher, Mr. B. Frederick and the ATS Operator/Family Worker, Mrs. Kelly - as well as Mrs. Sanders, Parent Coordinator will continue to do outreach via phone calls, letters and home visits on a consistent basis for students with poor attendance. However, this

year the Attendance Teacher and ATS Operator will begin intervention on the second day of absence.

- Attendance Committee meets once a month to discuss 407's, I-log, attendance progress, parent outreach, new incentives plans, concerns etc.
- Mrs. Kelly, ATS Operator is required to make a call to the home of an absent student no later than the second day of absence. Documentation must be made of the call and the outcome. An absence notice is requested upon return of the student to school. This efforts and the outcome are then I-logged by Mrs. Kelly or Mr. B. Frederick, Attendance Teacher.
- Professional development on "Mandated Reporting" was administered in January 2009 during Faculty Conference by Mrs. Donna Brailsford (Children First Rep). Training for all staff will be re-administered during the first week of November by Mrs. Cheryl McKissick, Social Worker.
- Monthly Parent meetings involving attendance and other topics have been scheduled until June. Invited guests will come to speak with parents about various issues and mandates involving immunization, H1N1, the correlation between poor attendance and low academic achievement as well as the correlation between poor attendance and high school drop out rates. Topics such as mandated reporting, educational neglect and accountability are addressed, among other topics involving attendance and accountability.
- School-wide Daily Attendance Incentive Board- This board shows the percentage of attendance for each class, every day. Students and teachers view the board on a daily basis to see how their classes are doing in relation to other classes. The data gathered from this board is used to determine attendance patterns for the Attendance Team to address.
- Administration hosts monthly free passes to see a movie held in our building.
- At the end of the year students with 100% attendance receive a special prize.

Attendance: Percentage of Days Students Attended

School Year	2005/06	2006/07	2007/08	2008/09
Percentage	87.6	87.8	89.4	89.5

Student Performance Trends

ELA Action Plan:

- By June 2010, student achievement in English Language Arts in Grades K through 2 will improve by 5% as measured by Reading 3D, DIBELS, EPAL, and teacher generated assessments. Instruction is driven by data which measures student achievement & assesses student needs. There is also on going progress which is monitored weekly, bi-weekly & monthly.
- By June 2010, student achievement in English Language Arts in grades 3 – 6 will improve by 10% as measured by state and/or teacher generated assessments. Acuity, ARIS and Renzulli Learning will be used to drive small group & individualized instruction. They will be given specific reading tasks & assessments. Small group instruction will take place 2-3 times per week which is focused on the skill of the week.

Target Population: K – 2

- To implement effective small groups, phonics based instruction for students in grades K through 2 uses the components of balanced Literacy with the Imagine It Open Court Reading Program, and Wilson Foundations intervention program. The instructional focus will be on decoding, encoding, comprehension, and writing skills that result in documented progress.
- Programs will be implemented by classroom teachers, librarian, and two Title I reading teachers.
- Imagine It instruction is 120 minutes daily for Kindergarten and First grade

- Imagine It instruction is 90 minutes daily for grade two
- Foundations is 30 minutes daily
- Two to three small skill ability groups will be established in each class. Results from the spring Reading 3D/Dibels/ELA/EPAL will be used to form the groups.

Target Population: 3 - 6

- Two to three small skill ability groups will be established in each class. Results from Acuity and the most recent 6 weeks assessment will be used to form the groups. The focus of instruction will be comprehension and writing skills. Content area materials will be used. All instruction will be aligned to New York State English Language Arts Performance Standards. Student deficiency skills will be addressed daily. The 25 book campaign will be used by students offering a broad variety of reading materials in both fiction and non-fiction.
- Programs will be implemented by classroom teachers, and cluster teachers
- Reading instruction takes place 90 minutes daily from September through June.
- Student reading levels produced by teachers bimonthly.
- Set individual student goals upon the completion of student conferences. Use of data to set up focus groups from previous instruction.
- Reading intervention services are provided daily for 45 minutes focusing on specific skill deficiency areas.
- Five additional instructors will push into each class. The focus of instruction will be comprehension and writing skills.
- Content area material will be used. All instruction will be aligned to New York State English Language Arts Performance Standards
- Student deficiency skills will be addressed daily, using the Balanced Literacy Components.
- The 100 Book Challenge will be used by students offering a broad variety of reading materials in both fiction and non-fiction.

Math Action Plan:

- By June 2010, student achievement in Mathematics in Grades Pre K through 2 will improve by 3% as measured by Everyday Mathematics Unit assessments. Utilize measurable assessment data provided from the Six Week Assessments.
- By June 2010, student achievement in Mathematics in Grades 3 through 6 will improve by 3% as measured in the Everyday Mathematics Unit assessments, and increase by 5% using portfolio pieces, the NYC Acuity Tests, and previous NYS Math Tests.

Target Population: PreK – 6

Daily 60 minute math block which includes:

- Math Review-do now, Math Message
- Developmental lessons, guided practice
- Application of concept, independent or group work
- Math Literature connection
- Extra practice/enrichment through student journal entries, math portfolio pieces, math literature activity sheets, math games, math websites, math games
- Monthly projects

For ELA and Math there are very few level 1 students. The number of students meeting or exceeding the math standards has continued to increase, and the level 1 and 2 population has continued to decrease. Student performance in the school continues to increase as evidenced by the increase of

level 3s and 4s in Math which continues to outpace the number of level 3 and 4 students in ELA by over 30%. In ELA, the number of level 1 students continues to decrease and the number of level 2, 3 and 4 students and scale scores continues to increase. All of this has had a positive effect upon student performance and student progress for our school. For math, the gap between the ELL students and the general education continues to close. It closed by .7% from 2008 to 2009. For math, the gap between the Special Education and general education students continues to close. It closed by 13% from 2008 to 2009.

For ELA there has been a significant decrease in Level 1s in grades 4, 5 and 6. However, there has been a decrease in level 3s and 4s in grades 3, 4 and 5. The gap between special education and general education students for ELA is closing for grades 3 – 6. Student performance in the school continues to increase as evidenced by decrease of level 1s in ELA. In ELA, the number of level 1 continues to decrease and the number of level 3 and 4 students and scale scores continues to increase. All of this has had a positive effect upon student performance and student progress for our school.

- Opportunities will be provided for students to participate in hand-on experiments. Data collected from experiments will be utilized to make concrete conclusions.
- Experiments will be required of each science teacher on a bi-monthly basis.
- Teachers will focus on the Process Skills of Using a Model, Predicting and Inferring.
- Reading in the content area of Science will increase during the Workshop model of Balanced Literacy Program.
- Initiatives for the entire grade will take place in order to supplement classroom instruction.
- Special Education and ELL students will be included in all initiatives.

Science Action Plan:

- By June 2010 student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on student portfolio pieces, Delta and Foss assessments, as well as teacher generated exams.
- By June 2010 Grade 4 student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on the New York State Science Exam.

Target Population: Pre-K - 2

- Teachers will align student learning experiences and assessments with the New York State Science Performance Standards and the New York City Scope and Sequence.
- Teachers will provide students with a learning environment that engages them in daily hands on experiences in all areas of science using the topics outlined in the New York State Scope and Sequence.
- All teachers of science will incorporate the use of the scientific method.
- Teachers will utilize science trade books and big books to teach content daily.
- Each student will receive a minimum of 45 minutes of inquiry-based science literacy daily.
- The science specialist will teach a targeted population of students for 50 minutes each week.
- Students and teachers will write bi-weekly and/or monthly goals.
- Students will be assessed using soft data such as teacher conferences, weekly teacher informal assessments, end of unit assessments, and portfolio pieces.
- Students will receive teacher generated tests bi-weekly.
- Students will prepare and host a science exhibit showcasing their scientific knowledge on a unit covered class.

- Students will present a parent workshop during which they will teach a science lesson to parents.

Target Population: 3-6

- Teachers will align student learning experiences and assessment with the New York State Science Scope and Sequence.
- Teachers will provide students with a learning environment that engages students in daily hands on experiences in all areas of science using the topics outlined in the New York State Scope.
- All teachers of science will incorporate the use of the scientific method.
- Teachers will utilize science trade books and big books to teach content daily.
- Each student will receive a minimum of 45 minutes of inquiry-based science literacy daily.
- The science specialist will teach a targeted population for 50 minutes each week.
- Students and teachers will write bi-weekly and monthly goals.
- Students will be assessed using soft data such as teacher conferences, weekly teacher inventories, Foss assessments, teacher generated assessments, and portfolio pieces.
- Students will receive teacher generated tests bi-weekly.
- Teachers will align their teaching weekly and bi-weekly. Using the essential questions as indicated on the New York State Science Scope and Sequence.
- Teachers will utilize Foss and Delta Science Kits and Harcourt Science.
- The science specialist will use supplemental materials such as; Insights and ETA kits to implement instruction.
- Students in selected grades will create living environments and care for living organisms.
- Students and their parents will attend a Weekend Workshop that will provide different methodologies for scientific inquiry. Students will also become the teacher on this day.
- Students will prepare and host a science exhibit showcasing their scientific knowledge on a unit covered class.
- Students in Grade 4 will take the New York State Science Exam.

Analysis of Student Achievement	
SCIENCE	
Data Sources	
<input checked="" type="checkbox"/> NYC Assessment Results (from School Report Cards)	<input checked="" type="checkbox"/> Lab Books/Journals
<input checked="" type="checkbox"/> Districts/School Benchmark	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
<input checked="" type="checkbox"/> Tests (Type: ELSE Practice) Unit/Teacher – Made/Grade Level Tests	

NYS Elementary Level Science Exam	2007		2008		Difference
	Number	Percent	Number	Percent	
General Education					
Level 1	4	11%	4	6%	-5%
Level 2	3	9%	19	32%	+23%
Level3	22	63%	21	35%	-28%
Level 4	6	17%	7	12%	-5%
Special Education					
Level 1	2	15%		0.0%	-15%
Level 2	6	47%	110	10%	-37%

Level3	5	38%	10	5%	-33%
Level 4	0	1.0%		0%	0%
Overall					
Level 1	5	10%	4	6%	-4%
Level 2	9	19%	25	42%	+23%
Level3	28	58%	24	40%	-18%
Level 4	6	13%	7	12%	-1%

Social Studies Action Plan:

- By June of 2010, students in grades pre-kindergarten through six will demonstrate growth in scoring a Level 3 and a Level 4 with an increase of 4% as measured through teacher generated social studies unit assessments.
- By June of 2010, students in grade five will demonstrate growth in scoring a Level 3 with an increase of 5% on the New York State Social Studies Exam.
- By June of 2010, students in grade five will demonstrate growth in scoring a Level 4 with an increase of 5% on the New York State Social Studies Exam.

Target Population: PreK – 2:

- Classroom teachers will align student learning experiences and assessments with the New York State Social Studies Scope and Sequence.
- Classroom teachers will provide students with a learning environment that addresses students' various learning styles.
- Classroom teachers will provide students with a learning environment that engages students in independent activities that reflect the history, economics, geography, culture, citizenship and government components outlined within the New York State Social Studies Scope and Sequence.
- Classroom teachers will incorporate the use of primary sources and document based questions weekly.
- Classroom teachers will utilize various social studies trade books and big books to teach social studies concepts daily.
- Classroom teachers will set monthly goals for students.
- Classroom teachers will assess students' knowledge of social studies concepts by using soft data such as conference notes, teacher inventories and portfolio pieces.

Target Population: 3 - 6

- Classroom teachers will align student learning experiences and assessments with the New York State Social Studies Scope and Sequence.
- Classroom teachers will align their teaching with the essential questions indicated on the New York State Social Studies Scope and Sequence.
- Classroom teachers will align their teaching with the monthly big ideas indicated on the New York State Social Studies Scope and Sequence.
- Classroom teachers will incorporate the use of primary sources and document based questions weekly.
- Each student will receive 45 minutes of social studies instruction daily.
- Each student will receive 50 minutes of social studies instruction by a social studies specialist once a week.
- Classroom teachers and students will set monthly goals.

- Classroom teachers will utilize the Scott Foresman social studies series as a base program and authentic primary documents to supplement the social studies program.
- Classroom teachers will conduct weekly planning conferences to set weekly social studies objectives.
- Classroom teachers will assess students' knowledge of social studies concepts by using soft data such as conferencing, teacher observation inventories and authentic piece portfolios.
- Classroom teachers will assess students' knowledge of social studies concepts by using hard data such as written assessments.
- Classroom teachers will use technology to enhance social studies concepts.
- Students and parents will attend Workshops that provide various social studies concepts.
- Students in Grade 5 will complete the New York State Social Studies Exam.

A review of the Social Studies data from 2008 to 2009 indicates that:

- From 2008 to 2009 there has been a decrease in the Level I population by 26% and Level II population by 30%, an increase in the Level III population by 42%, and an increase in the Level IV population by 14%.

Visual Art Action Plan:

1. By June 2010, student achievement in Visual Art in Grades Pre-K through 6 will improve by a 5% increase in student scoring at level 3 and 4 based on the benchmarks in The Blueprint for Teaching and Learning in the Arts.

Target Population: Pre-K - 6

- Teachers will receive Professional Development at the beginning of the school year in the use of **Aris**, and **Acuity** to gather student data and **Renzulli** to differentiate instruction.
- Technology workshops will be available throughout the school year to support teacher's acquisition of skills pertaining to Web 2.0 platforms.
- Students will attend the computer lab site once per week, for 50 minutes. Instruction will consist of MS Office (Word, Excel, PowerPoint), Internet literacy, ethical issues, educational software, and introduction to Web 2.0 tools, in addition to accessing the Acuity website to increase their skills in ELA and math.
- Teachers will use technology to enhance learning and gather student data to drive instruction.
- Students will use technology as a tool to acquire, organize and communicate information.

Existing school's technology infrastructure will be updated and adequately maintained.

PS 40's Greatest Accomplishments

- 11% increase in ELA from 2007-2008
- Saturday At-Risk Boys Academy
- Partnership with Jamaica center for Arts and Learning
- Trips to Broadway Shows
- Student works of art are entered in contests (four submissions won)
- Parent Professional Development workshops – one Saturday per month
- Family Literacy Workshop series
- Spanish Lab
- ESL Afterschool Program
- New – Lorraine Miller Library
- Food, Clothing, and Toy Drives sponsored by upper grades
- New York State Test Pep Rallies
- Meet the Author Assembly
- Yello-Dyno Internet Safety Workshops
- Rappin' Fireman Fire Safety Assembly

- Secured the 21st Century Arts Enrichment Afterschool program (five year grant)
- Math Jeopardy Competition
- Participation in St. Jude's Math-a-thon
- Family Fitness Workshops
- Participants in the dedication and ribbon cutting ceremony of the South Jamaica Library with Councilwoman Vivian Cook and Councilman Leroy Comrie

Significant Aids

- Math Coach/Data Specialist
- Title I Reading Teacher
- Foundations Early Literacy Intervention Program
- Expanding Use of ARIS
- Teachers as Lead Facilitators for Specific Content Areas
- Inquiry Team has deepened their knowledge in the reading strand of inferring
- Professional Development provided by CLSO
- Faculty Conferences Using Data to Differentiate Instruction
- Academic Intervention Services for Kindergarten through Grade 6
- Academic Enrichment Services for Grades Three Through Six
- Reading and Math Afterschool Programs
- Saturday Social Studies and Science Programs
- 21st Century Arts Grant Afterschool Programs – Visual Art – Robotics – Pre-Robotics – Dance
- Field Testing for Collage – Studio in a School
- Promoting student art work in the community with a gallery at Subway Eatery
- Submissions to PSART 2010
- Award winning student art work
- Small class size
- Super Saturday Professional Development Workshops
- Inclusion of Instructional Student Performances in Parent Teacher Association Meetings
- Imagine It Reading Program for Grades Kindergarten , First and Second
- The Planning and Implementation of our Four School Wide Goals
- The Development of an Attendance Team
- The High Percentage of Highly Qualified Teachers
- The Use of Best Teaching Practices in our Classrooms

Significant Barriers

- Daily Attendance Rate Below 95%
- The Absence of a Literacy Coach
- The Need for Another Lower Grade Title I Reading Teacher

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.

