



P.S. 080 THURGOOD MARSHALL MAGNET

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 080 THURGOOD MARSHALL MAGNET
ADDRESS: 171-05 137 AVENUE, QUEENS, NY, 11434
TELEPHONE: 718-528-7070
FAX: 718-949-0963

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q080 **SCHOOL NAME:** P.S. 080 Thurgood Marshall Magnet

SCHOOL ADDRESS: 171-05 137 AVENUE, QUEENS, NY, 11434

SCHOOL TELEPHONE: 718-528-7070 **FAX:** 718-949-0963

SCHOOL CONTACT PERSON: Paulette Glenn **EMAIL ADDRESS** pglenn@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denitra Van Duzen

PRINCIPAL: Paulette Glenn

UFT CHAPTER LEADER: Louise Bowens-Brown

PARENTS' ASSOCIATION PRESIDENT: Dena Hodge

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Miller, Peggy

SUPERINTENDENT Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/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
Paulette Glenn	Principal	Electronic Signature Approved.
Louise Bowens-Brown	UFT Chapter Leader	Electronic Signature Approved.
Kenneth Schorr	UFT Member	Electronic Signature Approved.
Valerie Byrd	DC 37 Representative	Electronic Signature Approved.
Sheila Grant	UFT Member	Electronic Signature Approved.
Dena Hodge	Parent Association President	Electronic Signature Approved.
Bernadette Morgan	Parent	Electronic Signature Approved.
Michelle Haynes	Parent	Electronic Signature Approved.
Denitra VanDuzen	Parent	Electronic Signature Approved.
Shannon Greer	Parent	Electronic Signature Approved.
Margret Williams	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.

VISION STATEMENT

Thurgood Marshall will become a School of Excellence where all students, parents, and staff work together to help our students exceed the standards in all academic areas.

MISSION STATEMENT

The Mission of the Thurgood Marshall School Community is to educate, motivate, and challenge all students:

- To become lifelong learners, risk takers and problem solvers
- To foster creative expression through literacy, music and the arts
- To encourage the advancement in mathematical thinking and technology
- To embrace the parent community as partners in education
- To emphasize community involvement

The goal of the Thurgood Marshall Community is to empower each child with the social, intellectual, and critical skills that will enable them to reach their potential as adults in a global society .

Public School 80 is located in the South East section of Queens, New York. This kindergarten to fifth grade school serves a population of approximately 643 students whom are predominately African American. The school is a central part of the community to many of the students and their families. The school building is well-kept, barrier free, and wired for 21st century technology. PS 80 is proud of the students' accomplishments as evident by the prominently displayed student work.

According to the latest available ethnic data, 51.78% are male and 48.21% are female; 1.39% of the students are White; 87.71% are Black; 6.37% are Hispanic; 3.88% are Asian or Pacific Islander; 0.31% are American Indian /Alaskan and 0.31% are Multi-racial. Approximately 30 percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. Additionally, less than 1 percent of the students are English language learners (ELLs), and receive ESL services. The majority of students are from low-income families, and more than 56% qualify for free lunch.

The school houses (3) kindergarten, (4) first grade, (3) second grade, (3) third grade, (3) fourth grade, and four (3) fifth grade classes in general education, (9) self-contained special education classes from k-5, and (6) collaborative team teaching classes (grades K-5). There is also a freestanding ESL program with language support for grades K-5, which serves English language learners. The average class size in kindergarten through second grade, following the Early Grade Class Size Reduction Program, is twenty (20) students. The average class size in third, fourth and fifth grade is twenty-five (25) students. Students are heterogeneously grouped within each grade.

The student body is served by 127 professionals and support staff, including (1) principal, (2) assistant principals, (58) teachers, (1) literacy staff developer, (1) mathematics coach, (1) guidance counselor, (26) paraprofessionals, (1) parent coordinator, (2) secretaries, (1) school safety officers, (7) school aides, and (16) additional support personnel. 100% of all the teachers on staff are fully licensed and certified, 65.1% have more than 5 years teaching experience, and more than 89% hold a Masters Degree.

