ROBERT VERNAM

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **27Q042**
ADDRESS: 488 BEACH 66TH STREET
ARVERNE, N. Y. 11692
TELEPHONE: 718-634-7914
FAX: 718-474-7591

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q042 **SCHOOL NAME:** Robert Vernam

SCHOOL ADDRESS: 488 Beach 66 Street, Arverne NY 11692

SCHOOL TELEPHONE: (718) 634-7914 **FAX:** (718) 474-7591

SCHOOL CONTACT PERSON: Riva Madden **EMAIL ADDRESS:** Rmadden@ Schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Brian Wygand
PRINCIPAL:	Riva Madden
UFT CHAPTER LEADER:	Taneeka Jones
PARENTS' ASSOCIATION PRESIDENT:	
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Patricia Tubridy

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Riva Madden	*Principal	
Taneeka Jones	*UFT Chapter Chairperson	
	*PA/PTA President	
Queen Makkada	Title I Parent Representative *(suggested, for Title I schools)*	
Frentre Jones	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Brian Wygand	Member/ Teacher	
John Krattinger	Member/ Teacher	
Rukiya Gray	Member/ Teacher alternate	
JoAnn Smith- Skinner	Member/ Teacher alternate	
Hemewattie Snell	Member/ Parent	
Kathy White	Member/ Parent	
Della Jackson	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/MS 42Q is located in the center of the Rockaway Peninsula. Currently, PS/MS 42Q has a student population of 752 students in grades K-8. The administration consists of one principal and three assistant principals. The staff of PS/MS 42 strives toward student progress and student performance.

Our mission is to increase academic excellence for all children in regular education, special education and ESL by providing programs which will nurture and support their strengths and needs. Our goal is to implement a school-wide policy which will meet the chancellor's Initiatives. We incorporate current technology as a tool to improve performance outcomes in to the targeted areas of reading, math, and communication skills.

Our purpose is to build and improve morale by instilling in our students, staff and parents a sense of respect for ourselves along with an appreciation for the diversity within the multicultural society in which we live, work and learn.

Grades K-3 are involved in the federally funded Reading First Initiative. Students in these classes are benchmarked and monitored several times a month. Students in K-5 use the Everyday Mathematics program, while students in grades 6-8 continue with the Impact Mathematics series. Students that maintain a certain average throughout the marking periods will be encouraged to take the Algebra Regents. Grades 4-5 use Pearson Basal Reading Program. It is the perfect transitional reader from the Reading First program. While students in grades 6-8 use a basal reader published by McDougal Littell.

We have several after school programs that are designated for the upper and lower school. One of the programs, NYJTL, is an Out of School Time program which students attend after school and holidays. Fortunately, we received a grant for the 21st Century program. This after school program has an academic component as well as recreation. Some of the activities include dance, art and basketball. The middle school students also have a CHAMPS program which meets in the morning prior to the opening of school.

Every year the school community (parents and students) participate in activities together, ie: a Halloween party, Movie Night, and Jazz Night.

At PS/MS 42Q, we have established an eclectic array of programs to meet the needs of all students.

SECTION III – Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Robert Vernam				
District:	27	**DBN #:**	27Q042	**School BEDS Code #:**	34700010000

DEMOGRAPHICS									
Grades Served in 2008-09:	☐ Pre-K	☐ K X	☐ 1X	☐ 2X	☐ 3X	☐ 4X	☐ 5X	☐ 6X	☐ 7X
	☐ 8X	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
Pre-K			
Kindergarten	64	65	74
Grade 1	92	90	91
Grade 2	83	85	75
Grade 3	64	89	89
Grade 4	90	73	89
Grade 5	83	74	49
Grade 6	95	67	88
Grade 7	106	91	63
Grade 8	109	84	87
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Total	786	718	709

Attendance: *% of days students attended*			
(As of June 30)	2006-07	2007-08*	2008-09
	90	89.8	90.0

Student Stability: *% of Enrollment*			
(As of June 30)	2006-07	2007-08	2008-09

Poverty Rate: *% of Enrollment*			
(As of October 31)	2006-07	2007-08	2008-09

Students in Temporary Housing: *Total Number*			
(As of June 30)	2006-07	2007-08	2008-09
	11	10	16

Recent Immigrants: *Total Number*			
(As of October 31)	2006-07	2007-08	2008-09
	2	3	

Special Education Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
Number in Self-Contained Classes			
No. in Collaborative Team Teaching (CTT) Classes			
Number all others			
These students are included in the enrollment information above.			

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	30	4	20
Superintendent Suspensions	36	1	15

DEMOGRAPHICS

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	26	29	31
# ELLs with IEPs	06	01	03
These students are included in the General and Special Education enrollment information above.			

Overage Students: *# entering students overage for grade*			
(As of October 31)	2006-07	2007-08	2008-09
	7	8	4

Ethnicity and Gender: % of Enrollment			
(As of October 31)	2006-07	2007-08	2008-09
American Indian or Alaska Native	.8	1.1	1
Black or African American	75.6	76.3	75
Hispanic or Latino	18.8	17.9	18
Asian or Native Hawaiian/Other Pacific Isl.	2.8	2.5	2.0
White	2.0	2.2	2.2
Multi-racial			
Male	52.6	53.4	53.3
Female	47.4	46.6	46.6

Special High School Programs: Total Number			
(As of October 31)	2006-07	2007-08	2008-09
CTE Program Participants			
Early College HS Participants			

Number of Staff: *Includes all full-time staff*			
(As of October 31)	2006-07	2007-08	2008-09
Number of Teachers	70	74	63
Number of Administrators and Other Professionals	7	7	7
Number of Educational Paraprofessionals	7	8	8

Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09
% fully licensed & permanently assigned to this school	100	100	100
Percent more than two years teaching in this school	44.3	66.2	66.2
Percent more than five years teaching anywhere	47.1	47.3	47.3
Percent Masters Degree or higher	83	80	90
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94	70.7	100