English Language Arts Goals

1. By June 2010, student achievement in English Language Arts in Grades Pre-K through 2 will improve by 5% as measured by Reading 3D, DIBELS, EPAL, and teacher generated assessments. Instruction is driven by data which measures student achievement & assesses student needs. There is also on going progress which is monitored weekly, bi-weekly & monthly.
2. By June 2010, student achievement in English Language Arts in grades 3 – 6 will improve by 10% as measured by state and/or teacher generated assessments. Acuity, ARIS and Renzulli Learning will be used to drive small group & individualized instruction. They will be given specific reading tasks & assessments. Small group instruction will take place 2-3 times per week which is focused on the skill of the week.

Mathematics Goals

1. By June 2010, student achievement in Mathematics in Grades Pre-K through 2 will improve by 3% as measured by Everyday Mathematics Unit assessments. Utilize measurable assessment data provided from the Six Week Assessments.
2. By June 2010, student achievement in Mathematics in Grades 3 through 6 will improve by 3% as measured in the Everyday Mathematics Unit assessments, and increase by 5% using portfolio pieces, the NYC Acuity Tests, and previous NYS Math Tests.

Social Studies Goals

1. By June of 2010, students in grades Pre-Kindergarten through Six will demonstrate growth in scoring a Level 3 and a Level 4 with an increase of 4% as measured through teacher generated social studies unit assessments.
2. By June of 2010, students in grade Five will demonstrate growth in scoring a Level 3 with an increase of 5% on the New York State Social Studies Exam.
3. By June of 2010, students in grade Five will demonstrate growth in scoring a Level 4 with an increase of 1% on the New York State Social Studies Exam.

Science Goals

1. By June 2010, student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on student portfolio pieces, Delta and Foss assessments, as well as teacher generated exams.

2. By June 2010, Grade 4 student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on the New York State Science Exam.

Social Studies Action Plan:

1. By June of 2010, students in grades pre-kindergarten through six will demonstrate growth in scoring a Level 3 and a Level 4 with an increase of 4% as measured through teacher generated social studies unit assessments.
2. By June of 2010, students in grade five will demonstrate growth in scoring a Level 3 with an increase of 5% on the New York State Social Studies Exam.
3. By June of 2010, students in grade five will demonstrate growth in scoring a Level 4 with an increase of 5% on the New York State Social Studies Exam.

Visual Art Goals:

1. By June 2010, student achievement in Visual Art in Grades Pre-K through 6 will improve by a 5% increase in student scoring at level 3 and 4 based on the benchmarks in The Blueprint for Teaching and Learning in the Arts.

Technology Goals:

1. By June 2010, student achievement in Technology in Grades Pre-K through 6 will improve by a 5% increase in student scoring at level 3 and 4 based on the New York State mathematics, science, and technology (MST) Learning Standards.

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.

CEP - Action Plan for English Language Arts Completed by S. Clifford

Subject/Area:	English Language Arts
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ol style="list-style-type: none"> 1. By June 2010, student achievement in English Language Arts in Grades Pre-K through 2 will improve by 5% as measured by Reading 3D, DIBELS, EPAL, and teacher generated assessments. Instruction is driven by data which measures student achievement & assesses student needs. There is also on going progress which is monitored weekly, bi-weekly & monthly. 2. By June 2010, student achievement in English Language Arts in grades 3 – 6 will improve by 10% as measured by state and/or teacher generated assessments. Acuity, ARIS and Renzulli Learning will be used to drive small group & individualized instruction. They will be given specific reading tasks & assessments. Small group instruction will take place 2-3 times per week which is focused on the skill of the week.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Target Population: K – 2</p> <ul style="list-style-type: none"> • To implement effective small groups, phonics based instruction for students in grades K through 2 uses the components of balanced Literacy with the Imagine It Open Court Reading Program, and Wilson Foundations intervention program. The instructional focus will be on decoding, encoding, comprehension, and writing skills that result in documented progress. • Programs will be implemented by classroom teachers, librarian, and Title 1 funding is provided for two reading teachers. • Imagine It instruction is 120 minutes daily for Kindergarten and First grade • Imagine It instruction is 90 minutes daily for grade two • Foundations is 30 minutes daily • Two to three small skill ability groups will be established in each class. Results from the spring Reading 3D/Dibels/ELA/EPAL will be used to form the groups. <p>Target Population: 3 - 6</p> <ul style="list-style-type: none"> • Two to three small skill ability groups will be established in each class. Results from Acuity and the most recent 6 weeks assessment will be used to form the groups. The focus of instruction will be comprehension and writing skills. Content area materials will be used. All instruction will be aligned to

	<p>New York State English Language Arts Performance Standards. Student deficiency skills will be addressed daily. The 25 book campaign will be used by students offering a broad variety of reading materials in both fiction and non-fiction.</p> <ul style="list-style-type: none"> • Programs will be implemented by classroom teachers, and cluster teachers • Reading instruction takes place 90 minutes daily from September through June. • Student reading levels produced by teachers bimonthly. • Set individual student goals upon the completion of student conferences. Use of data to set up focus groups from previous instruction. • Reading intervention services are provided daily for 45 minutes focusing on specific skill deficiency areas. • Five additional instructors will push into each class. The focus of instruction will be comprehension and writing skills. • Content area material will be used. All instruction will be aligned to New York State English Language Arts Performance Standards • Student deficiency skills will be addressed daily, using the Balanced Literacy Components. • The 100 Book Challenge will be used by students offering a broad variety of reading materials in both fiction and non-fiction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Cluster AIS program • 37 ½ minutes – AIS/AES • Wilson Foundations Program • Title 1 – Reading Teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>DIBELS benchmark test 3 times per year (K-2) EPAL test (grade 2) Bi-monthly Wilson Foundations benchmark assessments (K-3)</p> <ol style="list-style-type: none"> 1. By June 2010, student achievement in English Language Arts in Grades K through 2 will improve by 5% as measured by Reading 3D, DIBELS, EPAL, and teacher generated assessments. Instruction is driven by data which measures student achievement & assesses student needs. There is also on going progress which is monitored weekly, bi-weekly & monthly. <ul style="list-style-type: none"> • Acuity Exams (3-6) • Six weeks Assessments (Pre-k-6) • Bi-monthly Running Records (3-6) 2. By June 2010, student achievement in English Language Arts in grades 3 – 6 will improve by 10% as measured by state and/or teacher generated assessments. Acuity, ARIS and Renzulli Learning will be used to drive small group & individualized instruction.

They will be given specific reading tasks & assessments. Small group instruction will take place 2-3 times per week which is focused on the skill of the week.

**English Language Arts
Grades 3, 4 and 5
ALL TESTED STUDENTS
Comparison Chart**

Number and Percent of Tested Students at each Performance Level

	2008		2009		% of Change
	#	%	#	%	%
All Students - Levels 3 & 4	120	49.2%	115	46.7%	-2.5%
Level 4	5	2.0%	3	1.2%	-.08%
Level 3	115	47.1%	112	45.5%	-1.6%
Level 2	104	42.6%	118	48.0%	+5.4%
Level 1	20	8.2%	13	5.3%	-2.9%

**Analysis of Student Achievement
ENGLISH LANGUAGE ARTS**

Data Sources Reviewed – Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> NYC Assessment | <input type="checkbox"/> Student Portfolios |
| <input checked="" type="checkbox"/> Districts/School Benchmark Tests (Type: Princeton Review) | <input checked="" type="checkbox"/> Journals |
| <input checked="" type="checkbox"/> Unit/Teacher – Made/Grade Level Tests | <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations |
| <input checked="" type="checkbox"/> Item Skills Analysis (e.g. Grow Report) | <input checked="" type="checkbox"/> Other: Promotion Folders, Anchor, Writing and Assessment Folders |

**Grade 3 Student Performance on the CTB - Reading Test
ALL TESTED STUDENTS**

YEAR	Level 1		Level 2		Level 3		Level 4	
2009	13	17.1	35	46.1	27	35.5	1	1.3
2008	5	6.9	31	43.1	35	48.6	1	1.4
2007	13	18.6	31	44.3	25	35.7	1	1.4
2006	28	36.4	23	29.9	26	33.8	0	0
2005	32	34	38	40.4	14	14.9	10	10.6
2004	44	45.8	36	37.5	13	13.5	3	3.1
2003	33	33.7	47	48	16	16.3	2	2

**Grade 3 Student Performance on the CTB – Reading Test
ENGLISH EDUCATION STUDENTS (If Applicable)**

YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0	0	0	0	0	0	0	0
2008	0	0	0	0	0	0	0	0
2007	3	50.0	1	16.7	2	33.3	0	0
2006	9	56.3	5	31.3	2	12.5	0	0
2005	9	69.24	4	30.8	0	0	0	0
2004	7	100	0	0	0	0	0	0
2003	4	57.1	3	42.9	0	0	0	0

Summary of Data Analysis/Findings – Grade 3 ELA:

- Level I students increased by 10.2% from 2008-2009.
- Level III and IV student numbers decreased 13.2% from 2008 to 2009.

Implications for the Instructional Program:

- Academic Intervention Services both during and after school will continue to be implemented. Students in Level I will be targeted for differentiated instruction using the item analysis from Acuity, Spotlight Assessments, Running Records and informal assessments
- Words Their Way and Rally-Listening, Editing and Paired Passages will be used during the 37.5 minutes.
- To continue to decrease student performance in Levels I and II. Increase performance in Levels III and IV.
- All students, inclusive of Special Education and E.S.L. students will use a rubric scoring system to assess their own writing skills. This system will align itself with Levels I – IV that are used to assess children writing on all standardized examinations.
- All students, inclusive of Special Education and E.L.L. students will be regularly assessed (i.e. ITA's) and utilized as a basis to further differentiate instruction.
- Professional Development will be provided to all staff in order to help them improve their delivery of classroom instruction using the Workshop Model.
- Balanced Literacy, Science, and Social Studies lessons will emphasize developing the comprehension and observation skills of all students.

ENGLISH LANGUAGE ARTS

Data Sources Reviewed – Check all that apply

- | | |
|---|---|
| <input checked="" type="checkbox"/> NYC Assessment | <input type="checkbox"/> Student Portfolios |
| <input checked="" type="checkbox"/> Districts/School Benchmark Tests (Type: Princeton Review) | <input checked="" type="checkbox"/> Journals |
| <input checked="" type="checkbox"/> Unit/Teacher – Made/Grade Level Tests | <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations |
| <input checked="" type="checkbox"/> Item Skills Analysis (e.g. Grow Report) | <input checked="" type="checkbox"/> Other: Promotion Folders, Anchor, Writing and Assessment Folders, |

Grade 4 Student Performance on the NYS ELA Assessment

ALL TESTED STUDENTS

YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0	0.0	46	59.0	31	39.7	1	1.3
2008	12	17.4	28	40.6	27	39.1	2	2.9
2007	13	21.1	28	56	9	18	0	0
2006	19	26	55	61.1	16	17.8	0	0
2005	21	27.6	36	47.4	17	22.4	2	2.6
2004	13	15.9	52	63.4	17	20.7	0	0
2003	13	18.3	33	46.5	25	35.2	0	0

Grade 4 Student Performance on the NYS ELA Assessment

SPECIAL EDUCATION STUDENTS (If Applicable)

YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0	0.0	5	83.3	1	16.7	0	0.0
2008	2	22.2	5	55.6	2	22.2	0	0
2007	8	53.3	6	40	1	6.7	0	0
2006	9	56.3	6	37.5	1	6.3	0	0
2005	8	88.9	0	0	1	1.11	0	0
2004	1	20	4	80	0	0	0	0
2003	5	50	4	40	1	10	0	0

Grade 4 Student Performance on the NYS ELA Assessment

ENGLISH LANGUAGE LEARNERS (If Applicable)

YEAR	Level 1		Level 2		Level 3		Level 4	
2009	3	50.0	2	33.3	1	16.7	0	0.0
2008	3	42.9	2	28.6	2	28.6	0	0
2007	1	33.3	1	33.3	1	33.3	0	0
2006	NA	NA	NA	NA	NA	NA	NA	NA
2005	0	0	0	0	0	100	0	0
2004	1	100	0	0	0	0	0	0
2003	1	100	0	0	0	0	0	0

Summary of Data Analysis/Findings – Grade 4 ELA:

- Level I students decreased by 17.4% from 2008-2009.
- Level III and IV student numbers increased 1.6% from 2008 to 2009.
- Level I Special Education students decreased by 22.2% from 2008 to 2009.

Implications for the Instructional Program:

- Academic Intervention Services both during and after school will continue to be implemented. Students in Level I and 2 will be targeted for differentiated instruction using the item analysis from Acuity, Spotlight Assessments, Running Records and informal assessments.
- Words Their Way and Rally-Listening, Editing and Paired Passages will be used during the 37.5 minutes.
- To continue to decrease student performance in Levels I and II. Increase performance in Levels III and IV.
- All students, inclusive of Special Education and E.S.L. students will use a rubric scoring system to assess their own writing skills. This system will align itself with Levels I – IV that are used to assess children’s writing on all standardized examinations.
- All students, inclusive of Special Education and E.L.L. students will be regularly assessed (i.e. ITA’s) and utilized as a basis to further differentiate instruction.
- Professional Development will be provided to all staff in order to help them improve their delivery of classroom instruction using the Workshop Model.
- Balanced Literacy, Science, and Social Studies lessons will emphasize developing the comprehension and observation skills of all students.
- Initiatives for the entire grade will take place in order to supplement classroom instruction.
- Special Education and ELL students will be included in all children.