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:	P.S. 080 Thurgood Marshall Magnet				
District:	28	DBN #:	28Q080	School BEDS Code #:	28Q080

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		93.4	92.7	93.6
Kindergarten	84	81	91				
Grade 1	97	92	99	Student Stability: - % of Enrollment			
Grade 2	114	114	98	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	99	114	100		89.0	93.6	91.81
Grade 4	110	101	107				
Grade 5	95	104	97	Poverty Rate: - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			89.0	93.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		3	8	30
Grade 12	0	0	0				
Ungraded	4	16	17	Recent Immigrants: - Total Number			
Total	603	622	609	(As of October 31)	2006-07	2007-08	2008-09
					3.0	4.0	3

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	92	97	85				
# in Collaborative Team Teaching (CTT) Classes	38	47	41	Principal Suspensions	5	7	TBD
Number all others	23	31	33	Superintendent Suspensions	6	4	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	12	33	18	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	10	0	4	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	59	63	58
				Number of Administrators and Other Professionals	6	25	25
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	8	6
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.6	0.2	Percent more than two years teaching in this school	76.3	79.4	82.8
Black or African American	90.7	86.0	85.4	Percent more than five years teaching anywhere	67.8	65.1	65.5
Hispanic or Latino	6.0	7.9	7.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	2.2	3.3	Percent Masters Degree or higher	90.0	89.0	90.0
White	1.2	3.2	1.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	91.4	96.2
Multi-racial							
Male	53.2	52.7	53.4				
Female	46.8	47.3	46.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		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		-	-				
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

subject	4	4	3	0	0	0
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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	27.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The major area of concern at Public School 80 is that students are not making annual yearly progress as measured by results on State standardized assessments. A review of the Winter and Spring 2009 State standardized assessments indicated that 37.6% of students did not make AYP in English language arts, and 53.2% of students did not make AYP in mathematics. The academic performance of special education students and English language learners is of particular concern. 17% of our students in grade 3, 34% of our students in grade 4, and 25% of students in grade 5 scored at a Level 1 or 2 in English Language Arts. 8% of our students in grade 3, 22% of our students in grade 4 and 16% of our students in grade 5 performed at a Level 1 or 2 in mathematics.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. The school has a customized extended morning program as well as intensive guidance and support services that are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all Grade 3-5 students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk (including students in special education and English language learners) will receive appropriately targeted services.

A school-wide academic instruction services period has been implemented in our school which will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during previous lessons. During the AIS period, instruction is differentiated so that students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will work in various learning settings; i.e., paired, small groups (guided reading/strategy lessons), or individually. They will do extensive reading to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used. Students will work on specific content areas in mathematics through foldables, problem solving, working with a partner or in small groups to share their content knowledge. Teachers will use rubrics to monitor and assess students' progress towards short and long term goals.

Thurgood Marshall continues to work on improving the main areas of concentration. The school has done well during both Quality Reviews. The school received a A on the 2007-2008 City's Progress Report Card and during the 2008-2009 school year, the school received a B on the City's Progress Report Card. The percentage of students making annual yearly progress in our ELA lowest third has increased from 78.9% in 2007-2008 to 84.9% in 2008-2009 and in Mathematics has decreased from 71.4% in 2007-2008 to 60% in 2008-2009. Our special needs population in ELA has decreased from 45.7% in 2007-2008 to 41.2% and in Mathematics from 42.2% in 2007-2008 to 23.5%. The percentage of overall students achieving at or above grade level standards continues to increase in ELA; however it has decreased in Mathematics.

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 (SINI/SRAP/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.

Annual Goal	Short Description
By June 2010, the number of students making annual yearly progress on the NYS ELA Exam will increase by 5%	Annual Yearly Progress NYS ELA Exam
By June 2010, the number of students making annual yearly progress on the NYS Mathematics exam will increase by 5%	Annual Yearly Progress NYS Mathematics Exam
By June 2010, we will have increased the number of inquiry teams by 100%	Inquiry Team Expansion
By June 2010, at least 5% of our parents will have accessed and used the ARIS Parent Link.	Parental Involvement ARIS
By June 2010, 100% of our classroom and cluster teachers will create one long term goal for the school year per major subject area and four short term goals per month for their students to achieve.	Teacher created short and long term goals

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) :**

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the number of students making annual yearly progress on the NYS ELA Exam will increase by 5%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -The Staff Developer will support teachers as they use formal and informal assessments and then differentiate instruction and set goals for each child. -Teachers, Administration and the school’s Staff Developer are also sent to Professional Development facilitated by Schoolwide Inc., Teachers College, the ICI and DOE -Grade meetings will provide opportunities for teachers to share their experiences and support one another. -Students will receive small group instruction -Teachers will attend a series of professional development sessions on using data to drive instruction. -Teachers will implement different types of instructional strategies to support differentiated instruction. -Teachers will set goals for students and track the success of newly implemented strategies. -Our 2nd grade inquiry team will continue to use the inquiry team process as they focus on building comprehension in literacy. -Our new 1st and 3rd grade inquiry teams will use the inquiry team process as they focus on building comprehension in literacy.