2008-09 TITLE I STATUS

☐X **Title I Schoolwide Program (SWP)**	☐ **Title I Targeted Assistance**	☐ **Non-Title I**	
Years the School Received Title I Part A Funding:	☐X **2006-07**	☐ **X 2007-08**	☐X **2008-09** ☐ **X 2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes ☐ **No** ☐ **If yes, area(s) of SURR identification:**

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

☐	In Good Standing	☐	Improvement – Year 1	☐	Improvement – Year 2
☐	Corrective Action – Year 1	☐	Corrective Action – Year 2	☐	XRestructured – Year 2___

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

Individual Subject/Area Ratings	**Elementary/Middle Level**		**Secondary Level**	
	ELA:	Restructuring Year 2	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

	Elementary/Middle Level			**Secondary Level**		
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						
Other Groups						
Students with Disabilities	√	√	√			
Limited English Proficient						
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject						

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade	A	**Overall Evaluation:**	
Overall Score	79.9	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	14.3	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	50.6	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	Proficient

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The following trends in ELA have been identified:

- **Overall student achievement has increased from 2006-2009 with 54.4% of students at proficiency rising from 35.5%**
- **The SWD subgroup increased from 11.6% to 27.6% in Levels 3 and 4, while the percentage of Level 1 students decreased from 37.2 to 10.3.**
- **Grade 3 Level 1 students have increased in the past year from 3.1 to 9.4% although the trend shows a decrease from 12.3% in 2006. Level 3s and 4s also fluctuated but remain at 51% over the four year period**
- **Grade Four's Level 3 and 4 percentage has increased from 34.9 to 41.5 with Level 1 students decreasing by 20.9% to 10.8%**
- **Grade 5 has reduced Level 1 from 18.5 to 2.2% and Level 3 and 4 has risen from 27.7% to 61.5%**
- **Grade 6 Level 3 and 4s has increased more than 35% from 42.5 to 77.9% and the Level 1 percentages has decreased from 9.7 to 0**
- **Grade 7 Level 1 students have decreased from 13.3 to 0% and the percentage of Level 3s and 4s has increased from 22.1 to 61.7%**
- **From 2007-2009 Grade 8 has improved the percentage of students attaining proficiency from 22.9 to 36.9% with the percent of Level 1 student decreasing to 1.9%**

The following trends in Math have been identified:

- **Overall student achievement has increased from 2006-2009 with 72.2% of students at proficiency rising from 42.4%**
- **The SWD subgroup increased from 17.3% to 37.9% in Levels 3 and 4, while the percentage of Level 1 students decreased from 37 to 19.8.**
- **Grade 3 Level 1 students have remained steady under 5% and the Level 3 and 4 students have increased over 15% to 88.8%.**
- **Grade Four's Level 3 and 4 percentage has increased from 49.2 to 70.1 with Level 1 students decreasing by 18.2% to 4.5%**
- **Grade 5 has reduced Level 1 from 20.8 to 3.3% and Level 3 and 4 has risen from 40.8% to 73.9%**
- **Grade 6 Level 3 and 4s has increased more than 44% from 34.2 to 78.6% and the Level 1 percentages has decreased from 19.7 to 4.3%**

- **Grade 7 Level 1 students have decreased from 26.8 to 5.4% and the percentage of Level 3s and 4s has increased from 16.1 to 73.1%**
- **From 2007-2009 Grade 8 has improved the percentage of students attaining proficiency from 22.1 to 51.4 % with the percent of Level 1 student decreasing to 13.3%**

As a result of decreasing Level 1 students, we continue to maintain the majority of students at Level 2. The Progress Report indicates we saw significant growth with students making a years growth. We continue to struggle with student performance, moving students from level 2 to level 3 and 4.

The number of students that are in the SWD subgroup has remained steady with this subgroup representing over 20% of the testing population.

There seems to be a correlation between students' attendance and student performance. Reviewing the Attendance Report, it indicates that currently we are at 90.0%. After monitoring students' attendance, it shows that less than 25% of students attend school on a daily basis. This is a concern.

Students made adequate yearly progress on the Mathematics Test, and on the English Language Arts and Science. However, the student's with disabilities did not achieve AYP in Science. It was only with the 34 points given to this subgroup that allowed the school to make AYP overall. This is another area of concern.

We have an increase in our English Language Learner population. Students receive ESL Free Standing services. The NYSESLAT data indicates that students have made significant gains. We also an increase in the number of special education classes housed in our building. Twenty percent of the testing population is students with special needs. The targeted subgroup continues to be students with special needs. This group has not made significant gains to maintain pace with the adequate yearly progress indices. The goal this year is to make AYP.

However, some accomplishments include:

- **As life long learners, teachers participate in activities that continue to support and enrich their professional lives.**
- **The Penny Harvest is facilitated by the student council and decides on various charities who will receive donations in the form of a Common Cents Grant.**
- **Before and after school activities which includes recreational sports such as tennis, Tai Chi(CHAMPS) program for middle school students, 21st Century after school for grades 5-8 NYJTL(OST) after school program for grades K-5, and Warrior's Way (grades 5-8), NYJTL, student council**
- **We are recipients of several educational grants:**
  - **Reading First – A research based reading program that provides systematic and explicit instruction in the five key areas of literacy in grads K-3.**
  - **N.Y. Junior Tennis League**

When we disaggregated school data, including standardized test scores, Quality Review, School Progress Report, Learning Environment Surveys and data obtained from ARIS, CEP goals and objectives were revisited and revised. We developed action plans and aligned them to meet these goals of raising our students' levels of achievement in reading and mathematics. All of our school goals aim for student achievement and are informed by student data from ARIS, ed performance, student portfolios, and Teacher Assessments. There is an academic Intervention Team that specifically works with grades 1-8 in reading and in

grades 3-8 in math. The children are selected based on being a hold over in the current grade, scoring a level 2 on the most recent standardized tests. Students are seen in ten week cycles. The Professional Development Team organizes monthly pacing calendars, attends and facilitates grade conferences. This team shares best practices with teachers at all meetings.