ENGLISH LANGUAGE ARTS

Data Sources Reviewed – Check all the apply	
<input checked="" type="checkbox"/> NYC Assessment	<input type="checkbox"/> Student Portfolios
<input checked="" type="checkbox"/> Districts/School Benchmark Tests (Type: Princeton Review)	<input checked="" type="checkbox"/> Journals
<input checked="" type="checkbox"/> Unit/Teacher – Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
<input checked="" type="checkbox"/> Item Skills Analysis (e.g. Grow Report)	<input checked="" type="checkbox"/> Other: Promotion Folders, Anchor, Writing and Assessment Folders,

Grade 5 Student Performance on the CTB – Reading Test								
ALL TESTED STUDENTS								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0	0.0	27	40.9	38	57.6	1	1.5
2008	3	7.0	16	37.2	24	55.8	0	0
2007	9	11.7	32	41.6	34	44.2	2	2.6
2006	13	15.5	44	52.4	26	31.0	1	1.2
2005	9	9.9	43	47.3	38	41.8	1	1.1
2004	15	21.1	36	50.7	19	26.8	1	1.4
2003	20	22.5	37	41.6	30	33.7	2	2.2

Grade 5 Student Performance on the CTB – Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0	0.0	7	63.6	4	36.4	0	0.0
2008	2	16.7	8	66.7	2	16.7	0	0
2007	0	0	2	100	0	0	0	0
2006	NA	NA	NA	NA	NA	NA	NA	NA
2005	NA	NA	NA	NA	NA	NA	NA	NA
2004	NA	NA	NA	NA	NA	NA	NA	NA
2003	NA	NA	NA	NA	NA	NA	NA	NA

Summary of Data Analysis/Findings – Grade 5 ELA:

- Level I students decreased by 7.0% from 2008 to 2009.
- Level III students increased 1.8% from 2008 to 2009.

Implications for the Instructional Program:

- Academic Intervention Services, both during the school day and during the 37½ minute AIS tutorial, will be utilized to target Level I and 2 students and enable them to improve their reading abilities and therefore move to Levels II, III and IV.
- Words Their Way and Rally-Listening, Editing and Paired Passages will be used during the 37.5 minutes.
- Small group instruction will continue to be used to assist Level II and III and IV students to strengthen their listening, comprehension and writing skills.
- Balanced Literacy, Science, and Social Studies lessons will emphasize developing the comprehension and observation skills of pupils.
- All students, inclusive of Special Education and E.L.L. students will be regularly assessed (i.e. ITA's) and utilized as a basis to further differentiate instruction
- Professional Development will be provided to all staff in order to help them improve their delivery of classroom instruction using the Workshop Model.
- Initiatives for the entire grade will take place in order to supplement classroom instruction.
- Special Education and ELL students will be included in all initiatives.

ENGLISH LANGUAGE ARTS

Data Sources Reviewed – Check all the apply	
<input checked="" type="checkbox"/> NYC Assessment	<input type="checkbox"/> Student Portfolios
<input checked="" type="checkbox"/> Districts/School Benchmark Tests (Type: Princeton Review)	<input checked="" type="checkbox"/> Journals
<input checked="" type="checkbox"/> Unit/Teacher – Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
<input checked="" type="checkbox"/> Item Skills Analysis (e.g. Grow Report)	<input checked="" type="checkbox"/> Other: Promotion Folders, Anchor, Writing and Assessment Folders,

Grade 6 Student Performance on the CTB – Reading Test								
ALL TESTED STUDENTS								
YEAR	Level 1		Level2		Level 3		Level 4	
2009	0	0.0	10	38.5	16	61.5	0	0.0
2008	2	2.9	35	51.5	29	42.7	2	2.9
2007	1	1.7	36	62.1	20	34.5	1	1.7
2006	10	13.3	42	56	23	30.7	0	0
2005	6	8	40	53.3	27	36	2	2.7
2004	19	25	41	53.9	15	19.7	1	1.3
2003	19	25.3	46	61.3	10	13.3	0	0

Grade 6 Student Performance on the CTB – Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0	0.0	6	54.5	5	45.5	0	0.0
2008	2	9.5	14	66.7	5	23.8	0	0
2007	1	12.5	7	87.5	0	0	0	0
2006	4	33.3	8	66.7	0	0	0	0
2005	5	25.5	11	55.5	3	15.0	1	5.0
2004	7	50	6	42.9	1	7.1	0	0
2003	10	58.8	7	41.2	0	0	0	0

Summary of Data Analysis/Findings – Grade 6 ELA:

- Level I students decreased by 2.9% from 2008 to 2009.
- Level III students decreased 18.8% from 2008 to 2009.

Implications for the Instructional Program:

- Academic Intervention Services, both during the school day and during the 37½ minute AIS tutorial, will be utilized to target Level I students and enable them to improve their reading abilities and therefore move to Levels II, III and IV.
- Words Their Way and Rally-Listening, Editing and Paired Passages will be used during the 37.5 minutes.
- Small group instruction will continue to be used to assist Level II and III and IV students to strengthen their listening, comprehension and writing skills.
- Balanced Literacy, Science, and Social Studies lessons will emphasize developing the comprehension and observation skills of pupils.
- All students, inclusive of Special Education and E.L.L. students will be regularly assessed (i.e. ITA's) and utilized as a basis to further differentiate instruction
- Professional Development will be provided to all staff in order to help them improve their delivery of classroom instruction using the Workshop Model.
- Initiatives for the entire grade will take place in order to supplement classroom instruction.
- Special Education and ELL students will be included in all initiatives.

**STUDENT ACHIEVEMENT
IN ENGLISH LANGUAGE ARTS BY SUB-GROUP
(ALLTESTED GRADES)**

SUBGROUP	2009 STUDENT SUBGROUPS		Number of Students Level 3 and 4	Percent of Tested Students at Levels 3 and 4
	Number of Students Level 1	Number of Students Level 2		
Race/Ethnicity				
American Indian/ Alaskan Native	0	0	0	0%
Black	8	97	80	43.2%
Hispanic	3	17	28	58.3%
Asian or Pacific Islander	0	3	5	62.5%
White	0	0	0	0%
Small Group Totals In order to insure the privacy of students, when racial/ethnic groups with fewer than 5 students are tested, the number and percentages for the group are combined with the next smallest group and reported in this row.				
Educational Status				
General Education	11	95	105	49.3%
Special Education	2	23	10	28.6%
English Proficiency Status				
English Proficient	10	104	110	49.1%
English Language Learners	3	14	5	22.7%
Income Level				
Low income	N/A	N/A	N/A	N/A
Not low income	N/A	N/A	N/A	N/A
Gender				
Male	8	65	59	44.7%
Female	5	53	56	49.1%

Data Analysis/Findings – Students Subgroup Performance In ELA:

- A comparison of the 2008-2009 scores in English Language Arts and Mathematics shows that there has been a higher percentage of improvement in Level III and IV for Math than for ELA. Math Level 3s and 4s have increased from 72.5% to 80.4% (an increase of almost 8%); while the Level 3 and 4 population for ELA has decreased from 49.2% to 46.7 (a decrease of 2.5%). The amount of Level I population shows almost the same percentage of change for ELA and for Math. (decreased by about 3% from last years Level I population)
- General Education students at all Levels continue to perform on a higher level than their peers in Special Education.
- For the ELA Special Education population, the Level 1s have decreased by .4%, the Level 2 population has increased by 17.7% and the Level 3 population has increased by 2.3%. For the Math Special Education population, the Level 1 population has decreased by 10%. The Level 2 population has decreased by 6.6%. The Level 3 population has increased by 17.6%. Therefore the Special Education Level 3 & 3 population continues to perform better in Math than in ELA (by 15.3%).
- The amount of Level III and IV shows that the female population continues to outperform the male population in ELA (by 4.4%) whereas in math, the male Level 3 & 4 population outperforms the female population (by 5.1%).
- The ELA ELL population for Level 1 decreased by 17.7%, the Level 2 population has increased by 13.6%, the Level 3 population has increased by 3.9 %. For math, the Level 1 ELL population decreased from 12.5% to 0%, the Level 2 population decreased by 7.5%, the Level 3 population has increased by 20%. Therefore the Level 3 ELL population does better in math than ELA (by about 16%).
- The Hispanic population outperformed the Black populations in Level 3 & 4 for ELA (In ELA the Hispanic population increased by 10.7% while the Black population decreased by 5.5%). Whereas for math, the Black population outperformed the Hispanic population in Level 3 & 4 by 4.6% (there was an increase in the Hispanic Level 3 & 4 from 2008 to 2009 by 4.2% and an increase for the Blacks by 8.6% from 2008 to 2009).

Implications for the Instructional Program:

- Special Education student will receive small group instruction in order to increase their performance level on all literacy examinations.
- After-school programs will be made available throughout the year specifically for students with individualized educational plans.
- Teachers will use resources such as spotlight and running records to constantly assess and build comprehension.

A review of the ELA data from Spring 2008 –Spring 2009 indicates that:

- Grade 3 level 1 population has increased by 10.2%, and the level 3 and 4 population has decreased by 13.2%.
- Grade 4 level 1 population decreased by 16.2%, and the level 3 and 4 population decreased by 1.6%.
- Grade 5 level 1 population decreased by 5.0%, and the level 3 and 4 population decreased by 0.9%.
- Grade 6 level 1 population decreased by 3.1%, and the level 3 and 4 population increased by 13.1%.
- The percentage of special education students in level 1 decreased by 7.5%, while the level 3 and 4 population increased by 2.3%.
- Grade 4 level 1 special education population decreased by 12.5%, the level 2 population increased by 20.8%, and level 3 and 4 decreased by 8.3%.
- Grade 4 ELL level 1 population has decreased by 42.9%, the level 2 population decreased by 60.3%, and the level 3 and 4 population has decreased by 17.5%
- The Grade 6 level I Special Education population has decreased by 11.8%, and the level II population has decreased by about 4.3%, while the level III and IV population has increased by 16.1%.

**CEP - Action Plan for Mathematics
Completed by C. Hicks**

<p>Subject/Area:</p>	<p>Mathematics</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> 1. By June 2010, student achievement in Mathematics in Grades Pre K through 2 will improve by 3% as measured by Everyday Mathematics Unit assessments. Utilize measurable assessment data provided from the Six Week Assessments. 2. By June 2010, student achievement in Mathematics in Grades 3 through 6 will improve by 3% as measured in the Everyday Mathematics Unit assessments, and increase by 5% using portfolio pieces, the NYC Acuity Tests, and previous NYS Math Tests.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: PreK – 6: Daily 60 minute math block which includes:</p> <ul style="list-style-type: none"> • Math Review-do now, Math Message • Developmental lessons, guided practice • Application of concept, independent or group work • Math Literature connection • Extra practice/enrichment through student journal entries, math portfolio pieces, math literature activity sheets, math games, math websites, math games • Monthly projects
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Classroom teachers • LSO Mathematics Specialist • Math Coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By June 2010, student achievement in Math in Grades Pre-K through 6 will improve by 3% as measured by and teacher generated assessments. Instruction is driven by data which measures student achievement & assesses student needs. There is also on going progress which is monitored through the following: <ul style="list-style-type: none"> • Acuity Exams (3-6) • Six weeks Assessments (Pre-k-6) • Everyday Math Unit Tests • Impact Math Chapter Tests • Math Portfolio Pieces • Math Cumulative Test

Section VI: Analysis of Student Achievement (ELEMENTARY AND MIDDLE SCHOOLS)

MATHEMATICS (GRADE 3-6)

Data Sources Reviewed – Check all the apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> NYC Assessment | <input type="checkbox"/> Student Portfolios |
| <input checked="" type="checkbox"/> Districts/School Benchmark Tests (Type: Princeton Review) | <input checked="" type="checkbox"/> Journals |
| <input checked="" type="checkbox"/> Unit/Teacher – Made/Grade Level Tests | <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations |
| <input checked="" type="checkbox"/> Item Skills Analysis (e.g. Grow Report) | <input checked="" type="checkbox"/> Other: Promotion Folders, Assessment Folders |

Grade 3 Student Performance on the CTB-Mathematics Test								
ALL TESTED STUDENTS								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	1	1.4	13	18.1	51	70.8	7	9.7
2008	1	1.4	11	14.9	54	73	8	10.8
2007	4	5.6	14	19.7	42	59.2	11	15.5
2006	20	28.6	21	30	18	25.7	11	15.7
2005	34	34.3	26	26.3	17	17.2	22	22.2
2004	32	31.7	37	36.6	25	24.8	7	6.9
2003	28	28.3	45	45.5	18	18.2	8	8.1

Grade 3 Student Performance on the CTB-Mathematics Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0		0		0		0	
2008	1	20	2	40	2	40	0	0
2007	1	16.7	2	33.3	3	50	0	0
2006	7	46.7	5	33.3	2	13.3	1	6.7
2005	9	69.2	3	23.1	1	7.7	0	0
2004	7	100	0	0	0	0	0	0
2003	4	53.1	3	42.9	0	0	0	0

Grade 3 Student Performance on the CTB-Mathematics Test								
ENGLISH LANGUAGE LEARNERS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0	0	4	66.7	2	33.3	0	0
2008	0	0	1	16.7	5	83.3	0	0
2007	1	11	1	11	7	77	0	0
2006	4	57.1	1	14.3	2	28.6	0	0
2005	NA	NA	NA	NA	NA	NA	NA	NA
2004	NA	NA	NA	NA	NA	NA	NA	NA
2003	NA	NA	NA	NA	NA	NA	NA	NA

Summary of Data Analysis/Findings – Grade 3 Math:

- Level 1 remained unchanged. from 2008 to 2009
- Level 2 had a increase of 3.2% from 2008 to 2009
- Level III had a decrease of 2.2% from 2008 to 2009.
- Level IV had a decrease of 1.1% from 2008 to 2009.
- There were no Special Education Students from 2008 to 2009.
- English Language Learners students increased in Level 2 by 50% from 2008 to 2009.
- English Language Learners students decreased in Level III by 50% from 2008 to 2009.

Implications for the Instructional Program:

- Move students out of Level II into Levels III and IV.
- More focus on Open Ended Questions in grade 2 to prepare students for Book 2 of the NYS Math Test.
- Provide small group, differentiated instruction during a Mathematics Initiative to all Level 2 students, inclusive of Special Education and ELL Students.
- Academic Intervention Services, both during the school day and during the 37½ minute AIS tutorial, will be utilized to target Level II students and enable them to improve their mathematic skills and therefore move to Level III and Level IV.
- Performance –based mathematics instruction focusing on open-ended problem solving will be introduced in order to strengthen the students’ higher order thinking skills.
- Special Education and ELL students will be included in all initiatives.