	<ul style="list-style-type: none"> -All new inquiry team members will be trained in the use of the accountability tools on the ARIS website. -The inquiry teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals. -The inquiry team will share its work with the larger school community during faculty conferences, grade meetings etc. -The inquiry team will provide professional development in the use of the new accountability tools and implications for instruction. -Parents will be provided with a series of Acuity workshops that focus on using technology to increase student performance. -Parents will be provided with specific data for their child during grade specific parent data meetings and ARIS training workshops provided by the Parent Coordinator and Administration. -Scheduled meetings with parents of habitually late or absent students to discuss the relationship between attendance and student progress.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> -The Staff Developer will be funded by Title I SWP and C4E funds. -The Network Support Specialist will be provided by the ICILSO -Substitute teacher coverage for workshops will use Title 1 Funding -The yearly schedule was created with common preparatory periods for every grade to attend in house workshops. -Parent Involvement will use Title 1 Funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -All student in grades K-5 will be assessed 3 times during the year, using the TC running records assessments for the purpose of determining the student's appropriate reading level and then developing short and long term goals for each student based on the results of those assessments. -All classroom teachers in grades K-5 will be able to demonstrate through their lesson planning and through formal and/or informal observations that they have analyzed and interpreted assessment data to differentiate instruction through individual and/or smallgroup instruction. -Extended Day Program attendance will be positively correlated to the student who make AYP. -75% of students will move at least 2 reading levels as measured by the TC running records assessments during the school year. -Students in the 1st, 2nd and 3rd grade targeted populations will show accelerated

	<p>building comprehension in mathematics.</p> <ul style="list-style-type: none"> -All new inquiry team members will be trained in the use of the accountability tools on the ARIS website. -The inquiry teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals. -The inquiry team will share its work with the larger school community during faculty conferences, grade meetings etc. -The inquiry team will provide professional development in the use of the new accountability tools and implications for instruction -Parents will be provided with a series of workshops that focus on using technology to increase student performance. -Parents will be provided with specific data for their child during grade specific parent data meetings. -Scheduled meetings with parents of habitually late or absent students to discuss the relationship between attendance and student progress.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> -Math Coach will use Title 1 funds and TL DRA Stabilization funds. -The Network Support Specialist will be provided by the ICILSO. -The yearly schedule was created with common preparatory periods for every grade to attend in house workshops. -Parent Involvement will use Title 1 Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -All students in grade K-5 will be assessed at the end of each chapter and unit, using the McMillan McGraw Hill Math Assessments for the purpose of determining student progress. -Short and long term goals will be developed based on the results of those assessments. -All classroom teachers in grades K-5 will be able to demonstrate through their lesson planning and through formal and/or informal observations that they have analyzed and interpreted assessment data to differentiate instruction through individual and/or small group instruction. -Students in the Kdn., 4th and 5th grade targeted populations will show accelerated progress in mathematics as per results of their six week EdPerformance Assessments and Early Childhood Assessment in Mathematics (Kdn.). -Inquiry team members will use the accountability tools on a regular basis (Quality Review, Progress Report, Acuity Periodic Assessments, ARIS and EdPerfomance) to

	<p>make informed instructional decisions about General and IEP students and how they make progress in mathematics.</p> <ul style="list-style-type: none"> -Extended Day Program attendance will be positively correlated to the student who make AYP. -75% of students will perform at a level 3 or above on the end of unit MacMillan McGraw Hill Math Assessment -The number of students making annual yearly progress on the state literacy and math exams
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**Subject Area
(where relevant) :**

Inquiry Team

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will have increased the number of inquiry teams by 100%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Four additional school inquiry teams will be established to examine the unique mathematics and literacy learning challenges of a subpopulation of targeted students -Our original 5th grade inquiry team will continue to use the inquiry team process as they focus on building comprehension in mathematics. -Our 4th grade inquiry team will continue to use the inquiry team process as they focus on building comprehension in mathematics. -Our 2nd grade inquiry team will continue to use the inquiry team process as they focus on building comprehension in literacy. -Our new 1st and 3rd grade inquiry teams will use the inquiry team process as they focus on building comprehension in literacy. -Our new Kindergarten inquiry team will use the inquiry team process as they focus on building comprehension in mathematics. -Our new Cluster inquiry team will use the inquiry team process as they focus on improving student behavior through actively engaging students in enrichment activities. -All new inquiry team members will be trained in the use of the accountability tools on the ARIS website. -The inquiry teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June