Significant aids or barriers to the school's continuous improvement:

- **Over 20% of the testing population is special education students.**
- **There is an increase of English Language Learners who are non English speaking.**
- **The lack of differentiated instruction within lessons.**
- **Using Blooms Taxonomy when writing learning objectives must be consistent across all grades.**

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.*

The students with disabilities subgroup will increase levels 3 & 4 on the NYS ELA assessment 10% by June 2010.

The SWD subgroup made their target on the NYS Accountability Report by the additional 34 points.

By June 2010, students with disabilities will decrease in Level 1 by 5% and increase levels 3& 4 by 10% based on the NYS Mathematics exam.

Based on our Performance Index from the previous year the performance of this subgroup must improve to close the achievement gap.

By June 2010, students with disabilities will increase their performance index in Science to a performance index of at least 78 based on the NYS Science exam.

This subgroup did not meet State Standard and are working toward meeting the progress target.

By June 2010, attendance will increase from 90% to 91% for all students as measured by ATS.

In order to increase our student achievement we need to improve student attendance.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **ELA/SWD**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**The students with disabilities subgroup will increase levels 3 & 4 on the NYS ELA assessment 10% by June 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**90 minute Literacy Block** **K-3 Reading First/ Harcourt Brace** **4-5 Pearson Anthologies** **6-8 McDougal Littel Reading Program** **Each self contained special education class will receive the Options Skills Kit for reading.** **Students have passwords and user IDs for "Ticket to Read."** **Students will participate in differentiated lessons to meet their needs.** **Grades 4-8 Technology based support for students** **Mimeoboards to support student learning styles on all grades** **Five of the lowest 1/3 of the class will be targeted as Inquiry Team students.** **K-6 weekly collaborative team meetings** **Grades 7-8 daily team meetings** **Onsite professional development based on teacher needs by Reading First/Pearson coach, Middle School Literacy Coach**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Tax levy Text book money** **Grades 4-5 Coach Title 1 SWP, Fair Student Funding** **Grades 6-8 Contract for Excellence** **Title 1 Corrective Action**

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**NYC Predictive exams twice a year – increase of 10%** **Use of the Performance Series to show progress. – 3x per year** **Biweekly Unit Assessments – 90% mastery** **Pre and Post tests using Options Skills Kit – as needed** **Mastering skills during instruction with the differentiated instruction group**

Subject/Area (where relevant): **Math/SWD**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, students with disabilities will decrease in Level 1 by 5% and increase levels 3 & 4 by 10% based on the NYS Mathematics exam.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Each self contained special education class will participate in Voyagers 'V' math computerized program as an intervention measure.** **Students will use the Performance Series to demonstrate actual grade level.** **Formative tests will be developed to indicate student growth.** **Pacing calendars are used to insure all topics are covered by the teachers**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**V-Math tax levy software** **Title 1 10% Professional Development Coach**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Unit Tests are given bi-weekly.** **Students' progress is monitored and class assignments spiraled.** **Performance Series (computerized assessments) given three times a year.** **V-Math (computerized program) used to provide support for the struggling student.**

Subject/Area (where relevant): **Science/SWD**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, students with disabilities will increase their performance index in Science to a performance index of at least 78 based on the NYS Science exam.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Teachers will use the Core curriculum to provide standards based learning.** **Students will participate in a LAB environment at least once a week.** **Unit tests will be given to determine student growth.** **Students will have the opportunity to participate in a computerized standards based program focused on science (Study Island);**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Tax Levy software** **Tax Levy Fair Student Funding**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Students will demonstrate their understanding of concepts by improving their scores on unit test.** **Students will demonstrate their knowledge of science when practicing with Study Island by passing the unit test.** **Students will actively participate in the LAB demonstrating their understanding of unit concepts.**

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, attendance will increase from 90% to 91% for all students as measured by ATS.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Announce classes with 100% attendance daily.** **Distribute individual certificates to students that maintain 95% attendance or above.** **Students that are absent more than a day are flagged and outreach is made.** **Pizza or ice cream party for the class(es) that have 100% attendance for a week.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	**Attendance teacher** **AIDP Attendance Family Assistant** **Supplies-general**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Maintaining a 90% attendance rate.** **Increasing the number of classes and students who have 100% attendance.**

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	23	19	**N/A**	**N/A**	2	0	2	2
1	19	15	**N/A**	**N/A**	1	0	1	2
2	16	13	**N/A**	**N/A**	2	0	1	5
3	20	20	**N/A**	**N/A**	0	0	0	0
4	50	50	**40**	**40**	0	0	1	3
5	30	30	**35**	**35**	0	0	1	5
6	20	20	30	30	0	0	0	0
7	20	20	35	35	10	10	0	0
8	25	25	30	30	10	10	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	• **Push –In Model by an AIS provider during the school day** • **Small group instruction through differentiated instruction** • **Use of "Option Skills" kit for reading in specific classes**
Mathematics:	• **Small group instruction during the lesson** • **Push-In Model by an AIS provider during the school day** • **Voyager "V" math used as an intervention for all grades (computerized program)**
Science:	• **The cluster teacher provides academic intervention during class and classroom teachers provide intervention** • **Grades 4 and 8 will use Study Island as a computerized resource**
Social Studies:	• **The social studies teacher provides intervention as well as the classroom teacher during regularly scheduled classes** • **Grades 5 and 8 will use Study Island as a computerized resource**
At-risk Services Provided by the Guidance Counselor:	• **Students designated "at risk" are seen by the school psychologist for a minimum of 30 minutes per week for ten weeks**
At-risk Services Provided by the School Psychologist:	• **Students designated "at risk" are seen by the school psychologist for a minimum of 30 minutes per week for ten weeks**
At-risk Services Provided by the Social Worker:	• **Students designated "at risk" are seen by the social worker for a minimum of 30 minutes per week for ten weeks**
At-risk Health-related Services:	• **All health related issues would be seen by the nurse**