MATHEMATICS

Data Sources Reviewed – Check all the apply	
<input checked="" type="checkbox"/> NYC Assessment	<input type="checkbox"/> Student Portfolios
<input checked="" type="checkbox"/> Districts/School Benchmark Tests (Type: Princeton Review)	<input checked="" type="checkbox"/> Journals
<input checked="" type="checkbox"/> Unit/Teacher – Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
<input checked="" type="checkbox"/> Item Skills Analysis (e.g. Grow Report)	<input checked="" type="checkbox"/> Other: Promotion Folders, Assessment Folders

Grade 4 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
YEAR	Level 1		Level2		Level 3		Level 4	
2009	1	1.4	13	18.1	43	59.7	15	20.8
2008	16	14.4	25	22.5	59	53.2	11	9.9
2007	14	28	8	16	22	44	6	12
2006	16	19.3	30	36.1	35	42.4	2	2.4
2005	10	12	34	41	30	37	8	10
2004	2	2	35	44	38	48	4	4
2003	4	5.5	24	33.3	3.9	54.1	5	6.9

Grade 4 Student Performance on the NYS Mathematics Assessment								
SPECIAL EDUCATION STUDENTS (If Applicable)								
YEAR	Level 1		Level2		Level 3		Level 4	
2009	0		0		0		0	
2008	2	20	4	40	4	40	0	0
2007	7	50	3	21.4	4	28.6	0	0
2006	8	47.1	3	17.6	6	35.3	0	0
2005	4	44.4	4	44.4	1	11.1	1	14.0
2004	6	0	0	0	0	0	0	0
2003	1	11.1	4	44.4	4	44.4	0	0

Grade 4 Student Performance on the NYS Mathematics Assessment								
ENGLISH LANGUAGE LEARNERS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0		1	14.3	6	85.7	0	
2008	2	33.	3	50	1	16.7	0	0
2007	2	100	0	0	0	0	0	0
2006	2	40	1	20	2	40	0	0
2005	1	14.3	5	71.4	1	14.3	0	0
2004	1	25	2	50	1	25	0	0
2003	1	50	0	0	1	50	0	0

Summary of Data Analysis/Findings – Grade 4 Math:

- There was a decrease in the Level I population from 2008 to 2009 by 13%.
- There was a decrease in Level II students by 2.4% from 2008 to 2009.
- Level III students increased by 6.5% from 2008 to 2009
- There was an increase in Level 4 students from 2008 to 2009 by 10.9%
- There was a decrease in Level 1 ELL students from 2007 to 2008 by 33%
- There was a decrease of 35.7% in Level 2 ELL students from 2008 to 2009.
- There was an increase in Level 3 ELL's from 2008 to 2009 by 69%.

Implications for the Instructional Program:

- Academic Intervention Services, both during the school day and during the 37½ minute AIS tutorial, will be utilized to target Level II students and enable them to improve their mathematics abilities.
- Small group instruction will continue to be used to assist Level II, III and IV students to strengthen their mathematics skills, inclusive of Special Education and ELL students.
- The use of mathematical manipulatives and problem solving based instruction will be emphasized so that pupils can move from the concrete to the representational to the abstract.
- Performance-based mathematics instruction focusing on open-ended problem will be used to strengthen the students' higher order thinking skills.
- Special Education and ELL students will be included in all initiatives.

MATHEMATICS

Data Sources Reviewed – Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> NYC Assessment | <input type="checkbox"/> Student Portfolios |
| <input checked="" type="checkbox"/> Districts/School Benchmark Tests (Type: Princeton Review) | <input checked="" type="checkbox"/> Journals |
| <input checked="" type="checkbox"/> Unit/Teacher – Made/Grade Level Tests | <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations |
| <input checked="" type="checkbox"/> Item Skills Analysis (e.g. Grow Report) | <input checked="" type="checkbox"/> Other: Promotion Folders, Assessment Folders |

Grade 5 Student Performance on the CTB - Mathematics Assessment								
ALL TESTED STUDENTS								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	2	13.1	14	21.5	43	66.2	6	9.2
2008	3	6.7	10	22.2	24	53.3	8	17.8
2007	7	9.3	24	32	36	48	8	10.9
2006	23	29.5	27	34.6	25	32.1	3	3.8
2005	19	20.7	52	56.5	18	19.6	3	3.3
2004	25	34.2	37	50.7	10	13.7	1	1.4
2003	40	44	30	33	17	18.7	4	4.4

Grade 5 Student Performance on the CTB - Mathematics Assessment								
SPECIAL EDUCATION STUDENTS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	1	10	3	30	6	60	0	0
2008	2	14.3	6	42.9	6	42.9	0	0
2007	5	20.8	13	54.2	6	25	0	0
2006	6	54.5	5	45.5	0	0	0	0
2005	8	42.1	11	57.9	0	0	0	0
2004	5	41.7	6	50.0	1	8.3	0	0
2003	11	73.3	3	20	1	6.7	0	0

Grade 5 Student Performance on the CTB - Mathematics Assessment								
ENGLISH LANGUAGE LEARNERS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0		0		0		0	
2008	0	0	2	50	2	50	0	0
2007	0	0	1	33	2	66	0	0
2006	3	60	20	40	0	0	0	0
2005	NA	NA	NA	NA	NA	NA	NA	NA
2004	NA	NA	NA	NA	NA	NA	NA	NA
2003	NA	NA	NA	NA	NA	NA	NA	NA

Summary of Data Analysis/Findings – Grade 5 Math:

- Decrease in Level I students by 3.6% from 2008 to 2009.
- There was a .7% decrease in Level II students from 2008 to 2009.
- Increase in Level III students by 12.9% from 2008 to 2009.
- Decrease in Level IV students by 8.6% from 2008 to 2009.
- Decrease in Level I Special education students by 4.3% from 2008 to 2009
- Decrease in Level 2 Special Education students from 2008 to 2009 by 12.9%.
- Increase in Level III Special Education students by 17.1% from 2008 to 2009.

Implications for the Instructional Program:

- To decrease the number of Level 2 students and move them to Level III and IV.
- Academic Intervention services, both during and after school and after school will be utilized to target Level I students and enable them to improve their mathematics abilities.
- Small group instruction will continue to be used to assist Level II, III and IV students to strengthen their mathematics skills, inclusive of Special Education and ELL students.
- The use mathematical manipulatives and more concrete based instruction will be emphasized so that pupils can move from the concrete to the representational to the abstract.
- Teachers will focus instruction on how to use a variety of strategies to solve problems.
- Performance-based mathematics instruction focusing on open-ended problem solving will be used to strengthen the students' higher order thinking skills.
- Initiatives for the entire grade will take place in order to supplement classroom instruction.
- Special Education and ELL students will be included in all initiatives.

Grade 6 Student Performance on the CTB – Mathematics Assessment								
ALL TESTED STUDENTS								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0		3	11.5	23	88.5	0	
2008	6	8.8	16	23.5	32	47.1	14	20.6
2007	6	9.5	23	36.5	28	44.4	6	9.5
2006	11	15.1	26	35.6	30	41.4	6	8.2
2005	20	26	36	46.8	17	22.1	4	5.2
2004	17	22.1	41	53.2	15	19.5	4	5.2
2003	24	31.6	40	52.6	11	14.5	1	1.3

Grade 6 Student Performance on the CTB - Mathematics Assessment								
SPECIAL EDUCATION STUDENTS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0		2	20	8	80	0	0
2008	5	23.8	5	23.8	11	52.4	0	0
2007	3	37.5	5	62.5	0	0	0	0
2006	4	30.8	8	61.5	1	7.7	0	0
2005	11	57.9	6	31.6	2	10.5	0	0
2004	6	46.2	6	46.2	1	7.7	0	0
2003	10	58.8	7	41.2	0	0	0	0

Grade 6 Student Performance on the CTB - Mathematics Assessment								
ENGLISH LANGUAGE LEARNERS (If Applicable)								
YEAR	Level 1		Level 2		Level 3		Level 4	
2009	0		0		0		0	
2008	0	0	0	0	0	0	0	0
2007	1	33	2	66	0	0	0	0
2006	1	16.7	4	66.7	1	16.7	0	0
2005	NA	NA	NA	NA	NA	NA	NA	NA
2004	NA	NA	NA	NA	NA	NA	NA	NA
2003	NA	NA	NA	NA	NA	NA	NA	NA

Summary of Data Analysis/Findings – Grade 6 Math:

- Decrease in Level I students by 8.8% from 2008 to 2009.
- Decrease in Level 2 students from 2008 to 2009 by 12%.
- Increase in Level III students of 41.6% from 2008 to 2009
- Decrease of Level 4 students from 2008 to 2009 by 20.6%.
- Decrease in Level I Special Education population by 23.8% from 2008 to 2009.
- Decrease in Level II Special Education population by 3.8% from 2008 to 2009.

Implications for the Instructional Program:

- Academic Intervention Services, both during the school day and during the 37½ minute AIS tutorial, will be utilized to target Level II students and enable them to improve their mathematics abilities.
- Small group instruction will continue to be used to assist Level II, III and IV students to strengthen their mathematics skills, inclusive of Special Education and ELL students.
- The use of mathematical manipulatives and problem solving based instruction will be emphasized so that pupils can move from the concrete to the representational to the abstract.
- Performance-based mathematics instruction focusing on open-ended problem will be used to strengthen the students' higher order thinking skills.
- Special Education and ELL students will be included in all initiatives.
- Infusion of the use of technology in math lessons to prepare students for the use of calculators on the grade 7 NYS Math Test.

Mathematics

Goal C: To increase the level of performance in mathematics of all Pre-K - 6 students in P.S. 40Q inclusive of Special Education students and ELL.

Objective C1: By **June 2010**, students achievement in Mathematics in Grades K through 2 will improve by 3% as measured by Everyday Mathematics unit assessments

Objective C2: By **June 2010**, student achievement in Mathematics in Grades 3 and 6 will improve by 3% as measured by city, state and/or teacher generated assessments.

Objective C3: By **June 2010**, student achievement in Mathematics in Grade 4 will improve by 3% as measured by state and/or teacher generated assessments.

Description of Proposed Instructional Strategies for Mathematics (*that are based on scientifically bases research*):

Components of the Comprehensive Instructional Approach for Mathematics

Grades K-6:

Instructional Materials/Texts: Grades K-5, **Everyday Mathematics** and **Impact Math** supplemented by **Math Steps**

Planning Guide – Mathematics Pacing and Alignment Calendar

Math Block: 60 minutes – Grades Pre-K - 3

- Warm Up
- Teaching Lesson
- Ongoing Learning and Practice/Math Journal
- Extra Practice / Enrichment / Minute Math
- Games/ Skills Practice/ Test Prep
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student Work
- Periodic Assessment – Unit /Mid-year/ End of year assessment/Six week assessments

Description of Proposed Instructional Strategies for Mathematics (*that are based on scientifically bases research*):

Components of the Comprehensive Instructional Approach for Mathematics

Grades K-6:

Instructional Materials/Texts: Grades K-5, **Everyday Mathematics** and **Impact Math** supplemented by **Math Steps**

Planning Guide – Mathematics Pacing and Alignment Calendar

Math Block: 60 minutes – Grades Pre-K - 3

- Warm Up
- Teaching Lesson
- Ongoing Learning and Practice/Math Journal
- Extra Practice / Enrichment / Minute Math
- Games/ Skills Practice/ Test Prep
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student Work
- Periodic Assessment – Unit /Mid-year/ End of year assessment/Six week assessments

Math Block: 60 minutes Grades 4-6

- Math Review – Math literature read aloud, Operational flash cards practice, Math message
- Developmental lessons, Guided practice
- Application of Concept -Independent or Group Work/Math games/Math websites
- Math writing-journals and responses/Math literature activity sheets
- Reteaching/Review
- Embedded Assessment: Unit Tests
- Product Assessment – Looking at Student Work
- Periodic Assessment (Cumulative Math Test) – Unit/Mid-year/ End of Year Assessment/Math portfolio pieces/Activity tests

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing Professional Development for all teachers, paraprofessionals and school administrators.
- Additional support for students/AIS

Professional Development:

- **Community Learning Support Consultant** – Professional development in the effective use of Everyday Math, Impact Math and Math Steps in the classroom, assessment strategies, how to differentiate instruction.
- **Math Coach** – Professional development differentiating instruction after analyzing assessment data, using item analysis to develop mini lessons and small group instruction.

A review of the mathematics data from Spring 2008 –Spring 2009 indicates that:

- The Grade 3 level I student population has remained unchanged, the level II population has decreased by 3.2%, and the level III and IV population has decreased by 3.3%.
- The Grade 4 level I population decreased by 13%, while the level 2 population decreased by 2.4%, and the level III and IV population increased by 17.4%.
- The Grade 5 level I population decreased by 3.6%, the level II population decreased by .7% and the level III and IV population increased by 4.3%.
- The Grade 6 level I population decreased by 8.8%, and the level II population decreased by 12%, and the level III and IV population increased by 20.8%.
- The percentage of special education students in level I have decreased by 10.% and in level II have decreased by 6.6%, while the level III and IV population have increased by 17.6%.

- The Grade 5 level I special education population has decreased by 4.3%, the level II population has decreased by 12.9%, while the level III and IV population has increased by 17.1%.
- The Grade 6 Level I special education population has decreased by 23.8%, and the level II population has decreased by 3.8%, while the Level III and IV population has increased by 27.6%.

**STUDENT ACHIEVEMENT IN MATHEMATICS BY SUB-GROUP
(ALL TESTED GRADES)**

2009 STUDENT SUBGROUPS					
SUBGROUP	Number of Students				Percent of Tested Students at Levels 3 and 4
	Level 1	Level 2	Level 3	Level 4	
Race/Ethnicity					
American Indian/ Alaskan Native	1	1	0	0	0%
Black	14	55	120	26	68%
Hispanic	2	2	25	7	89%
Asian or Pacific Islander	0	1	1	2	75%
White	0	0	2	0	100%
Educational Status					
General Education	64	111	45	68	39%
Special Education	10	17	23	0	44%
English Proficiency Status					
English proficient	15	53	140	35	72%
English Language Learners	2	6	8	0	50%
Income Level					
Low Income	NA	NA	NA	NA	NA
Not Low Income	NA	NA	NA	NA	NA
Gender					
Male	10	38	72	18	65%
Female	7	21	76	17	77%

Summary of Data Analysis/Findings – Student Subgroup Performance in Math:

- General Education students at all levels continue to perform at a higher performance level than their peer in Special Education.
- Our English Language Learner population is minimal and therefore comparison to English proficient students cannot be made.

Implications for the Instructional Program:

- Special Education students will receive small group instruction in order to increase their performance levels on all mathematics examinations.
- ELL students will receive small group instructions using ESL techniques and strategies to enable them to increase their performance level in mathematics.
- Academic Intervention Services, both during and after school will be utilized to target Level I and Level II students and enable them to their mathematics abilities.
- Small group instruction will continue to be used to assist Level II, III and IV students to strengthen their mathematics skills, inclusive of Special Education and ELL students.
- The use of mathematical manipulatives and more concrete based instruction will be emphasized so that pupils can move from the concrete to the representational to the abstract.
- Teachers will focus instruction on how to use a variety of strategies to solve problems,
- Performance-based mathematics instruction focusing on open-ended problem solving will be used to strengthened the students' higher order thinking skills.
- Special Education and ELL students will be included in all initiatives.