	<p>goals.</p> <ul style="list-style-type: none"> -The inquiry team will share its work with the larger school community during faculty conferences, grade meetings etc. -The inquiry team will provide professional development in the use of the new accountability tools and implications for instruction.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - The Inquiry Team will use Tax Levy Children First Funds - The Data Specialist will use Tax Levy Data Specialist Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Inquiry team members will use the accountability tools on a regular basis (Quality Review, Progress Report, Acuity Periodic Assessments, ARIS and the TCRWP Assessment Pro) to make informed instructional decisions about General and IEP students and how they make progress in English Language Arts and mathematics. -Students in the Kdn., 4th and 5th grade targeted populations will show accelerated progress in mathematics as per results of their six week EdPerformance Assessments and Early Childhood Assessment in Mathematics (Kdn.). -Students in the 1st, 2nd and 3rd grade targeted populations will show accelerated progress in literacy as per results of their six week EdPerformance assessments and their Running Records. (Grade 1) -Workshop/PD agendas-Inquiry Team agendas/minutes-Data Specialist Logs-Inquiry Team member logs - Targeted population data that tracks benchmarks and monitors progress toward June goals.

**Subject Area
(where relevant) :**

Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, at least 5% of our parents will have accessed and used the ARIS Parent Link.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Professional Development will be offered to parents on the use of ARIS Parent Link. -The school will establish educational goals for the school year. -Parents and staff will be informed of these goals and all workshops and professional development sessions will be based upon them. -Goals and Outcomes reports will be distributed to parents and staff quarterly. -Quarterly parent newsletters informing parents of school initiatives and activities will be sent home. -An ongoing multimedia presentation displayed in the main hallway will keep parents informed of the schools educational goals and outcomes -An electronic display of school activities will be highlighted on the LED sign outside of the building. -Student of the Month and Perfect Attendance Ceremonies will be held monthly -Monthly Principal Parent Breakfasts will be held in order to keep parents abreast of school related information
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> -Math Coach will use Title 1 funds and TL DRA Stabilization funds. -Curriculum Staff Developer will use C4E funds and Title I SWP. -Parent Involvement will use Title Funds -Supplies for Student of the Month will use Fair Student Funding.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> -Develop Quarterly Goals and Outcomes Reports for parents and staff -Maintain the school-wide communication plan -The numbers of parents that will strongly agree in the communications area of the Learning Environment Survey will increase by 5%. -Attendance and frequency of parent workshops and professional development sessions will increase by 5% - At least 5% of the parents will access and use the ARIS Parent Link System

**Subject Area
(where relevant) :**

Goal Setting

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of our classroom and cluster teachers will create one long term goal for the school year per major subject area and four short term goals per month for their students to achieve.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Teachers will receive training on what defines a SMART goal. -Teachers will review State standards within each subject area -Goals will be set-up for students based on their strengths and weaknesses in specific instructional areas. -Teachers/Students will record long and short term goals reviewing what was accomplished monthly and what areas need more instruction.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> -Administration will use TL Children's First LSO funds. -The Staff Developer will be funded using Title I SWP and C4E funds. -The Math Coach will use Title I SWP and TL DRA Stabilization funds.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> -Teachers will have Inquiry meetings twice a month to review students who are reaching their short term goals and students who may need academic intervention. -Students will be able to articulate their goals and be able to connect the classwork and homework with a specific goal they want to achieve. -Teachers/Students will have a written record of their long and short term goals along with their successes in achieving these goals.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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
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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.

	# of Students Receiving AIS							
K	21	21	N/A	N/A	1			26
1	34	34	N/A	N/A	10			37
2	31	31	N/A	N/A	10			37
3	43	43	N/A	N/A	1			31
4	56	56	108		13			33
5	74	74		116	15			38
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Reading Recovery is a one-to-one intervention pull-out program of struggling readers in first grade. Wilson is a small group intervention program used with students who have IEPs in grades 3-5. Foundations is a small group intervention program used with students who have IEPs in grades K-2. Extended Day is offered in the morning to students who are performing poorly on state or classroom assessments during the 37.5 minutes of mandated small group instruction. Small Group Instruction during the mandated Academic Instructional Services period will take place daily to provide interventions in literacy through the use of guided reading groups and small group strategy lessons.</p>
<p>Mathematics:</p>	<p>Extended Day is offered in the morning to students who are performing poorly on state or classroom assessments during the 37.5 minutes of mandated small group instruction. Small Group Pull-Out of targeted students by the Mathematics specialist for math intervention during the day and Push-In to classrooms with a high concentration of students functioning below grade levels in mathematics. Small Group Instruction during the mandated Academic Instructional Services period will take place daily to provide interventions in mathematics through the use of math games, foldables and performance assessments.</p>
<p>Science:</p>	<p>Extended Day tutorial involves hands-on-science activities and review of constructive response questions and concepts from the New York State Science Standards targeted at grade 4 students.</p>
<p>Social Studies:</p>	<p>Extended Day tutorial involved a review of constructive response questions and concepts from the NYS social Studies Standards.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Project Save: An intervention program that counsels students on how to make the right choices in dealing with conflict. This program serves as an alternate to suspension where students work on anger management skills.</p> <p>Peer Mediation: Our 4th and 5th grade students Mediators help their peers solve problems</p>