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) Language Allocation Policy (LAP) 2009-2010

PART I: School ELL Profile
A. Language Allocation Policy Team Composition:
Principal: Riva Madden
Assistant Principal: Dr. Louise Pyant
Guidance Counselor: Susan Kind
Content Area Teacher: Marcia Lara
Content Area Teacher: Allison Lindon
ESL Teacher: Barbara Levy
Parent Coordinator: Jacqueline Toney

B. Teacher Qualifications.

PS/MS 42Q has a highly qualified staff servicing the ELL students consistent with NYSED regulations. There is one ESL licensed teacher. The school administration is committed to ensuring the ELLs receive instruction from fully certified staff in all areas of instruction.

C. ELL Demographics and School Description.

PS/MS 42Q is located in CSD 27, on the Rockaway Peninsular section of Queens, New York. There are 714 students from diverse backgrounds. Approximately 75% of the students are Black; 18%, Hispanic; 4%, Asian and others, and 2%, White. The majority of students are from low-socio-economic backgrounds and approximately 66% are eligible for free lunch.

The majority of ELLs at PS/MS 42Q are from Hispanic backgrounds (22) and Spanish is their first language. The next prevalent group is from Arabic backgrounds (11) and Arabic is their first language. The other first languages of our ELL population are Dutch (3), Ibo (3), Bengali (1), and Haitian Creole (1). The ELLs are about 6% of the total population at PS/MS 42Q. As required by CR Part 154 NYSED regulations, ESL services are provided to entitled general education and special education students. There are 7 special education students, who are served as per their individual IEP.

PART II: ELL Identification Process

When every student registers at PS/MS 42Q, the parent is given the Home Language Survey (HLIS) form to complete. For those students who meet the criteria, an informal interview is conducted with a pedagogue, a letter in English and in the home language is mailed to the home, and the LAB-R is administered by the ESL teacher to determine the student's level of English language proficiency. If the student's first language is Spanish and the child is unable to complete the LAB-R in English, the secondary school Spanish teacher administers the Spanish LAB to the student.

Should the student be identified as having limited English proficiency, then the parent is mailed an entitlement letter (in English and in the identified home language) and invited to the school to meet with the ESL teacher for an orientation to discuss the available programs for ELLs, watch a parent information DVD and review a parent brochure printed in English and the home language. The DVD is available in nine languages and a translator is provided when

necessary. The information is designed to enrich the parents' understanding of the available programs and facilitate their ability to make a sound educational decision as to which program will best meet the needs of their child.

If the parent chooses the free-standing ESL program, the student is assigned to an appropriate age ESL group with other ELLs at the same proficiency level. Over the past several years, parents have consistently chosen the free-standing ESL program, and PS/MS 42Q offers the free-standing ESL program consistent with parents' choice. Each year, in the spring, the NYSESLAT is administered to all students in ESL classes. The results determine the students' continuing eligibility for ESL classes and the level of proficiency for each student.

PART III: ENGLISH LANGUAGE LEARNER PROGRAM

A. Freestanding ESL Program.
PS/MS 42Q offers a free-standing ESL program to the 6% of its student body who are ELLs. Because of the wide distribution of students across grade levels and proficiency levels, students are pulled out of their classroom for small group instruction at the three different proficiency levels for the mandated number of hours pursuant to CR Part 154. The ESL program is designed to provide ELLs additional support to help them perform at their grade level in all content areas, taking into consideration differing languages, cultures, length of time in English-speaking school systems, abilities, and economic backgrounds.

For Newcomers, ESL instruction emphasizes Listening and Speaking skills, in both academic and social discourse, so that the student will more quickly gain fluency in English, the language of instruction at PS/MS 42Q. Groups are composed of students at the same level of English proficiency and from two continuous grade levels: for example, K-1 Beginners, 1-2 Intermediate, 6-8 Advanced. For those students at the Advanced level or who are about to transition, the emphasis is on academic language. Newcomers and those students assessed to have English proficiency at the Beginner or Intermediate levels meet with the qualified ESL teacher for eight, evenly distributed, 45 minute class periods each week. Students demonstrating proficiency at the Advanced level or who are ready to be transitioned meet with the ESL teacher for four, evenly distributed, 45 minute class periods each week.

The instructional plan for academic language development stresses, in particular, development of vocabulary and higher-order thinking skills, using challenging content, in order to prepare students to use English to think critically, solve problems and communicate in their classes. This goal is pursued with all students in ESL, whether newcomers or long term ELLs, through the use of ESL strategies:

- scaffolding: modeling, bridging, schema building, contextualization, and text representation;
- role playing and dramatization;
- total physical response (TPR);
- Balanced Literacy
- small group instruction;
- conferencing with students;
- informal assessments; and
- focus on literacy and academic language.

In previous years, the ELLs steadily improved in their Listening and Speaking skills while their Reading and Writing skills showed a much slower and fluctuating progress. On the Spring 2009 NYSESLAT exam, after a year of programmatic focus on reading and writing skills, the vast majority of ELLs achieved at least one level of improvement in proficiency, and several

students advanced two. Two long-term ELLs tested proficient in both Listening/Speaking and Reading/Writing and are now in transition.