**NYS MATHEMATICS
(Grade 6)
ALL TESTED STUDENTS**

Number and Percent of Tested Students at each Performance Level

	Level 1		Level 2		Level 3		Level 4		Total #
	#	%	#	%	#	%	#	%	
2007	6	9.5%	23	36.5%	28	44.4%	6	9.5%	63
2008	4	6.2 %	15	23.1%	32	49.2%	14	21.5%	65
2009	0	0 %	3	11.5%	23	88.5%	0	0%	26

**2009
NYS MATHEMATICS
Grades 3, 4 and 5
ALL TESTED STUDENTS
Comparison Chart**

	2008		2009		% of Change
	#	%	#	%	%
All Students - Levels 3 & 4	136	73%	170	79%	+6%
Level 4	21	11%	28	13%	+2%
Level 3	115	62%	142	66%	+4%
Level 2	41	22%	40	19%	-3%
Level 1	9	4%	4	2%	-2%

**NYS MATHEMATICS
(Grade 3, 4 and 5)
ALL TESTED STUDENTS**

	Level 1		Level 2		Level 3		Level 4		Level 3 4		Total #
	#	%	#	%	#	%	#	%	#	%	
2006-2007											
All Students	31	12.0%	69	26.6%	128	49.4%	31	12.0%	159	1.4%	259
2007-2008	17	6.6 %	59	22.8%	148	57.1%	35	13.5%	183	70.7%	259
2008-2009	4	1.7%	43	17.9%	165	68.8%	28	11.7%	193	80.4%	240

Number and Percent of Tested Students at each Performance Level

<p>Mathematics:</p>	<p>Mathematics Test Preparation Program</p> <ul style="list-style-type: none"> a) Measuring Up Mathematics b) Grades 3-6 c) Samuel Huntington Afterschool <p>Small Group Instruction</p> <ul style="list-style-type: none"> a) Grades PK-6 b) During the regular school day c) Game Day Skills Practice <p>Individual Student Conferences</p> <ul style="list-style-type: none"> a) Review of individual/small group instruction with a concentration on deficiencies on The AIS folder b) Grades PK-6 during the day c) Review of Mathematics Journals <p>37 ½ Minutes</p> <ul style="list-style-type: none"> a) Grades Pre-K - 6 b) Review of Numbers and Numeration, Algebra, Geometry, Measurement and Data/Statistics
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A review of the Math data from 2008 to 2009 indicates that:

- Grade 3 level 1 population has remained unchanged, the level 2 population increased by 3.2%, and the level 3 and 4 population has decreased by 2%
- Grade 4 level 1 population decreased by 10%, the level 2 population decreased by 2.4%, and the level 3 and 4 population decreased by 20%.
- Grade 5 level 1 population decreased by 3.6%, the level 2 population decreased by .7%, and the level 3 and 4 population decreased by .2%.
- Grade 6 level 1 population decreased by 8.8%, the level 2 population decreased by 12%, and the level 3 and 4 population increased by 41.4%.
- The percentage of special education students in level 1 decreased by 10%, the level 2 students decreased by 6.6%, and the level 3 students increased by 17.6%.
- There was no special education population in grade 3.
- The grade 5 level 1 special education population had no change, the level 2 population decreased by 10%, while the level 3 and 4 population increased by 10%.
- The grade 6 level 1 special education population decreased by 16.7%, the level 2 population decreased by 2.2%, and the level 3 and 4 population increased by 18.9%.

**CEP - Action Plan for Social Studies
Completed by T. Jones**

Subject/Area	Social Studies
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> 1. By June of 2010, students in grades pre-kindergarten through six will demonstrate growth in scoring a Level 3 and a Level 4 with an increase of 4% as measured through teacher generated social studies unit assessments. 2. By June of 2010, students in grade five will demonstrate growth in scoring a Level 3 with an increase of 5% on the New York State Social Studies Exam. 3. By June of 2010, students in grade five will demonstrate growth in scoring a Level 4 with an increase of 1% on the New York State Social Studies Exam.
<p>Action Plan for Pre-Kindergarten through Grade 2</p>	<ul style="list-style-type: none"> • Classroom teachers will align student learning experiences and assessments with the New York State Social Studies Scope and Sequence. • Classroom teachers will provide students with a learning environment that addresses students’ various learning styles. • Classroom teachers will provide students with a learning environment that engages students in independent activities that reflect the history, economics, geography, culture, citizenship and government components outlined within the New York State Social Studies Scope and Sequence. • Classroom teachers will incorporate the use of primary sources and document based questions weekly. • Classroom teachers will utilize various social studies trade books and big books to teach social studies concepts daily. • Classroom teachers will set monthly goals for students. • Classroom teachers will assess students’ knowledge of social studies concepts by using soft data such as conference notes, teacher inventories and portfolio pieces. • Classroom teachers will create and administer written and hands on social studies assessments.
<p>Action Plan for Grade 3 through Grade 6</p>	<ul style="list-style-type: none"> • Classroom teachers will align student learning experiences and assessments with the New York State Social Studies Scope and Sequence. • Classroom teachers will align their teaching with the essential questions indicated on the New York State Social Studies Scope and Sequence. • Classroom teachers will align their teaching with the monthly big ideas indicated on the New York State Social Studies Scope and Sequence. • Classroom teachers will incorporate the use of primary sources and document based questions weekly. • Each student will receive 45 minutes of social studies instruction daily. • Each student will receive 50 minutes of social studies instruction by a social studies specialist once a week. • Classroom teachers and students will set monthly goals.

	<ul style="list-style-type: none"> • Classroom teachers will utilize the Scott Foresman social studies series as a base program and authentic primary documents to supplement the social studies program. • Classroom teachers will conduct weekly planning conferences to set weekly social studies objectives. • Classroom teachers will assess students' knowledge of social studies concepts by using soft data such as conferencing, teacher observation inventories and authentic piece portfolios. • Classroom teachers will assess students' knowledge of social studies concepts by using hard data such as written assessments. • Classroom teachers will use technology to enhance social studies concepts. • Students and parents will attend Workshops that provide various social studies concepts. • Students in Grade 5 will complete the New York State Social Studies Exam.
Aligning Resources: Implications for Budget, Staffing/Training and Schedule	<ul style="list-style-type: none"> • Social Studies based field trips • Use of internet for research of social studies concepts • Non-fiction texts • Social Studies based assemblies • Classroom teachers • LSO Social Studies Specialist • Social Studies Teacher
Indicators of Interim Progress and/or Accomplishment	<ul style="list-style-type: none"> • 3 document based questions per social studies unit • Classroom teacher created assessments • Project based assessments

A review of the Social Studies data from 2008 to 2009 indicates that:

- From 2008 to 2009 there has been a decrease in the Level I population by 26% and Level II population by 30%, an increase in the Level III population by 42%, and an increase in the Level IV population by 14%.

**CEP - Action Plan for Science
Completed by L. Cabezudo**

<p>Subject/Area:</p>	<p>Science</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> 1. By June 2010 student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on student portfolio pieces, Delta and Foss assessments, as well as teacher generated exams. 2. By June 2010 Grade 4 student achievement will demonstrate progress towards achieving state standards by a 5% increase in students scoring at Level 3 & 4 on the New York State Science Exam.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Target Population: Pre-K - 2</u></p> <ul style="list-style-type: none"> • Teachers will align student learning experiences and assessments with the New York State Science Performance Standards and the New York City Scope and Sequence. • Teachers will provide students with a learning environment that engages them in daily hands on experiences in all areas of science using the topics outlined in the New York State Scope and Sequence. • All teachers of science will incorporate the use of the scientific method. • Teachers will utilize science trade books and big books to teach content daily. • Each student will receive a minimum of 45 minutes of inquiry-based science literacy daily. • The science specialist will teach a targeted population of students for 50 minutes each week. • Students and teachers will write bi-weekly and/or monthly goals. • Students will be assessed using soft data such as teacher conferences, weekly teacher informal assessments, end of unit assessments, and portfolio pieces. • Students will receive teacher generated tests bi-weekly. • Students will prepare and host a science exhibit showcasing their scientific knowledge on a unit covered class. • Students will present a parent workshop during which they will teach a science lesson to parents. <p><u>Target Population: 3 - 6</u></p> <ul style="list-style-type: none"> • Teachers will align student learning experiences and assessment with the New York State Science Scope and Sequence. • Teachers will provide students with a learning environment that engages students in daily hands on experiences in all areas of science using the topics outlined in the New York State Scope. • All teachers of science will incorporate the use of the scientific method. • Teachers will utilize science trade books and big books to teach content daily. • Each student will receive a minimum of 45 minutes of inquiry-based science literacy daily. • The science specialist will teach a targeted population for 50 minutes each week. • Students and teachers will write bi-weekly and monthly goals. • Students will be assessed using soft data such as teacher

	<p>conferences, weekly teacher inventories, Foss assessments, teacher generated assessments, and portfolio pieces.</p> <ul style="list-style-type: none"> • Students will receive teacher generated tests bi-weekly. • Teachers will align their teaching weekly and bi-weekly. Using the essential questions as indicated on the New York State Science Scope and Sequence. • Teachers will utilize Foss and Delta Science Kits and Harcourt Science. • The science specialist will use supplemental materials such as; Insights and ETA kits to implement instruction. • Students in selected grades will create living environments and care for living organisms. • Students and their parents will attend a Weekend Workshop that will provide different methodologies for scientific inquiry. Students will also become the teacher on this day. • Students will prepare and host a science exhibit showcasing their scientific knowledge on a unit covered class. • Students in Grade 4 will take the New York State Science Exam.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Classroom Teacher • Science Building Mentor • Science Cluster Teacher • Tax Levy Money • Science based field trips • Use of internet for research of Science concepts • Non-fiction texts • Science based assemblies • LSO Science Specialist
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher generated examinations/monthly • ELSE Practice Tests • NYS 4th Grade Science Examination

A review of the Science data from 2008 to 2009 indicates that:

- From 2008 to 2009, there has been a decrease in the Level II population by 5%, an increase in the Level III population by 7%, and an increase in the Level IV population by 3%.
- For our ELL population, from 2008 to 2009 there has been a decrease in Levels I and II by 1% and there has been an increase in Level III by 5%.
- There has been a decrease in the level I population of Special Education by 15% and in the Level II population by 37%.
- From 2008 to 2009, students have shown a significant increase on the performance portion of the ELSE.
- There is a need to implement small group AIS instruction in Science for students scoring in Level I on school benchmark tests; lessons will feature concrete observational criteria which will be developed and implemented.

**CEP - Action Plan for Art
Completed by B. Sonek**

Subject/Area	Arts
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2010, student achievement in Visual Art in Grades Pre-K through 6 will improve by a 5% increase in student scoring at level 3 and 4 based on the benchmarks in The Blueprint for Teaching and Learning in the Arts.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Students in grades Pre-K – 6 will receive art instruction for 45 minutes each week by the certified art teacher. • New Horizons will be employed to perform several shows at the school for the entire student population. • Students will view and participate in an annual talent show. • Students will view and participate in a poetry slam. • Students will participate and view performances for the P.T.A. each month on several themes. • Individual teachers will visit cultural institutions such as the Met, Carnegie Hall, and The Kupferberg Center for the Performing Arts at Queens College. • Students will participate in performing and visual arts provided by the 21st Century grant. Students will display and perform their works of art in a culmination event in robotics, dance, theatre, and visual art. • Students will focus on artist in visual arts. Artists focusing on this year are Chagall, Matisse, Warhol and Thiebaud. • Students will have the opportunity to experience various musical performances in the school and in several artistic arenas throughout the five boroughs of New York. • Students will participate in activities in collaboration with organizations such as; Urban Arts Partnership, Vision Education and Media, Queens Museum of Art, J-Cal, and Carnegie Hall.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources – 21st century Art Grant through the Queens Museum Project Arts</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student work is assessed using the benchmarks (rubric) found in the “Blueprint for Teaching and Learning in the Arts.” There will be an art show at the end of the year to showcase the students work.</p>

**CEP - Action Plan for Technology
Completed by M. Jones**

Subject/Area:	Technology
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2010, student achievement in Technology in Grades Pre-K through 6 will improve by a 5% increase in student scoring at level 3 and 4 based on the New York State mathematics, science, and technology (MST) Learning Standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will receive Professional Development at the beginning of the school year in the use of Aris, and Acuity to gather student data and Renzulli to differentiate instruction. • Technology workshops will be available throughout the school year to support teacher’s acquisition of skills pertaining to Web 2.0 platforms. • Students will attend the computer labsite once per week, for 50 minutes. Instruction will consist of MS Office (Word, Excel, PowerPoint), Internet literacy, ethical issues, educational software, and introduction to Web 2.0 tools, in addition to accessing the Acuity website to increase their skills in ELA and math. • Teachers will use technology to enhance learning and gather student data to drive instruction. • Students will use technology as a tool to acquire, organize and communicate information. • Existing school’s technology infrastructure will be updated and adequately maintained.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • 21st century Pre- Robotics and Animation after school enrichment programs. • Laptops in 3rd -6th grade classrooms. • Desktops in Pre-k -2nd grade classrooms. • Smartboards in six classrooms. • The conference room has 6 desktops, 2 printers, 1 scan machine, 1 poster machine, 1 laminator, 1 smartboard, 1 television with cable, and a LED projector available to staff. • Infrastructure: expansion of WIFI throughout the building through project connect, T-2 line, Time Warner cable. • Multimedia center in the auditorium and WIFI access. • Computer labsite with 32 computers, automated screen, LED projector, and Time Warner cable.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student projects will be assessed using the National Technology Standards upon completion. • Administration will encourage the use of technology by disseminating information via DOE email, and promote the use of Powerpoint, Smartboards, and laptops during instruction.

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	10	0	N/A	N/A	0	1	0	0
1	20	2	N/A	N/A	2	1	2	2
2	64	12	N/A	N/A	4	2	3	1
3	48	14	N/A	N/A	3	2	5	1
4	46	14	20	18	5	1	6	0
5	27	16	9	5	7	1	4	0
6	10	3	8	6	2	2	0	0
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 Reading 3D/Dibels 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.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Wilson Foundations</p> <ul style="list-style-type: none"> • Kindergarten through grade 2 • During the school day • Small group instruction <p>Fundations Reading System is a small-group remedial reading program based upon the principles of Orton-Gillingham methodology. It is a scientifically-based, systematic, sequential, multi-sensory method of teaching reading and writing skills to the Early Childhood students who struggle with basic reading strategies.</p> <p>Targeted Skill Deficiency groups</p> <ul style="list-style-type: none"> • Grades 3 – 6 • During the school day • Small group instruction <p>Individual Student conferences</p> <ul style="list-style-type: none"> • Skill specific resources • All grades • During the school day <p>Reading Test Preparation Program</p> <ul style="list-style-type: none"> • Kaplan Advantage Reading • Grades 3 – 6 • Afterschool <p>Small Group Instruction</p> <ul style="list-style-type: none"> • All grades • During the school day

	<p>37 ½ minutes</p> <ul style="list-style-type: none"> • Grades 2 – 6 • Words Their Way, Rally- Listening, Editing and Paired Passages <p>Small group instruction</p>
Mathematics:	Teachers use the NYS Math Coach to address the students' deficits as identified through the Math Cumulative Test data. There is also an emphasis on the Open Ended Questions (NYS Book 2 type questions) to get students familiar with the NYS 2 and 3 point rubric and anchor papers to improve their responses. Math AIS is held twice a month alternating weeks. In addition, small group tutoring is held during the math period daily (for 15 minutes during the Independent Activity) to address the deficits. Level 1 and 2 students receive remedial math during the Math After school Program alternating months for one hour twenty minutes three times a week .
Science:	During our days of English Language Arts Academic Intervention Services, a selected group of students from fourth grade will be pulled out to receive approximately 40 minutes of small group instruction within the content area of reading. These students will be provided with intervention materials selected from resources such as Time For Kids, Success for Reading, and Scholastic Weekly Readers. Students will be then assessed on concepts taught using teacher generated exams.
Social Studies:	During our days of English Language Arts Academic Intervention Services, a selected group of students from fourth grade will be pulled out to receive approximately 40 minutes of small group instruction within the content area of reading. These students will be provided with intervention materials selected from resources such as Document Based Questions, Time Critical Thinking Reading Comprehension Workbooks and Taking the High Road to Social Studies, the New York State Edition. Students will then be assessed on concepts taught using teacher generated exams.
At-risk Services Provided by the Guidance Counselor:	Students are given counseling based on teacher recommendations and parent requests as needed.
At-risk Services Provided by the School Psychologist:	Students are given counseling based on teacher recommendations and parent requests as needed.
At-risk Services Provided by the Social Worker:	Students are given counseling based on teacher recommendations and parent requests as needed. Social Workers give parents outside resources for services.
At-risk Health-related Services:	Students are given services based on their need in Speech, Occupational Therapy, or Physical Therapy.