	<p>during their lunch period each day.</p> <p>Counseling: We are focusing on learning good character skills including: Social Skills, School Related Skills, Friendship Making Skills, Dealing with Feelings, Stress and Alternatives to Aggression.</p>
At-risk Services Provided by the School Psychologist:	At-risk services are not provided by the School Psychologist.
At-risk Services Provided by the Social Worker:	At-risk services are not provided by the Social Worker.
At-risk Health-related Services:	<p>Open airways is an intervention program that counsels students with asthma on how to avoid asthmatic episodes. Nutritional health is a healthy eating program that counsels students on making healthy choices in the foods they choose.</p> <p>Physical and occupational therapists working at PS 80 provide related services to both the general education and special education populations.</p> <p>We work closely with students, teachers, parents, doctors, speech therapists, nurses, guidance counselors and administrators in order to ensure that every child has the opportunity to make the most of his or her educational experience in the least restrictive environment possible.</p> <p>Our occupational therapists (OT's) help children develop fine motor skills, strength and dexterity (handwriting, scissor skills, dressing), visual perceptual, perceptual motor and cognitive skills (letter formation, numbers, shapes, copying, graphs, problem solving, memory, reading and puzzles) and improve sensory processing skills for self-calming, increased attention span and exploration of the environment. In addition, OT's help children improve independence with daily living skills (money, eating, dressing, grooming tasks).</p>

Our physical therapists (PT's) help children develop their gross motor strength, coordination, balance and visual motor skills to accomplish such tasks as stair climbing and negotiating busy hallways and cafeterias, transfers, posture while sitting in chairs and on the floor, participating in physical education or on the playground with peers and use of proper body mechanics. PT's also help maintain equipment, distribute adaptive desks and chairs and assist families with the ordering of braces, wheelchairs and walkers.

Our therapists will also make referrals for assistive technology such as augmentative communication or word processors.

In the school, OT's and PT's may also be found leading movement or handwriting groups or providing in-services to staff on proper transfer techniques.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

P. S. 80 Queens LAP Narrative 2009-2010

Children receive targeted instruction in a specific content area using a push-in model. The ESL teacher infuses ESL strategies in teaching different subjects. ESL instruction is being taught through Math, Social Studies and Science in connection to the themes and topics taught in the classroom. ESL strategies include but are not limited to genre and author studies, standards based aims and lesson planning, thematic reading instruction and close collaboration and articulation between classroom teachers and instructional support personnel. Acquired skills are then reinforced in a pull-out model. To provide English language acquisition in the pull-out model, literacy is provided in content areas in combination with differentiated instruction. Instruction is individualized to meet the needs of each child. All students are reading books on their own levels. ELL instruction utilizes media, audio, visual and thematic materials designed to foster language acquisition. Student performance data of multiple assessments are used to meet the needs of ELLs who are newcomers, long term ELLs and ELLs with special needs to ensure their smooth transition into a monolingual English environment. To remediate difficulties in reading and to improve writing skills, each thematic unit integrates activities that foster critical thinking skills, consider student's interest, background, and age/language level.

To ensure academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively engaged in hands-on activities connected to their everyday lives. Topics are taught in Math, Science and Social Studies, and culminate in creating art projects.

Long term ELLs with higher proficiency/ability levels are teamed up with newcomers who need help. This buddy-system creates a teaching/learning atmosphere from which each individual student can benefit and learn. English is learned by integrating language and content instruction. Literature and subject matter is embedded in a language context. Visual aids and multi-sensory input help students succeed during interactive cooperative work. Students receive different assignments according to their abilities.

All ELLs participate in balanced reading programs that include: teacher read alouds, shared reading, guided reading, sustained independent reading, journal writing and language experiences.