B. Instructional Materials:

These are the materials being utilized in the ESL classroom:

- Language for Learning series
- Language of Math series
- Empire State NYSESLAT series
- WriteSource series
- Wilson Language and Fundations programs
- Reading Rods with Reading Mentor
- Plato Learning program

C. Supplementary Programs

D. Supplementary Programs

ELLs are offered before and after-school tutoring five days a week with an ESL certified teacher, intended to supplement the ESL academic program. AIS and Resource Room services are provided for any ELL who is identified as in need of them; small-group tutoring sessions are periodically offered during lunch periods by the AIS staff. They are also offered the opportunity to take part in the after-school academic programs; extracurricular sports, and the art, drama, drumming, newsletter, and chess clubs. All age-appropriate ELLs participate in one or more of these activites.

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

Form TIII – A (1)(a)

Grade Level(s) K - 8_____ Number of Students to be Served: 50_____ LEP 9_____Non-LEP

Number of Teachers 1_____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Robert Vernam is an elementary - middle school with 714 students from kindergarten through grade 8. The school population comprises 75% Black, 18% Hispanic, 2% White, and 3% Asian students. The student body includes 6% English language learners and 20% special education students. The school is in receipt of Title 1 funding. At PS/MS42Q: Arabic, Bengali, Dutch, French, Haitian Creole, Ibo, and Spanish are the primary languages spoken by ELL students.

All students participate in a rigorous curriculum in all core subjects that is aligned to NYS standards.
English language learners (ELLs) at each grade level participate in all of the school's curricula through differentiated instruction. This curricula includes Everyday Math and Impact Math programs, as prescribed by the Board of Education, and the Reading First program for the primary grades; the literacy curriculum for grades 4 – 8 is rooted in the philosophy of Balanced Literacy. ELLs participate in daily instruction in ESL. The program is a push-in/pull–out, free standing ESL model in which ELLs are engaged in activities following the Balanced Literacy Prototype for ELLs. The language of instruction throughout is English.

There are 41 ELLs, as of September 25, 2009, in Kindergarten through Grade 8. The ELLs are provided a free-standing ESL program taught by a certified ESL teacher. Either the ESL teacher pushes into the classroom to assist ELLs during instruction by the classroom

teacher, or students are pulled out of their classroom for small group instruction at the three different proficiency levels; students receive ESL services for the mandated number of hours pursuant to CR Part 154.

The ESL curriculum for English Language Learners focuses on academic language, both vocabulary and grammar in all content areas. Textbooks, specifically developed to teach academic vocabulary to ELLs, are being used: the Language for Learning series, published by Options, provides strategies and practice for learning content-area vocabulary in the context of science and social studies with connections to mathematics, and the Academic Language Notebooks: The Language of Math series helps intermediate and advanced level ELLs learn and practice essential math language and concepts. In addition, techniques and materials developed by Dr. Kate Kinsella, along with the Academic Word List, are incorporated into the lessons. Grammar instruction is supported with the Write Source textbook series, the interactive cd-rom of Betty Azar's textbook, Fundamentals of English Grammar, and supplemented by several interactive programs produced by Plato for Play-station 2 and several online programs.

The ESL curriculum for newcomers and those at the beginning/low intermediate level of proficiency emphasizes phonetic awareness, general vocabulary, syntactic instruction, and cultural awareness. The Wilson Reading System is implemented with all of these students, along with the use of TPR techniques, visual and aural supports using the Heinle Picture Dictionary and CD-Rom, the Heinle Picture Dictionary for Children and cd-rom, recorded books, movies, and interactive programs on play-stations, computers, and the Reading Mentor system. For those ready to work with the texts, the Options Vocabulary Write Source is used.

Throughout the year, classroom teachers and the ESL Specialist provide students and their families with feedback about students' progress. Parents are often invited to participate in ESL classroom activities to develop their own English, support their children's learning and better understand the expectations for their children's performance.

Title III funds will facilitate an after-school instructional program. The program will be made available to ELLs, former ELLs, and students who speak a creole language at home. The full-time ESL teacher and the Spanish teacher at PS/MS42Q will conduct tutorial sessions for ELLs to supplement their day time learning activities. LEP students and non-LEP students who have either attended school outside of the United States or have not yet demonstrated English language proficiency on the LAB-R or NYSESLAT exam will meet at least three times per week for 2 hours after school. The students will be provided homework assistance and tutorial support, and they will have an opportunity to engage in alternative modalities for learning academic English.

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.

The ESL teacher will continue to participate in professional development activities provided through the schools association with the Knowledge Network Learning Support Organization. All matters related to teaching and learning in the ESL classroom are addressed including ELL identification procedures, teacher planning, student assessment, differentiating instruction for ELLs, instructional strategies and techniques, vocabulary development, NYS ESL /ELA Standards, state regulations, balanced literacy prototype for ELLs, technology assisted instruction for ELLs, goals setting, the NYSESLAT /LAB-R. Professional development is at no cost to the Title III program

Description of Parent and Community Participation

The school motto, displayed throughout the school inspires the whole school community to work together to make the vision becomes reality. It is; "We can. We will. We must achieve. We will go to College."

Title III funds will be used to increase ELLs' family involvement with their children's education through providing first language translations of the key ideas and vocabulary of the week's lessons. Research on parental involvement clearly supports the notion that ELLs will benefit by increased parental involvement in their homework and other learning experiences. If parents understand their children's lessons, they can provide not only first language explanations but specific, culturally-relevant background knowledge.

In order to facilitate the family's increased involvement, the ESL teacher will analyze the classroom texts and prepare reports of the key concepts, specialized syntax and vocabulary to be covered. These reports will be translated, using computer and online programs, into the home languages of the ELLs at PS/MS42Q: Arabic, Bengali, Dutch, French, Haitian Creole, and Spanish. Parents may meet, call and/or email the ESL teacher for clarification and suggestions.

Form TIII – A (1)(b)

School: P.S./M.S. 42Q BEDS Code: 342700010000

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$11,935.20	Student Instructional Program 2Tr X 3 Days X 2Hrs. X 20 Wks X $49.73 = $11,935.20
Purchased services - High quality staff and curriculum development contracts.		