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 (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X_ ESL ___ Both **Number of LEP (ELL) Students served in 2009-10: 48**
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

At the Samuel Huntington School English Language Learners are served in a full time ESL push-in and pull-out program by a certified teacher with a NYS License in Teaching English To Speakers of Other Languages. ESL instruction is provided to all ELL students in grades K – 6 using a pull-out and push-in model. The pull-out groups are serviced in a separate classroom and are given ESL instruction using a modified workshop model. Students are grouped according to grade and English proficiency level. English is the language of instruction. ESL students will receive 360 minutes of instruction each week at the beginning and intermediate levels and 180 minutes of instruction at the advanced level. These children will receive resource room and are targeted at-risk by the Data Inquiry Team, as well as attending after school. In addition, these students are given a variety of remedial aid to ensure that they meet the NYS Learning Standards. Foundations, Reading 3D, and Imagine It are programs that PS 40 provides. In addition, students are identified as needing intervention or enrichment services. Once the children are identified using data they receive whether academic or enrichment services during the AIS/AES period. These services are provided three times a week.

The ESL program helps our students to develop grade appropriate skills, concepts and level of understanding English. The program emphasizes integration of four language skills: listening, speaking, reading and writing. The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students we will use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. The Balanced Literacy Workshop model will be utilized to focus on the content areas. Other strategies to be emphasized in order to improve the language of ELLs are: building and activating background knowledge, the integration of children’s native language and cultural backgrounds, values and beliefs, the use of manipulatives to facilitate concrete experiences to help students create a context for what they are learning, using accountable talk to support language development, assisting students in understanding each component in the writing process, and the use of rubrics to self-asses students’ progress. Language development will be increased and assessed and the use of vocabulary as integrated into the content areas of literacy, mathematics, science, social studies, technology, etc. The ESL students will learn to look critically at the world around them through studying original documents, doing research, and investigation. To further enrich learning experiences for ELLs, trips will be planned. During the 2009-

2010 current school year, Mrs. Dulberg has attended a variety of ESL workshops that has better prepared her in dealing with current issues ELLs face in today's society. These workshops exposed her to new and current teaching strategies that will aid our ESL population.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ ESL students. A translator will be present at the orientation sessions.
 - Monthly Parent Workshops or conferences to motivate parents to understand and become more involved in their children's education. The ESL teacher, Parent Coordinator, and a translator will participate in all workshops. Other presenters such as Administrators, Guidance Counselor, School Psychologist, Family Social Worker, Literacy Coach, Mathematic Coach, will be invited as needed.
 - Workshops for parents of ESL students to strengthen parenting skills and minimize parental stress.
 - All parents receive a Monthly Parent Calendar which will be translated into their home language of the students.
 - Report cards, Discipline Code and School Policies will be distributed in the home language of the ESL students.
 - Providing frequent communication, written and oral in the language of the parents.
 - Inviting parents for ESL class celebrations
- III. Project Jump Start: **Programs and activities to assist newly enrolled ELL/LEP students.**
- IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- Second Language Acquisition and Teaching Strategies for English Language Learners.
 - Literacy Center Activities for English Language Learners.
 - Interactive websites for ELLs to assist them in the content areas of English Language Arts.
 - What Can ELLs Do in the Reading and Writing Workshops.
 - How to Help ELLs Assess Core Content Area Curriculum.
 - How Will We Address ELL Students with IEPs
 - Strategies that will enhance learning of content areas for ELLs that have special needs.
 - ATS Training
 - BESIS Training
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Students who need more assistance will be provided with Foundations, Reading 3D, Imagine It, Academic Intervention, DIBELS, SETSS, and ESL after school programs.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: Samuel Huntington School District: 28

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2					2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: **28 Samuel Huntington School**

School Building: **PS 40**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50	Literacy PI K	Literacy PI K	Literacy PI 3	Literacy PI 2	Literacy PI K
2	From: 8:50 To: 9:30	Literacy PI K	Literacy PI K	Literacy PI 3	Literacy PI 2	Literacy PI K
3	From: 9:30 To: 9:40	Literacy PI K	Literacy PI K	Literacy PO 3	Prep	Literacy PI K
4	From: 9:40 To: 10:20	Literacy PI 1	Literacy PI 1	Literacy PO 3	Prep	Literacy PI 1
5	From: 10:20 To: 11:10	Literacy PI 1	Literacy PI 1	Prep	Literacy PI 1	Literacy PI 1
6	From: 11:10 To: 12:00	Literacy PI 3	Literacy PI 3	Literacy PI 3	Literacy PI 3	Literacy PI 3
7	From: 12:00 To: 12:50	L	U 12:00- 12:40	N	C	H
8	From: 12:50 To: 1:40	Literacy PI 2	12:40-1:40 Literacy PO K and 1st grade	Literacy PO 2	Literacy PO 2	Prep
9	From: 1:40 To: 2:20	Prep	Prep	Literacy PO 2	Literacy PO 2	Literacy PO 2
10	From: 2:20 To: 3:09 ½		A	E	S	

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing Push-in ___x Pull-out
 Indicate Proficiency Level: ___x_ Beginning Intermediate ___x_ Advanced

School District: 28 Samuel Huntington School School Building: PS40

Period	Time		Tuesday	Wednesday	Thursday	
1	From: 8:00 To: 10:00		Literacy PI 5	Literacy PI 6	Literacy PI 6	
2	From: 10:00 To: 11:00		Literacy PI 5	Literacy PI 4	Literacy PI 4	
3	From: 11:00 To: 12:00		Literacy PI 5	Literacy PI 4	Literacy PI 4	
4	From: 12:00 To: 12:50		Lunch	Lunch	Lunch	
5	From: 12:50 To: 1:40		Literacy PO 5 th and 6 th grade	Literacy PI 6	Literacy PI 6	
6	From: 1:40 To: 2:20		Literacy PO 4 th and 5 th grade	Literacy PO 4 th and 5 th grade	Literacy PO 4	
7	From: 2:20 To: 3:09 ½		Prep	Prep	Prep	

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

Form TIII – A (1)(a)

Grade Level(s): K-6 **Number of Students to be Served:** 48 LEP _____ Non-LEP

Number of Teachers: 1 **Other Staff (Specify)** 1 certified common branch teacher

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.

The Title III program at P.S. 40 is for 48 English Language Learners who scored at the beginning and intermediate level of English language proficiency, as determined by their LAB-R and NYSESLAT scores. They will be offered additional school support for 24 weeks, 1 day per week for 1 ½ hours for grades 3-6 and 1 day a week for 2 hours for grades K-2. Grades K-6 are included in the ESL after school program. English will be the language of instruction.

English will be the language of instruction. There will be one certified ESL teacher and a certified common branch teacher who has a concentration of English Language Arts. The supervision of the program will be at no cost to the Title III.

These after school activities will assist the children to become better readers, writers, listeners, and speakers in their general education and/ or special education classes. Language development will be increased and assessed through the students' use of vocabulary as integrated into content areas through the use technology. There will be small group instruction to improve individual skills in deficient areas. The teaching materials will include a wide range of print, visuals, manipulatives and digital resources. The teachers will provide instruction in organizational skills, test taking skills and reading strategies. They will model the use of the language in ways in which students are expected to perform. The Title III program will help the students to become more effective communicators in the English language. There are two teachers that work in the after school program. ESL instruction will be provided by the certified ESL teacher who will employ ESL strategies and techniques. The certified common branch teacher will teach in the content area of Language Arts. The two teachers will be team teaching. The ESL teacher will demonstrate ESL best practices strategies with the common branch teacher to differentiate instruction for ELLs. Activities are designed and geared to each child's specific

needs. There are approximately forty eight students participating in the after school program. The assistant principal will supervise the after school program at no cost.

The Title III program will be utilizing the ELL Targeted Reading and Writing Intervention Program that focuses on teaching key reading skills with the focus on reading comprehension, fluency, vocabulary, phonics, sight words and writing activities. The teacher will differentiate instruction so that intervention is geared to the student. The students will be engaged with high interest reading passages. The program focuses on academic vocabulary words that are key for English language learners to develop reading proficiency. The program also reinforces the reading and writing connection with a writing activity. The Targeted Intervention Program increases fluency with purposeful, research based activities. Teachers will model all components of the program to help students develop a solid foundation in literacy and provide preparation for state assessments. This is designed to provide detailed instructional strategies that can be used immediately to help students take control of their reading.

The Title III program will be attending two field trips on Saturday. Parents are invited to go on the field trip to be active participants in their child's learning process. The Hall of Science in Flushing Meadows is a hands on center that allows the students to experience things at first hand. The center promotes science and technology as important tools that help students understand themselves and the world they live in. The New York Aquarium is known for teaching children and adults about sea creatures and their marine habitats. These field trips enhance students' learning and also correlate to their curriculum.

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.

Professional Development will be for the ESL teacher and the classroom teachers who have ELL students in their class. The CLSO will provide the professional development at other schools where the staff will participate in workshops and observe ELL best practices. The first workshop will be held on November 18, 2009. PS 40 will also host in house professional development. There will be ten sessions through out the year. All professional development will be held during the day; therefore the teachers will not be paid. All teachers need to receive 7.5 hours of ELL professional development that is mandated by the state.

One of the workshops the ESL teacher attended in September 2009 was Technology for English Language Learners. This interactive workshop allowed the ESL teacher to go on the computer look up the websites that are interactive for the English Language Learners. In October 2009 she went to Teaching Study Skills to Special Education Students. This workshop focused on study skills for special Ed and English Language Learners. She was exposed to a plethora of graphic organizers that were designed around a concept, for example, sorting. The graphic organizers can be used in the classroom to differentiate the lessons. In November 2009 the ESL teacher went to Jose P Training BETAC which focused on identification of ELLs, placement, regulations and mandates. In December 2009 she attended the Overview session on BESIS/ Language Allocation Policy and Title III plans. There will be professional development January 15, 2010 on Technology for English Language Learners. On February 11, 2010 there will be a PD on Teaching Study Skills to Special Education Students. On March 16, 2010 there will be another PD regarding the items that are on the NYSESLAT within the four modalities. Teachers will become aware of what exactly is on the test so that they can better equip their ELL students. On April 15, 2010 there will be a PD on the strategies that can be utilized to help the students pass the NYSESLAT.

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

I. Language Allocation Policy Team Composition:

District: 28	School: PS 40
Principal: Alison Branker	Assistant Principal: Christina Williams
Math Coach: Cheri Hicks	Literacy Coach: Sharon Clifford
ESL teacher: Jennifer Dulberg	Guidance Counselor: Jeanette Curwen
Teacher/Subject Area: Natasha Andrews/ CB	
Teacher/Subject Area: Cathy London/ CB	Parent Coordinator Sandra Sanders
Network Leader: Lucille Lewis	

Teacher Qualifications

PS 40 has two well trained certified ESL teachers. One ESL teacher is full time while the other is part time. We ensure that the ELLs receive the mandated instruction for the current 2009-2010 school year.

School Demographics

The Samuel Huntington School is located in Jamaica, New York. At present, the school shares the same building with TWLES. However, the school has created its own organization where each school has their own plan how to enter and exit the building. The two schools share the library, cafeteria, and gymnasium. The majority of our students are of low-socio economic backgrounds therefore most of our students are eligible for free breakfast and lunch. PS 40 currently has 537 students currently enrolled in the 2009-2010 school year. Our English Language Learner population is about 11% of the total population at PS 40. There are 48 English Language Learners currently attending the Samuel Huntington School. There are 35 students whose first language is Spanish, 4 students that speak Fulani/ French, 4 Haitian Creole, 3 Bengali, and 2 Arabic.

II. ELL Identification Process

During registration period the certified ESL teacher, Jennifer Dulberg, is part of the registration team. While parents are filling out the registration packet, the ESL teacher meets the parents of new students. Inside the packet there is the Home Language Survey. After interviewing parents of new admits she makes sure that the Home Language Survey is in their home language. After speaking with the parent the ESL teacher goes over the Home Language Survey to make sure they understand what they are filling out. If the parent does not speak English a translator will be available to assist. If the parent indicates that the child speaks, reads or writes in another language two or more times in questions 1-4 and 4-8 then the ESL teacher will interview the child next. If the ESL teacher feels that the child should be tested then she will administer the LAB-R. If the child is identified as an eligible candidate for Bilingual Instructional services, an informal interview is given to the candidate by a pedagogue and the Spanish LAB-R is administered. The ESL teacher has ten days from the child's registration date to administer the LAB-R. In the spring the ESL teacher runs

the RLER report to see who is eligible to take the NYSESLAT. When the results come in the ESL teacher uses the data from their scores to gear instruction.

Within ten days of registration the ESL teacher holds a Parent Orientation meeting. The ESL teacher sends home the Entitlement letter in the child's home language. This letter informs the parent briefly about the different programs the board of education has to offer. In addition, the letter states the day, time, and place where the Parent Orientation Meeting is being held. In this meeting the ESL teacher has the parents' watch the video from the board of education that fully describes the different programs the city has and the process. Parent brochures are also handed out so that the parents can bring it home and refer to it when needed. The video is shown in the different languages that are presented at the meeting. After the parent watches the video they are able to fill in the Program Survey and Program Selection Forms. They sign it and it is filed in a locked cabinet and room for security. If a parent does not show to the meeting the ESL teacher will continue to call and write letters to the parents to invite them in to see the video and fill out the forms. The ESL teacher will document her efforts in trying to contact the parents. A translator is available to speak to parents of other languages. If the forms are still not returned the default program for ELLs is the Transitional Bilingual Education as per the CR-154. After reviewing the Program Selection Forms if the parent indicates for their first choice a program that we do not have in our school, then the ESL and Parent Coordinator work together with the Placement Center to see what is available in other schools. Next, the parent is notified and asked if they want their child to go to another school. The parent needs to understand that the school may not be close and if they are willing to have their child bussed. A translator will be available if needed. If they consent then the ESL teacher and the Parent Coordinator work with the Placement Center to place the child in another school. After the child is placed in the correct program then the parent will receive the Placement Letter in their home language.