Students who reach ELL proficiency read without assistance at their independent reading level. These students are able to use cueing systems and become proficient in predicting unfamiliar words. These students are able to self-monitor and self-correct when reading becomes unclear. They are also able to create mental images and

visualize descriptions. These students have acquired proper skills to analyze word structure, make educated guesses, and become active participants in discussions and analysis.

Bilingual support services, such as guidance, speech therapy, occupational and physical therapy provide additional help to ELL students with special needs.

To maximize English language acquisition, collaborative targeted instruction in listening, speaking, reading and writing is provided to ELLs and the teacher plan collaboratively weekly.

Extra periods of ESL are provided to long-term ELLs and children with interrupted formal education beyond their required units when the request extension is approved. The ELL program in P.S. 80 uses a balanced approach to literacy that facilitates academic excellence required by Commissioner's Regulations Part 154.

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

Form TIII - A (1)(a)

Grade Level(s)

Number of Students to be Served:

LEP N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

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.

N/A

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.

N/A

Form TIII – A (1)(b)

-

School: N/A

BEDS Code: N/A

**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	N/A	N/A
Purchased services - High quality staff and curriculum development contracts	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	0	

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.

We currently use our bi-lingual parent coordinator and language paraprofessionals to provide written translation services. All notices sent by the Department of Education as well as those created in-house are translated into the language of families in need. All written notices are translated and sent home on the same day as the other notices.

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.

Due to the diverse nature of our staff, we are able to meet the written translation and oral interpretation needs of the students in our school. Based on the Home Language Surveys, 4.1% of our current population is in need of these services. Teachers as well as staff are aware of whom the language paraprofessionals are and what languages they speak as specified in our Staff Handbook. During our opening school year conferences, the teachers are made aware of this information and all teachers are notified if they are going to have a student or family where English is not their first language.

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.

We currently use our bi-lingual parent coordinator and language paraprofessionals to provide written translation services. All notices sent by the Department of Education as well as those created in-house are translated into the language of families in need. All written notices are translated and sent home on the same day as the other notices.

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

We currently use our bi-lingual Parent Coordinator and language paraprofessionals to provide oral interpretation services within the building. The school telephone messaging system that we use to communicate with parents is equipped to send messages in as many languages as needed. The cellular phone which was issued to the Parent Coordinator also comes with a link that provides translation services.

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>.

As previously stated, upon entrance of new students to the school the Pupil Personnel Secretary notifies parents of our in-house translation services. Parents are asked if they need the services and to specify their native language. That notation is then made in the student's permanent record as well as on the student emergency card and notices as well as phone calls go out in that language. The school also provides language translation services during parent workshops as well as Parent Teacher Association meetings. Parents are given a copy of the Bill of Rights and Responsibilities in their native language and the Parent Coordinator has also posted signs depicting the language translation services available at the school.

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:	\$332, 516.00	\$38,099.00	370,615
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,325.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$381.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,626.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,905.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$33,252.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$308.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
96.2%

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.

- Recruit high quality teachers from our pool of substitute teachers
- Recruit high quality teachers from student teachers and accredited universities
- Recruit high quality teachers from colleague recommendations
- Encourage current teachers to complete certification requirements and provide informational sessions from accredited educational programs

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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 80 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan as per school parent compact.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. PS 80 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (PTA meetings, parent notices, quarterly newsletters, monthly calendars, school messenger phone contact system)
 2. PS 80 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (PTA, SLT)
 3. PS 80 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (SLT, PTA, and parent monthly workshops)
 4. PS 80 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to

greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (This process will take form through pre and post surveys of workshops and various correspondence sent to parents over the course of the school year. A parent report card will be created to evaluate the effectiveness.

5. PS 80 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (workshops, conferences, mainstreaming , PTA and SLT meetings.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: providing professional development in cooperation with the parent coordinator, SLT, and the PTA
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with yearly outreach to local Head Start via school teacher liaison, inter-visitation of local Head Start with various pre-school teachers and directors to visit classrooms in order to observe and learn expectations of entering "k" students.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (newsletters, School Messenger Service, Notices posted in the Front and lobby of school, PTA meeting, SLT meetings, and parent coordinator meetings.)

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

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Paulette Glenn. This policy was adopted by PS 80 on 06/15/09 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 9, 2009.