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$ 1,064.80	Student workbooks. Computer headphones with microphone. Art supplies.
Educational Software (Object Code 199)	$2,000.00	Speech-to-text software (Dragon Naturally Speaking); translation software; phonemic awareness software
Travel		
Other		
TOTAL	$15,000.00	

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.

The School Leadership Committee conducted interviews of parents and review of letters, calendars, and meeting minutes to determine the nature and frequency of communication with caretakers, noting the use of home languages. Interviews of parents and staff were conducted to determine oral translation needs during planning of school-wide grade and classroom activities.

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.

Interviews of parents and staff were conducted to determine the oral translation needs during the school-wide grade and classroom activities. It was determined that most parents are capable of reading English. However, students of Spanish speaking countries are provided translated materials in their native language. Translators are available.

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.

If a document requires translation, the school will provide this service. Any document the DOE sends comes with a translated version.

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.

If a document requires translation, the school will provide this service. Any document the DOE sends comes with a translated version.

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.

Any need is noted, a staff member will be present to translate into the required language during mandated parent-teacher conferences and any other occasions where caretakers and staff have opportunities to discuss student progress and/or concerns.

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:	425,771	13,447	439,218
2. Enter the anticipated 1% set-aside for Parent Involvement:	42,58.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		132.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,288		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		672.00	
6. Enter the anticipated 10% set-aside for Professional Development:	96,932		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		13,447.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year 100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

This year all teachers in the correct licensed areas. Teachers who were not considered highly qualified will qualify under HOUSSE.

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.

PS/MS 42Q receives Title I funding in proportion to the number of children that are eligible to receive *free lunch.

The policies and procedures for Parent Involvement include: Consultation, Annual meetings and Parent Involvement activities.

The Executive Boards of both, the Parent Association and the Title I Parent Advisory Council oversee all School Parent Involvement activities. School administration by mandate of Title I NCLB legislation will work closely with the Executive Board of Title I to help devise new and creative ways to provide support to Title I parents and their children.

Consultation

The school currently provides a range of opportunities for parents to become involved. Complying with New York State Department of Education regulations requiring participating Title I Funded schools to have formal elections for Parent Advisory Councils (P.A.C.). The parents in the school must elect the PS/MS 42Q Parent Advisory Council members. Each PAC must have a majority of members whose children with the parent members of P.A.C., however, in keeping with Title I guidelines all members must be parents who have children who are financially eligible for Title I services.

Members of the Title I Parent Advisory Council along with their Executive Board Officers assist in an advisory capacity to; plan, implement, and evaluate all Title I programs. The Title I Chairperson in compliance with the Title I P.A.C. Bylaws and General Parent Body Members operate the PS/MS 42Q P.A.C.

The P.A.C. Chairperson will attend District Parent Advisory Council/District Councils of Presidents meeting to:

a. **Obtain information of their rights/responsibilities defined by Title I NCLB legislation**
b. **Obtain written description of all Title I programs for review, discussion, and recommendations**
c. **Obtain information and provide input regarding program goals, objectives, and procedures for selecting, assessing schools and students, development of educational strategies, and implementation and evaluation of said programs.**

d. **Receive monthly updates of program activities and fiscal disbursement regarding the school's total Title I funding as mandated by Title I NCLB.**
e. **Discuss with the principal, district, and region, recommendations for changes.**

Annual Meeting

The school will hold the Annual Open House no later than October 31, 2008. In this parent meeting, the PS/MS 42Q Title I School Parent Involvement Policy and the School/Parent Compact are distributed to be signed by parent, teacher, and principal. At the P.A.C. Open House, parents will be provided with information about opportunities for ongoing parent involvement. Title I funded personnel and those responsible for the literacy and math curriculum to all grades will provide information about goals objectives, activities, mid-year assessment and procedures for individual parent conferences throughout the year. In addition to working with the Title I P.A.C. funded teachers, upon request will conduct two workshops during the school year related to topics specifically requested by parents. The Parent Advisory Council will continue to provide on-going communication including the P.A.C. Newsletter informing the parent/school community of important events, community events, Parent Association, P.A.C., and School Leadership Team meetings, science fairs, Parent and Child Together (PACT) events, , Parent Symposium, and other noteworthy school related information. Monthly meetings with Title I The principal may attend monthly PA Executive Board Meetings to facilitate positive dialogue and a more prosperous relationship with the Elected Parent Leadership resulting in high student achievement.

Parent Involvement

- **1% from Title I is set aside for Parent Involvement activities.**
- **The principal will conduct monthly small school group tours so parents can become familiar with their school and its programs.**
- **Parents working closely with the elected parent leadership to provide access to the school within DOE, and District legislated mandates**
- **Conducting a Parent Orientation for new parents and incoming transfer students**
- **Recruiting through the Executive Boards of both PA and PAC parent volunteers for the SLT**
- **Providing knowledgeable, professional, and courteous staff to answer parent questions regarding their children**
- **PA and PAC to hold meetings like the "Parent Pit Stop" at various times of the day and evening to encourage broader parent participation**
- **Scheduling the Principal's Monthly Report at both PA and PAC meetings at a time that the principal can personally deliver her address**

The administration and staff of PS/MS 42Q are committed to making parents feel welcomed, respected and appreciated when they enter the school.