In the last few years most parents choose the Freestanding English as a Second Language Program as their first choice. Currently the Samuel Huntington School only offers the Freestanding English as a Second Language Program program. There are also not enough students that speak one language in one grade to open any other programs. Since most parents indicate ESL as their first choice, that is the program that is used in the school.

III. ELL Demographics

Programming and Scheduling Information

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. ESL instruction is provided to all ELL students in grades K – 6 using a pull-out and push-in model. The pull-out groups are serviced in a separate classroom and are given ESL instruction using a modified Teacher's College workshop model. Students are grouped according to grade and English proficiency level. English is the language of instruction. ESL students will receive 360 minutes of instruction each week at the beginning and intermediate levels and 180 minutes of instruction at the advanced level. The students are heterogeneously grouped with mixed proficiency levels. When the ESL teacher creates the schedule the teacher adds up the instructional minutes to ensure that mandates are being met. Students are not pulled from ELA or Math instruction so that the students receive the maximum time of instruction in those content areas.

The ESL program helps our students to develop grade appropriate skills, concepts and level of understanding English. The program emphasizes integration of four language modalities: listening, speaking, reading and writing. The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students we will use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. Students work in cooperative groups and the teacher uses the method of scaffolding to aid the students in understanding concepts. Scaffolding is an essential part to learning. It allows the teacher to model, bridge, contextualize and build the students' background knowledge. The ESL teacher also conferences with the students and collaboratively plans with the classroom teachers. The teacher also has the students in flexible groups so that the students are working with different types of children. The Balanced Literacy Workshop model will be utilized to focus on the content areas. Other strategies to be emphasized in order to improve the language of ELLs are: building and activating background knowledge, the integration of children's native language and cultural backgrounds, values and beliefs, the use of manipulatives to facilitate concrete experiences to help students create a context for what they are learning, using accountable talk to support language development, assisting students in understanding each component in the writing process, and the use of rubrics to self-assess students' progress. Language development will be increased and assessed and the use of vocabulary as integrated into the content areas of literacy, mathematics, science, social studies, technology, etc. The ESL students will learn to look critically at the world around them through studying original documents, doing research, and investigation. In addition, PS 40 has reading materials that are written in different languages to help the student gain knowledge while learning English.

The students who have three years or less of ESL instruction, students who have four to six years of instruction, SIFE, and long term ELL will receive resource room and are targeted at-risk by the Data Inquiry Team, as well as attending after school. Students who have special needs will also receive extra services but as per their IEP. In addition, these students are given a variety of remedial aid to ensure that they meet the NYS Learning Standards. Foundations, Reading 3D, and Imagine It are programs that PS 40 provide. Furthermore, in all grades except for Kindergarten students participate in AIS and AES instruction. The AIS instruction allows the students to receive instruction that focuses on their weaknesses; while AES instruction is geared to enrich the children's' understanding of units of study.

PS 40 provides after school programs that focus on reading and math skills. These skills are aligned with the NYS standards and prepare the students for the state exams. In addition, there is the Title III after school program for ELLs. There are two ELL after school programs; one for grades K-2 and another for grades 3-6. The ELL students who are in grades K-2 will be participating in the ESL after school program while the upper grade ELLs are participating in the reading and math after school programs. In the spring, when the upper grade ELLs have completed their after school programs then they will participate in the upper grade ESL after school program. All of the ELL students are invited to participate in the Title III program.

The instructional materials that are used to support ELLs are books in the child's native language. In addition, PS uses *Getting Ready for the NYSESLAT* by Attanasio and Associates. Classroom teachers and the ESL teacher use laptops and Smart Boards to create hands on activities. In addition students work on a variety of computer programs; one is called Imagine Learning. Imagine Learning focuses on language development through text and also builds upon what the child already knows. Students also go on a variety of ELL websites that allow them to experience and use the English Language.

Professional Development and Support for School Staff

To further enrich learning experiences for ELLs, trips will be planned. During the 2009-2010 and current school year, the ESL teacher has attended a variety of ESL workshops that has better prepared her in dealing with current issues ELLs face in today's society. These workshops exposed her to new and current teaching strategies that will aid our ESL population. In addition, the ESL teacher meets with the teachers of the students she services and turn keys the information learned to them. Staff are also sent to ELL workshops and turn keys the information to their colleagues in the grade. During the common planning prep period the classroom teacher discusses with the ESL teacher what strategies they are working on and what the strategies that need to be re addressed are. This is to ensure that what is being done in the ESL classroom reflects what is being taught in the classroom.

Parental Involvement

As new students enter the ELL program, our school will conduct additional new parent workshops, as well as other informational workshops. Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ ESL students will be held a few times a year. There will be monthly Parent Workshops or conferences to motivate parents to understand and become more involved in their children's education. These meetings for parents emphasize instructional issues, such as assessment, standards, school policies and strategies to help support student success and achievement. The ESL teacher, Parent Coordinator, and translators will participate in all workshops. Other presenters such as Administrators, Guidance Counselor, School Psychologist, Family Social Worker, Literacy Coach, Mathematic Coach, will be invited as needed. In addition, PS 40 will host workshops for parents of ESL students to strengthen parenting skills and minimize parental stress. Some of the workshops for parents meet on Saturdays. Parents are also invited to participate in the Title III after school program. Parents are welcomed to join in and participate in the activities that their ELL child is involved in. PS 40 sends home surveys to parents asking their opinions and concerns about what is being done in the current school year. Report cards, Discipline Code and School Policies will be distributed in the home language of the ESL students.

IV. Assessment Analysis

According to the patterns in proficiency the ELL students tend to be proficient in the Speaking and Listening modalities. The ELL students tend to need to strengthen their reading and writing skills more. Most of the ELL students are assessed as beginner and intermediate. The ESL program helps our students to develop grade appropriate skills, concepts and level of understanding English. The program emphasizes integration of four language skills: listening, speaking, reading and writing. The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students we will use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. The ESL teacher also meets with the classroom teacher to ensure that the skills being taught in class match what is taught in the ESL classroom. Most of the ELL students take the state exams in English. We have found that the ELL students are not proficient in the home language to take the test in their home language.

PS 40 looks at data from the NYSESLAT and the Periodic assessment. We look at what areas the students still need help in and focus on those areas. We look at the results and determine if the students are improving in the skills they are deficient in. Teachers are able to go on ARIS and look up their students' scores on variety assessments. The ESL teacher shares the scores and information from the ELL periodic assessment with the classroom teachers. They use this information to gear their instruction and conferencing with their students.

Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s): K-6 **Number of Students to be Served:** 48 LEP _____ Non-LEP

Number of Teachers : 1 **Other Staff (Specify)** 1 certified common branch teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The Title III program at 28Q040 is for 48 English Language Learners who scored at the beginning and intermediate level of English language proficiency, as determined by their LAB-R and NYSESLAT scores. They will be offered additional school support for 24 weeks, 2 days per week. The program starts in December 2009 and ends in June 2010.

Grades K-2 will be on Fridays from 2:30pm- 4:30pm
2 TRs x 2 hrs x 24 sessions x \$49.89 = \$4789.44

Grades 3-6 will be on Wednesdays from 3:10pm- 4:40pm.

2 TRs x 1.5hrs x 24 sessions x \$49.89 = \$3592.08

English will be the language of instruction. There will be one certified ESL teacher and a certified common branch teacher who has a concentration of English Language Arts. The supervision of the program will be at no cost to the Title III.

These after school activities will assist the children to become better readers, writers, listeners, and speakers in their general education and/ or special education classes. Language development will be increased and assessed through the students' use of vocabulary as integrated into content areas through the use technology. There will be small group instruction to improve individual skills in deficient areas. The teaching materials will include a wide range of print, visuals, manipulatives and digital resources. The teachers will provide instruction in organizational skills, test taking skills and reading strategies. They will model the use of the language in ways in which students are expected to perform. The Title III program will help the students to become more effective communicators in the English language. There are two teachers that work in the after school program. ESL instruction will be provided by the certified ESL teacher who will employ ESL strategies and techniques. The certified common branch teacher will teach in the content area of Language Arts. The two teachers will be team teaching. The ESL teacher will demonstrate ESL best practices strategies with the common branch teacher to differentiate instruction for ELLs. Activities are designed and geared to each child's specific needs. There are approximately forty eight students participating in the after school program. The assistant principal will supervise the after school program at no cost.

The Title III program will be utilizing the ELL Targeted Reading and Writing Intervention Program that focuses on teaching key reading skills with the focus on reading comprehension, fluency, vocabulary, phonics, sight words and writing activities. The teacher will differentiate instruction so that intervention is geared to the student. The students will be engaged with high interest reading passages. The program focuses on academic vocabulary words that are key for English language learners to develop reading proficiency. The program also reinforces the reading and writing connection with a writing activity. The Targeted Intervention Program increases fluency with purposeful, research based activities. Teachers will model all components of the program to help students develop a solid foundation in literacy and provide preparation for state assessments. This is designed to provide detailed instructional strategies that can be used immediately to help students take control of their reading.

The Title III program will be attending two field trips on Saturday. Parents are invited to go on the field trip to be active participants in their child's learning process. The Hall of Science in Flushing Meadows is a hands on center that allows the students to experience things at first hand. The center promotes science and technology as important tools that help students understand themselves and the world they live in. The New York Aquarium is known for teaching children and adults about sea creatures and their marine habitats. These field trips enhance students' learning and also correlate to their curriculum.

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.

Professional Development will be for the ESL teacher and the classroom teachers who have ELL students in their class. The CLSO will provide the professional development at other schools where the staff will participate in workshops and observe ELL best practices. The first workshop will be held on November 18, 2009. PS 40 will also host in house professional development . There will be ten sessions through out the year. All professional development will be held during the day; therefore the teachers will not be paid. All teachers need to receive 7.5 hours of ELL professional development that is mandated by the state.

One of the workshops the ESL teacher attended in September 2009 was Technology for English Language Learners. This interactive workshop allowed the ESL teacher to go on the computer look up the websites that are interactive for the English Language Learners. In October 2009 she went to Teaching Study Skills to Special Education Students. This workshop focused on study skills for special Ed and English Language Learners. She was exposed to a plethora of graphic organizers that were designed around a concept, for example, sorting. The graphic organizers can be used in the classroom to differentiate the lessons. In November 2009 the ESL teacher went to Jose P Training BETAC which focused on identification of ELLs, placement, regulations and mandates. In December 2009 she attended the Overview session on BESIS/ Language Allocation Policy and Title III plans. There will be professional development January 15, 2010 on Technology for English Language Learners. On February 11, 2010 there will be a PD on Teaching Study Skills to Special Education Students. On March 16, 2010 there will be another PD regarding the items that are on the NYSESLAT within the four modalities. Teachers will become aware of what exactly is on the test so that they can better equip their ELL students. On April 15, 2010 there will be a PD on the strategies that can be utilized to help the students pass the NYSESLAT.

Parental Involvement

The Title III program will be attending two field trips on Saturday. Parents are invited to go on the field trip to be active participants in their child’s learning process. The Hall of Science in Flushing Meadows is a hands on center that allows the students to experience things at first hand. The center promotes science and technology as important tools that help students understand themselves and the world they live in. The New York Aquarium is known for teaching children and adults about sea creatures and their marine habitats.

Form TIII – A (1)(b)

School: Samuel Huntington School **BEDS Code:** 342800010040
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 9179.76	2 teachers x 1 day x 1.5 hrs. @ \$ 49.89 per hr.= \$149.67 per week \$149.67 x 24 weeks= \$ 3592.08 2 teachers x 1 day x 2 hrs @ & 49.89 per hr= \$199.56 per week \$199.56 x 24 weeks= \$ 4789.44 <u>Saturday Field Trips:</u> 2 field trips and 2

		<p>teachers.</p> <p>\$ 49.89 per hr (one teacher) X 4 hrs(a trip) = \$ 199.56 X 2 trips = \$ 399.12 X 2 (teachers)= \$798.24</p> <p><u>These field trips are listed below:</u></p> <p>Hall of Science New York Aquarium</p>
Supplies and materials	\$ 3942.24	<p>ELL Targeted Reading and Writing Intervention Program</p> <p>There are 20 students in grades K-2 There are 20 students in grades 3-6 Each child will have their own copy; 40 copies in total.</p>
Other- Field Trips	\$ 1598.00	For the cost of field tips and transportation

		<u>Hall of Science at Flushing Meadows</u> Adult: \$11.00 per ticket and children: \$8.00 per ticket $\$11.00 \times 2(\text{adults}) + \$8.00 \times 40(\text{students}) =$ \$342.00 <u>New York Aquarium</u> Adult: \$17.00 per ticket and children: \$13.00 per ticket $\$17.00 \times 2(\text{adults}) + \$13.00 \times 40(\text{students}) =$ \$554.00 Bus parking is \$ 12.00 all day(for NY Aquarium) Bus cost: \$ 345.00 per 4-6 hours $\$345.00 \times 2(\text{field trips}) =$ \$ 690.00
Other- Parent involvement on field trips	\$ 280.00	Cost of parents attending field trips $\$17.00 \times 10(\text{parents}) = \170.00 $\$11.00 \times 10(\text{parents}) = \110.00
TOTAL	\$ 15,000.00	Allotted Budget- Professional per session, supplies and materials

Form TIII – A (1)(b)

School: Samuel Huntington School

BEDS Code: 342800010040

Title III LEP Program

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure

Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 9179.76	<p>2 teachers x 1 day x 1.5 hrs. @ \$ 49.89 per hr.= \$149.67 per week \$149.67 x 24 weeks= \$ 3592.08</p> <p>2 teachers x 1 day x 2 hrs @ & 49.89 per hr= \$199.56 per week \$199.56 x 24 weeks= \$ 4789.44</p> <p><u>Saturday Field Trips</u>: 2 field trips and 2 teachers.</p> <p>\$ 49.89 per hr (one teacher) X 4 hrs(a trip) = \$ 199.56 X 2 trips = \$ 399.12 X 2 (teachers)= \$798.24</p> <p><u>These field trips are listed below:</u> Hall of Science New York Aquarium</p>
Supplies and materials	\$ 3942.24	<p>ELL Targeted Reading and Writing Intervention Program</p> <p>There are 20 students in grades K-2 There are 20 students in grades 3-6 Each child will have their own copy; 40 copies in total.</p>
Other- Field Trips	\$ 1598.00	<p>For the cost of field tips and transportation <u>Hall of Science at Flushing Meadows</u> Adult: \$11.00 per ticket and children: \$8.00 per ticket \$11.00X 2(adults) + \$ 8.00 X 40 (students) = \$342.00</p> <p><u>New York Aquarium</u> Adult: \$17.00 per ticket and children: \$13.00 per ticket \$17.00 X 2(adults) + \$13.00 X 40 (students) = \$554.00</p> <p>Bus parking is \$ 12.00 all day(for NY Aquarium) Bus cost: \$ 345.00 per 4-6 hours \$ 345.00 X 2 (field trips) = \$ 690.00</p>
Other- Parent involvement on field trips	\$ 280.00	<p>Cost of parents attending field trips \$17.00 X 10 (parents) = \$170.00</p>

		\$11.00 X 10 (parents) = \$110.00
TOTAL	\$ 15,000.00	Allotted Budget- Professional per session, supplies and materials

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A needs assessment was conducted, which included the Principal, Assistant principal, Pupil Accounting Secretary and ESL teacher, regarding the written translation needs of the students enrolled in PS 40. Each students' Home Language Identification Survey was assessed. All students whose home language was listed as non English on the survey was reviewed and discussed. The Language Translation and Interpretation Unit is used through out the year to translate a variety of letters to parents.