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

School Responsibilities:

PS 80 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Daily schedules, before and after school programs, A.I.S, monthly Interim Assessments.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: September, October, March and June
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: October and December Interim Assessments, reports cards 3 times yearly, and the annual school report card.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Monthly workshops, SLT meetings, and appointments available upon request.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during writing celebrations, school trips, and functions and upon request with teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

The school reviewed the School Progress Report and the School Report Card to assess the needs of the students. With this information we were able to disaggregate the different populations represented within the building. We examined gender,

students with IEPs, ELL students, Ethnicity, the bottom third of our population, students that have made annual yearly progress, how specific classes performed in meeting the standards and decided:

- The major area of concern at Public School 80 is that students are not making annual yearly progress as measured by results on State standardized assessments.
- A review of the Winter and Spring 2009 State standardized assessments indicated that 37.6% of students did not make AYP in English language arts, and 53.2% of students did not make AYP in mathematics.
- The academic performance of special education students and English language learners is of particular concern: 17% of our students in grade 3, 34% of our students in grade 4, and 25% of students in grade 5 scored at a Level 1 or 2 in English Language Arts. 8% of our students in grade 3, 22% of our students in grade 4 and 16% of our students in grade 5 performed at a Level 1 or 2 in mathematics.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Students will be given academic intervention through:

- a customized extended day program that targets each student's weakness and pairs that student with a specific teacher to focus on that area
- an AIS period with small group instruction using programs that are standards based
- professional development of teachers on targeting students, identifying strengths and weaknesses and making decisions on the next steps to improving student performance

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students will be provided with:

- An extended day tailored to specific student need
 - Push in/pull out programs to provide small group instruction
 - AIS period with small group and differentiated instruction
- o Help provide an enriched and accelerated curriculum.

Teachers will have:

- Monthly meetings with the literacy staff developer and math coach to organize and plan based on the state standards and the curriculum
 - Monthly curriculum meeting with administration
 - Regular meetings with their inquiry groups to review data and using that data to differentiate instruction for enrichment as well as remediation
- o Meet the educational needs of historically underserved populations.

The historically underserved population is the majority of the schools population.

- The special needs population receives all of their mandated services and they are also mainstreamed into general education classes when possible.
 - The ELL population receives their mandated services and they are placed in general, self-contained or collaborative team teaching classes based on the academic needs
 - Those students in our lowest third school-wide receive extended day services for the 37.5 minutes and small group instruction during the AIS period.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

For students who are at risk:

- Inquiry Teams have been established to target students in our bottom third and special education population
 - At risk students also receive extended day services for the 37.5 minutes and small group instruction during the AIS period
 - The Pupil Personnel Team evaluates low achieving students to determine which type of Academic Intervention Service they will receive: SETSS, IEP Teacher,
- o Are consistent with and are designed to implement State and local improvement, if any.

The instructional strategies designed to implement state and local improvements are:

- An extended day tailored to specific student need
- Push in/pull out programs to provide small group instruction
- An Academic Intervention Service Period
- Inquiry Teams have been established to target students in our bottom third and special education population
- The Pupil Personnel Team evaluates low achieving students to determine which type of Academic Intervention Service they will receive: SETSS, IEP Teacher

3. Instruction by highly qualified staff.

100% of the teachers are fully licensed and permanently assigned to this school. 96.2% of the core classes are taught by “highly qualified” teachers.

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.

Teachers/Paraprofessionals receive:

- In house Open Court and Teachers’ College Workshop PD
- Outside Writing Fundamentals Workshops
- In house Math Professional Development
- Scheduled data meetings with the Math Coach and Staff Developer

- ARIS Training workshops
- Acuity and Performance Series workshops
- Inquiry team meetings with their inquiry groups, the literacy staff developer, math coach or administration
- ELL workshops facilitated by the ESL teacher
- Test Administration Workshops facilitated by the Testing Coordinator
- Professional mentoring is being offered to beginning teachers through highly qualified teachers within the building and the Network Support Specialist members.
- Content Specific workshops provided by the ICI and DOE

Parents Receive:

- ARIS Training workshops
- Acuity training workshops
- State Assessment workshops
- SLT CEP Workshops
- Content Specific Workshops

Administration receives:

- ARIS Training Workshops
- Acuity and Performance Series Workshop
- Inquiry Team Workshops
- Data Interpretation Workshops
- Comprehensive Educational Planning PD

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

The school has had student teachers and substitute teachers who have demonstrated a superior knowledge of content areas and a variety of instructional strategies. These teachers are the first source for staffing the school. The veteran teachers have also recommended colleagues for possible employment as substitute teachers. Most of these recommendations have also provided exceptional staff members.

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

See parent compact

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.