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

PS/MS 42 Q
2009-2010 Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S./M.S. 42Q will:	**The Parent/Guardian will:**
➢ **Provide high-quality curriculum and instruction** ➢ **Provide a safe, nurturing environment that will improve academic success and enhance social development** ➢ **Offer a flexible number of meetings at various times** ➢ **For Grade 8 at risk students only, a Progress Report twice a year (Jan. and May)** ➢ **Actively involving parents with curriculum, i.e. Curriculum Night, Progress Reports** ➢ **Provide parents with timely information about all programs** ➢ **Provide performance profiles and individual student assessment results for each child** ➢ **Foster communication between teachers and parents through:** • **Parent/Teacher conferences at least twice annually** • **Report to parents on their children's progress through a monthly Progress Report** • **Make an appointment during the teacher's prep. This can be accomplished through the PC.** • **Opportunities to volunteer and participate in classrooms and school activities and observation of classroom activities** ➢ **Provide professional development activities for parents**	➢ **Share the responsibilities for monitoring student achievement** ➢ **Monitor our children's:** • **Attendance at school** • **Homework – agree on a special time and place** • **Monitor television viewing** ➢ **Praise our children for their effort, improvement and achievement with rewards through Parent Assemblies** ➢ **Read to our children for 15 – 30 minutes each day in grades K – 1** ➢ **Listen to our children read for 15 – 30 minutes each day in grades 2 -3** ➢ **Have our children in grades 4 – 8 read independently for 30 – 60 minutes daily** ➢ **Attend Curriculum Night** ➢ **Foster communication between parents and teachers by:** • **Attending at least two parent teacher conferences each school year** • **Discussing the results of our children's progress with our children** • **Arrange appointments to speak with teachers on available preps, which can be accomplished**

according to their needs and interests via survey ➢ Convene an annual meeting for parents to inform them of the school program and their opportunities for involvement via curriculum meetings ➢ Ask parents and parent groups to provide information regarding the type of training or assistance they would need to help them to be more effective in assisting their children in the educational process via Progress Report for at-risk students ➢ Provide a monthly calendar of meetings and school activities ➢ Co-sponsor a Title I Open House with the Pa and/or PAC :	through the Parent Coordinator • Volunteering and participating in our children's class and related activities when students are deemed at risk • Attending at least 4 PA/PAC meetings ➢ Utilize the assistance that is offered through workshops, meetings and communication ➢ Discuss school activities daily with our children, and ask to see school work ➢ Attend school PA meetings and other ISC and School Board meetings **Student Responsibilities:** **We will:** ➢ Share the responsibility to improve our academic achievement ➢ Do my homework every day and ask for help when I need to. ➢ Read 15 - 60 minutes every day outside of school time. ➢ Give to my parents or the adult all notices and information received by me from P.S./ M.S. 42Q. ➢ Have good attendance and arrive to school on time.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Results of the NYS Math: Students in grade 4 presently have 4% of the population at Level one, 7% of the students at level 2, 76% of the population at level 3 and 13% of the population at level 4.
Students in grade 5 have 4% of the population at level 1, 25% of the population at level 2, 48% of the students at level 3, and 22% of the students at level 4.
Students in grade 6 have 3% of the population at level 1, 23% of the population at level 2, 45% of the students at level 3, and 29% of the population at level 4.
Students in grade 7 have 4% of the population at level 1, 17% of the population at level 2, 54% of the population at level 3, and 24% of the population at level 4.
Students in grade 8 have 13% of the students at level 1, 36% of the students at level 2, 68% of the students at level 3, and 4% of the population at level 4.

Results of the NYS ELA: Students in grade 4 have 9% of the students at level 1, 40% of the students at level 2, 50% of the students at level 3, and 1% at level 4.
Students in grade 5 have 11% of the students at level 1, 48% of the students at level 2, 40% of the students at level 3 and 2% of the students at level 4.
Students in grade 6 have 2% of students at level 1, 36% of the students at level 2, 56% of the students at level 3 and 5% at level 4.
Students in grade 7 have 0% at level 1, 22% of students at level 2, 72% of students at level 3 and 6% of students at level 4.
Students in grade 8 have 0% at level 1, 38% of the students are at level 2, 59% are at level 3 and 3% of the students are at level 4.

We will work with curriculum specialists, AIS specialists, Lead Teacher, and administration to provide strategies to achieve progress and raise the level of performance.

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

All special needs students are expected to attend the extended day program as well as students who achieve Level 1 and Level 2. Classes are homogeneously grouped in grades 4-8 for high performing students. AIS works in 10 week cycles with students performing at Level 1 as well as Level 2. There are two CBO's that have academic programs as well as extracurricular activities. We currently house two SES providers that students may attend.

3. Instruction by highly qualified staff.

All teachers hired in PS/MS 42Q for the 2008-2009 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include NYC Teaching Fellows and certified teachers. Teachers that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subjects through an evaluation that takes all aspects of teaching certification requirements into consideration.

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.

PS/MS 42Q will provide extensive and ongoing professional development opportunities for all staff including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: LSO PD opportunities, as well as non department of education PD offerings, differentiated training to meet the needs of both new and experienced staff. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
   Attending job fairs, **reviewed resumes, and interviewed people through recommendations**

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

Taking parents on learning walks, conducting Parent and Child Together learning activities, as well as offering requested parental workshops

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 **In the spring, the pre schools are invited to visit classrooms, participate in activities, and eat lunch to ensure a smooth transition.**
8.

9. 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. **The curriculum team which consists of AIS personnel, curriculum specialists, the Lead Teacher, ELL teacher, SETTS teacher, and administration meet weekly to discuss the importance of the use of data which drives instruction. This team attends grade conferences and planning sessions which consistently talks to the use of assessments during instructional time.**
10.

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. **Students in grades K-8 are progress monitored after assessments if they did not meet the standard. Additional activities are provided to ensure that students continue to develop their skill in the areas where they scored below standard.**

11.

12. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **We are fortunate to have received funds for an anti-violence program which provides services to three grades per year.**

13.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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.

1. Lack of rigor in instruction
2. Teachers have not masked the strategies needed to implement differentiated instruction
3. Teachers review data from a variety of sources, but develop more skills in planning lessons based on the data
4. A change in the identification labels for special education students had impacted on classroom instruction
5. Increase of the number of testing classes with new teachers
6. There has been a moderate teacher turnover rate for the past two years
7. Many new and inexperienced teachers
8. As the building has grown from K-8, PS/MS 42 is facing the challenge of addressing the needs of the middle school child

9. 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.