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.

The results of the needs assessments are as follows: (35) ELL students and their families require written and oral translation in Spanish and (3) ESL students and their families requires written and oral translation in Bengali. In addition, (4) families require written and oral translation in Haitian-Creole, (2) families require written and oral translation in Arabic, and (4) families require written and oral translation in an African dialect.

The committee will make arrangements to ensure that the written and oral translation needs of all families who require them will be met.

Part B: Strategies and Activities

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

Written translation of all documents regarding the school's academic programs, student participation in the school activities, open-school day and night information, approaches for increasing achievement, NCLB information not available from the central board, information regarding assessments, and information which would increase parent participation in school activities will be sent home in their home language to those

families who do not speak English in their homes. The Spanish, the Bengali and the Haitian –Creole translation will be done in our school by our qualified staff members. For the Urdu, Arabic, and African dialects we will use services of NYDOE Translation and Interpretation Unit.

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.

Oral translation of scheduled school meetings and activities will be provided as necessary to all who do not speak English in their homes. When necessary a translator will be available to provide assistance to those families who require it. The oral interpretation services will be provided by school staff (Spanish) and parents volunteers (Urdu, Arabic, Bengali, Albanian and African dialects)

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>.

PS 40 will provide each parent whose primary language is not English and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services. We will post near the primary entrance a sign in each of the covered languages that a copy of the Important Notice for Parents Regarding Language Assistance Services is in the main office. Our school’s safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school’s administrative offices solely due to language barriers. If our school would have the parents of more than 10% of the children speak a primary language that is neither English nor a covered language we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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.

Written translation of all documents regarding the school's academic programs, student participation in the school activities, open-school day and night information, approaches for increasing achievement, NCLB information not available from the central board, information regarding assessments, and information which would increase parent participation in school activities will be sent home in their home language to those families who do not speak English in their homes. The Spanish, the Bengali and the Haitian –Creole translation will be done in our school by our qualified staff members. For the Urdu, Arabic, and African dialects we will use services of NYDOE Translation and Interpretation Unit.

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.

Oral translation of scheduled school meetings and activities will be provided as necessary to all who do not speak English in their homes. When necessary a translator will be available to provide assistance to those families who require it. The oral interpretation services will be provided by school staff (Spanish) and parents volunteers (Urdu, Arabic, Bengali, Albanian and African dialects)

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>.

PS 40 will provide each parent whose primary language is not English and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services. We will post near the primary entrance a sign in each of the covered languages that a copy of the Important Notice for Parents Regarding Language Assistance Services is in the main office. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. If our school would have the parents of more than 10% of the children speak a primary language that is neither English nor a covered language we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required.

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:	\$337,438	\$10,309	\$347,747
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,374		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		103	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,872		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		516	
6. Enter the anticipated 10% set-aside for Professional Development:	33,743		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		1,030	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **Not Applicable**

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.

Parent Involvement Policy

General Expectation

The Samuel Huntington School agrees to implement the following:

- Include programs in our school that will be planned and operated with our parents’ and students’ needs in mind.
- Our school will provide parents that have limited English with workshops that will supply them with information to assist their children.
- The Samuel Huntington School will involve the parents in the decision making of how the 1 percent of the Title 1 fund for parental involvement will be spent.
- The school will provide excellent education on in a supportive and caring atmosphere. We will offer parents, to the best of our ability, opportunities to meet with teachers at mutually convenient times.

School Implementation of Policy

The Samuel Hunting School agrees to take the following actions:

- Parents will be invited on a monthly basis to participate in workshops to help them better support their children at home.
- The school will provide after-school programs to assist at-risk students who are below or approaching the standards.
- The school will provide parents with a monthly calendar evidencing all school events and happenings.
- In support of our parents, the school will assist parents with information about outside resources for students who may need additional services.

Additional Services

The Samuel Huntington School also provides:

- The Goodwill Industries program that provides after-school help to parents.
- Parent workshops across the curriculum areas take place during the week as well as on Saturday once a month.
- Parents have the opportunity to become a Learning Leaders Volunteer to assist with the learning process of their children.

- Numerous workshops and trips for our parents with our Parent Coordinator.

Adoption

This school-wide Parental Involvement Policy has been developed jointly with parents of children who attend Samuel Huntington Elementary. This policy will be in effect for the 2009-2010 school year. The school will distribute this policy October, 2009.

Ms. Alison Branker
Principal

October, 2009
Date

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.



New York City Department of Education
Samuel Huntington Public School 40
109-20 Union Hall Street Jamaica, New York 11433 (718) 526-1904 Fax: (718) 526-1209
Alison Branker, Principal

Christine Williams, A.P., Ext 3150

Ativia Sandusky, A.P., I.A., Ext. 4130
Sandra Sanders, Parent Coordinator, Ext. 6705

Parent Compact at P.S. 40Q

Samuel Huntington's school motto - *Teaching + Learning = Success* is reflective of our high expectations of the school's community which equals maximum success for all scholars.

We need you to agree to the following commitments:

1. Students must read every night.
2. Check HOMEWORK each night and sign.
3. Play educational games at home.
4. Take trips to the local library and request a library card and utilize facilities.
5. Have students go to studyisland.com instead of watching television.
6. Communicate with your child's teacher/school often.
7. Attend Parent Teacher Conferences in November and March. These are mandated meetings for all parents.
8. Volunteer at least once a month in some capacity. (arrival, lunch, PC, etc.)
9. Attend Parent Workshop to receive information to assist in accelerating your child academic progress.
10. Check your child's book bag each day for all notices.
11. Abide by all school policies: follow P.S. 40's Golden Rules, uniform, immunization, medical and lunch forms, etc.

Signature of Parents/Guardian

Date

Student's Name

Class

Please read and sign the Parent Compact for P.S. 40Q. Return it to your child's teacher immediately. A copy will be on file in the school.

Teaching + Learning = Success

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.

At the start of the school year, we administer reading and math assessments to determine student strengths and needs. This data is then used to drive individual student conferences, small group instruction, targeted skill deficiency work, identify students in need of AIS, and differentiate homework assignments.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

To assist lower grade students who have yet to meet or exceed grade level standards in literacy, we provide them with Foundations instruction to improve their decoding and encoding skills. This takes place daily for 30 minutes. Upper grade students receive small group instruction on a daily basis in their reading skill deficiency areas. Students are assessed weekly to determine skill mastery, and instruction is adjusted to focus on new skill target areas. Afterschool Tuesday through Thursday, we provide a reading test preparation program for students in grades 3 – 6. ELL students in Kindergarten through grade 2 participate in our Title III afterschool program focusing on vocabulary development, homework help, small group instruction, and strengthening listening skills through read alouds. We will begin our math test preparation program in late January for grades 3 – 6. Our grades 3 – 6 ELLs will participate in an afterschool program focusing on vocabulary development through the content areas of science and social studies in April. We will begin a Saturday academy focusing on social studies and science for grade 4 students in January.

To ensure that all students have opportunities for enrichment activities at PS 40, we have secured a five year grant for an Arts and Science enrichment afterschool program focusing on Art, Dance, Theatre, Pre-Robotics, and Animation (video game design). This program is five days

per week and is open to students in kindergarten through grade 6. Four of our classes participate in The Leadership Program which teaches students violence prevention, and conflict resolution. As a culminating activity, the classes will present a play to their peers on violence prevention and conflict resolution.

We host Career Day annually. This event allows our students to learn about all of the possible career opportunities they could undertake, and allows them to make informed decisions about their futures. The students meet with and ask each presenter questions about their field of work.

We have a guidance team of counselors who address the social and emotional needs of mandated and at-risk students to ensure that they are able to focus on their school work and work to their full potential. To help students get their day off to a great start on a daily basis, we will pilot The Breakfast in the Classroom program in all of our classes to ensure that our students receive breakfast daily.

3. Instruction by highly qualified staff.

At P.S. 40 the staff is highly qualified. When the need arises for additional staff, or a change in staffing occurs, the hiring committee conducts an interview of candidates with experience and appropriate certification, followed by a demonstration lesson, and finally a writing sample is provided. Professional development is provided on a monthly basis to support the new staff member. A seasoned staff member is assigned as the mentor. Our LSO also provides support to new and veteran teachers on staff across curriculum areas.

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.

At the beginning of the school year, all staff members were given a survey form and asked to highlight their strengths, needs and areas of interest. From this form, we were able to establish professional development plan that allowed for the training by staff members for staff members. We have had in house professional development sessions which incorporated running records, data inquiry, excel, Reading 3D, DIBELS, small group instruction and academically rigorous bulletin boards. The school has also had support from the Community LSO, our support organization who are continuously working with our teachers in the content areas of literacy, mathematics and social studies. They have also offered us professional development in the pre-referral process of the students and demonstrated alternative strategies to working with students who have instructional and/or behavioral challenges. Administrators and key teachers have been trained in Automate The Schools to give us better access to the data of our students. Teachers in grades kindergarten, one and two attended an "Imagine It" literacy workshop. This was in preparation for the new reading program that they were introduced to. Monthly sessions have also been established through June that will extend to our upper grade teachers, as we prepare to introduce them to the program. The principal's secretary e-mails appropriate workshops to specific school personnel using the Protraxx program. She matches up their duty to the suitable professional development.

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

We will use our Instructional Support Center to recruit highly qualified teachers to our school. We will also use the links of our Community LSO. We will review each resume' to see if it is aligned with our school wide goals. If it matches, the candidate will be invited to an interview where they must meet with a hiring committee, coordinated specifically for the position that was advertised. After completing this process, they will be asked to demonstrate the teaching process in a class of our choosing and submit a writing sample.

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

Monthly Parent Involvement workshops have been implemented through the school year. Each month, on a specific Friday and repeat on Saturday, parents are invited to the school so that they may partake in a content area workshop. These workshops demonstrate various strategies to parents so that they can work with their children at home on literacy, mathematics, the arts, etc. We also have Learning Leaders that screen and train our parent volunteers to assist in the teachers, staff and administration wherever need. LINC, Literacy Inc. is another CBO that does Literacy programs with parent and students such as, Animals Days--FROG, BEAR, TIGER, OWL AND DEER DAYS. These are all acronyms. Example—DEER mean Drop Everything Everyone Reads. OWL means Our World of Literacy, etc. We also have five EPIC workshops from the grant that was obtained by the 21st Century program. The main focus of these workshops is parenting through literacy.

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.

The Pupil Accounting Secretary is assisted by Parent Coordinator and other staff members in registration all new students. At the start of the school year, the parents of Pre-Kindergarten students are invited to a half-day orientation. For the first week of school the parents spend the day learning with their child in their new learning environment. We make ourselves available to the new parents when necessary.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

APPENDIX 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: n/a **SURR¹ Phase/Group (If applicable):** n/a

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: n/a

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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.

This finding is relevant to our school. During grade meetings and faculty conferences we will share these findings, and align instruction for ELLs.

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

X Applicable Not Applicable

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

Based on observations and walkthroughs, ELL students receive instruction that primarily focuses on vocabulary development, reading comprehension and writing.

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.

We will need additional professional development from the ISC and LSO.

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.

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

Applicable Not Applicable

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

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.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

This finding is applicable on the Elementary school level.

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

X Applicable Not Applicable

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

Our school uses two programs, lower grades uses Imagine It and upper grades uses the workshop model to deliver instruction. The Imagine It program is a scripted program. The workshop model begins with a teacher directed mini lesson, guided support, independent practice and a share.

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.

In order to address this issue, we would need to engage students in project based learning activities with the support of the ISC and the LSO.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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.

We use the math portfolio entries, the student math journal entries and the open-ended response questions where the students utilize the process skills since they must show their work and explain the process they used to arrive at their solution.

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?

The focus upon the open ended questions where the students have to use the math process strands to explain/communicate the process they used to arrive at their solution as well as the accountable talk during the daily lesson where the same is utilized has helped to increase/build our level 3 and 4 population.

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.

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

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

Our school has a computer laboratory, all the classes on grades 3-6 have a class set of laptops , and grades Pre K-2 have 2-4 desktop computers in each class. Our school has purchased math software to facilitate the learning of the math skills for the students. These can be signed out and borrowed from our "lending library" in school by the teachers for them to use with their class. Also the Math Concepts 1,2,3 software was installed on the computers and laptops for the students to use and for the teachers to use to differentiate instruction. Technology is part of every math lesson. In our school

Friday is Math Game Day. During the math lesson students use the computers to visit math websites like AAA Math, King's Math, etc. to practice math skills through games/activities. There are also several math videos in our school which teachers sign out to use to enhance the math lesson. Every class has a set of calculators which are also used during the math lesson. Special focus is upon Grade 6 who will use the calculator next year in grade 7 while taking the NYS Math Test.

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?

Teachers use the Acuity Website to assign the resource material through the Acuity program to address the students' needs. Students like the websites and they help to enhance the acquisition of their skills. They want to learn the skills because they want to play the website games and even more-they want to win.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Not Relevant

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?

We did not have a high teacher turnover rate.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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.

Teachers of ELLs are provided with professional development opportunities from Protraxx and the LSO PD calendar by the ELLs supervisor. Only few of the PDs were taken advantage of.

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

Applicable X 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?

Opportunities are provided; teachers do not always take advantage.

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.

In order to address our school's needs in this area, the ISC and LSO can send highly qualified representatives to our school to provide professional development on an ongoing basis across grade levels.

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.

Teachers are able to go on ARIS and ATS to look up information on ELLs. In addition the teachers receive from the administration and the ESL teacher the results from the LAB-R and or NYSESLAT.

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?

Teachers receive a letter listing all of their ELL students and the results from the LAB-R and or NYSESLAT. The student's ESL level is indicated on the letter. The ESL teacher uses the data from the assessments and discusses with the classroom teacher ways to improve the child's success. Teachers are able to look up ELL data from ARIS. In ARIS the teachers are able to find all the assessments the ELLs have taken.

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.

Professional development for all teachers working with ELLs to offer them strategies for success from the ISC and/or LSO would be welcomed.

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.

At our next monthly grade conferences, our school psychologist will review an IEP to explain the recommendation and how to support a student on a sample document.

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

X Applicable Not Applicable

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

Teachers often share that they don't know exactly how to tackle the needs of their special learners.

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.

Additional professional development in this area is welcomed by the ISC and/or the LSO to ensure that we help all students meet their learning goals.

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.

This finding is relevant to our school for many students who are new to our building.

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

X Applicable Not Applicable

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

Students who are brand new to Special Education in Kindergarten often have recommendations that are not as restrictive, or are too restrictive, and results in our school conducting re-evaluations.

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.

During annual reviews, modifications can be adjusted.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have 12 students that are currently in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

We provide parents with resources to help them with permanent housing. We also provide lists of food pantries and outside agencies. Our school works on drives for food and clothing for their needs. We provide counseling for all students.

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).

n/a

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.