   - The curriculum specialist provided strategies that corresponded to each Skill of the Week
   - Weekly Professional Development sessions were focused on the implementation of the Literacy Block
   - Lunch and Learns focused on strategies
   - One of the literacy centers in each room is for students' independent reading
   - Students maintain a reading log which describes the number of pages read in the literacy center

[1] School Under Registration Review (SURR)

- The building provides a Guided Reading Resource Room supported by the curriculum specialists
- Along with Skill of the Week, Genre of the Month, and Grammatical Focus of the Month is also implemented
- K-3 use the Reading First Program
- Grades 4 and 5 use Pearson
- Grades 6-8 use McDougall Little
- The ESL teacher works directly with the classroom teacher to meet the needs of ELL's
- Technology-based programs are used, for example Ticket to Read and V Math

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.

- College courses to encourage highly qualified teachers
- Professional Development Retreat focusing on Differentiated Instruction

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The Lead Teacher works with special education teachers to ensure the teachers follow the special education mandates and provide professional development for teaching and learning

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.

A letter is distributed via backpack to parents in two languages; English and Spanish. A meeting is organized for parents to attend to discuss the reasons why we continue to be a SINI school.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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.

[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.

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. . **We continue to meet as an instructional cabinet meeting which is comprised of AIS, SETT, and ESL teachers, coaches, and administrators. This team develops plans for grades K-8 which includes pacing calendar materials to be used and support for teachers. Teachers in grades K-6 have weekly meetings. These sessions pertain to the grade conferences, planning sessions, data meetings and professional development. Grades 7 and 8 meet daily with each day assigned to a different session. K-3 students participate in the scientifically based reading program: Reading First. Grades 4 and 5 use the standards-based anthology. Grades 6-8 use the standards-based anthology. Performance indicators are also used across grades. These indicators are descriptions of student achievement: what students know and are able to do as a result of skilled instruction. There are a host of other resources that support the anthologies ie: technical support and various online interventions.**

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

☐ Applicable **X**☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **In grades K-5 and 6-8, we have reading programs that are supported by scientific research and are aligned with the NYS Standards. We have a team that meets once a week to discuss what's happening across the curriculum. This is an opportunity for these teachers to look at the school with a vertical lens.**

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.

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.
Classroom observations indicated that most lessons are teacher directed. It has been our focus to prioritize observing student engagement and differentiated instruction. With common planning sessions teachers share various assigned activities for students.

The anthologies have instructional activities that are differentiated. Teachers are required to use their unit assessment data because it is aligned with the reader.

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 evidence that supports this finding is that we have not been identified as a (SINI) in the area of mathematics. Also, we have made significant gains in math. (See Part C Title 1 SWP schools)**

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.

<u>Please respond to the following questions for Key Finding 2A:</u>

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. **During the planning sessions, be it a teacher meeting (grade conference) or a cabinet session, the focus will be small group instruction with a concentration on differentiated instruction. Informal and formal observations are the barometer used to determine the teaching style of the teacher.**

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? **Various data is used to assist teachers in making informed decisions about students and grouping. During pre-observation conferences, grouping is stressed as a key component of instruction. Informal observations allow administrators to determine if grouping is a practice that is sustained. Recently, the curriculum team met and we reviewed where grouping can take place among the elements of instruction.**

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. **Administrators will continue to observe teachers, support struggling teachers, provide progessional development, inter-visitations and modeling of lessons.**

2B – Mathematics Instruction

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

[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.

Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **The focus of our school is student engagement and differentiated instruction. During observations (formal or informal) snapshots, walkthroughs, administrators and teachers will observe whether the focus is improving.**

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? **When you enter a mathematics class, students will be engaged in various activities. These activities are performed usually with small groups. If there is a smart-board in the classroom, teachers utilize the technology. Teachers understand that students must use tactile instruments to strengthen their learning style.**

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **The number of teachers leaving a school always has an impact. Fortunately, the turnover rate of this school limited. Last year we excessed and had to replace teachers. When we opened additional special education classes, new hirers were needed.**

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? **Looking at statistics will show the number of teachers that are needed yearly and in which area. From there you can infer from 3.1 of this evidence is supported.**

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **The ESL teacher takes advantage of training through the LSO and Citywide professional training. She has been trained in QTEL**

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**? ESL teacher does build capacity among classroom teachers during monthly grade conferences. All literacy programs used have an ELL component**

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **All information (data) is recorded in ARIS. Once a month teachers have data meetings is that review subgroup data and conversations are held as to how to address specific needs.**

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? **Consistently working with ARIS and targeting subgroups continues to target instructional needs.**

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.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education

teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **The IEP teacher and SETTS teacher attend monthly grade conferences. Professional development is provided addressing the needs of non-achieving students. Students that are listed for the Inquiry Team are addressed at a separate meeting. The IEP Regional Specialist will provide professional development in the writing of SMART goals. The SETTS teacher is always available to address teacher concerns. We do accommodate students for all tests based on their modification.**

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

☐ Applicable **X**☐ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **The IEP teacher made certain that all teachers had students' IEP's. For all testing, we use the students' modifications. This process assists all staff in knowing who has which modifications and the type.**

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

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **The IEP and SETTS teacher attends monthly conferences to address accommodation issues.**

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

☐ Applicable **X**☐ Not Applicable

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

- **The classroom teacher's understanding and implementation of modifications for students**
- **Students' success in their classroom environment**

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **16**

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

The school provides the following:
- **Provides uniforms**
- **After school program**
- **After school supplies**
- **Counseling services**
- **Thanksgiving baskets**
- **Food drive**
- **Parent workshops**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.