See parent compact

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

The teachers are involved in individual data meetings with the staff developer and math coach. During these meetings the teachers get to share data that has been collected on the students from different assessment sources and they are currently tracking the progress of targeted students in their classroom in all content areas. After sharing the assessment results and analyzing the data the teachers are asked to choose a specific strategy they will implement in the classroom to further the success of each student. Educators review the assessments used in all the content areas and examine alternative ways of assessing students through performance rubrics, games, conferencing, projects etc...

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

Teachers meet regularly with the Staff Developer and the Math Coach to review the data collected on their students. During these meetings teachers are encouraged to focus on the next step for addressing the needs of specific students. They examine what can be **done in** class as well as other AIS options. Tier 1 intervention is implemented before a student is referred to the pupil personnel team. Low functioning students who do not respond to Tier 1 intervention are reviewed by the pupil personnel team to determine how they can be serviced best.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational

and technical education, and job training.

The Prejudice Reduction Program services our second and fourth grade classes. This program has volunteer who push in to these grades to inform students about respecting the differences in others and embracing the characteristics that join us together. The S.A.V.E. program offers intervention to teach student strategies for making more appropriate choices. The LEAP and Leadership programs are artistic approaches to violence prevention.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition,

print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

We are currently following the Teachers College Reading Workshop model in our upper grade classrooms. In our lower grade classrooms, we are currently using the Open Court Reading program. For writing, we are following Schoolwide's Writing Fundamentals program. This model follows the structure of balanced literacy. Our written curriculum is currently aligned with the state standards. Students are asked to write narrative pieces, expository pieces as well as poetry. The writing curriculum is designed to help students write individual pieces and they continue to build on these skills as writers as they move throughout the curriculum.

The curriculum maps that we have developed along with the teachers indicate what students should be able to do at each grade level within each unit of study. The maps address content topics, skills that would be covered as well as the different strategies that would need to be taught in order to master those skills. Pre and post assessments have been created to determine whether student outcomes have been attained.

In reference to the taught curriculum, our reading program covers various genres through the balanced literacy model. The reading workshop entails a phonics component, mini-lesson to model a skill with a specific strategy, independent reading, partner reading, small group instruction in the form of guided reading groups or small group strategy lessons, individual conferences, whole class conversations derived from an interactive read aloud, shared reading, interactive and shared writing, along with the reading of

published pieces during the end of unit publishing party. This model provides various opportunities to address the standards of speaking, listening and writing.

The reading and writing workshop structure utilizes authentic literature to support the program. Culturally relevant books are purchased at all Fountas and Pinnel reading levels in order to support each unit of study. The materials that we have in the building meet the needs of all learners. We have recently acquired materials that are written in Spanish to support the English language learners.

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

- Applicable
- Not Applicable

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

When choosing to go with the Teachers College Reading Workshop model, SRA's Open Court Reading Program and Schoolwide's Writing Fundamentals program, we found that these research based program were aligned with the state standards. The different components of balanced literacy covers what the state deems us to address.

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.

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

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

We are currently using Macmillan McGraw-Hill Math program in all of our classrooms. MacMillan McGraw-Hill Math is taught using the workshop model. The program has a writing component that is a part of each chapter, a problem solving component that the students work in groups to solve, hands on activities that uses manipulatives to help solve problems and foldables for each chapter to provide the student with a way to organize the concepts introduced within a chapter. This math program also allows for small group instruction through the use of math checklists for each student as well as performance assessments.

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

- Applicable Not Applicable

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

The Macmillan McGraw-Hill Math program provides the teacher with a technology component which includes an online website for the students as well as a teacher resource website and compact disc. The program has a writing component that is a part of each chapter, a problem solving component that the students work in groups to solve, hands on activities that use manipulatives to help solve problems and foldables for each chapter to provide the student with a way to organize the concepts introduced within a chapter. The Macmillan McGraw-Hill Math program provides the students with an opportunity to problem solve, communicate, make connections, create representations of what they are learning and reason with each other about topics as well as prove why they chose specific answers when problem solving.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

During the course of the reading and writing workshop, in our upper grade classrooms, the teachers initially directly instruct the students as they model a skill with a strategy. The teachers make a connection to what was taught previously and then they proceed to tell the students what they will be learning for the day. The students are then asked to watch the teacher as she models the skill and the strategy for the day. Students are then given an opportunity to try doing that particular skill with their own books or writing or with the piece the teacher modeled from. They are also given time to turn and talk to their partner during which time the teacher can listen in to assess the level of learning. The teacher provides the students with a link to future lessons that they will be learning.

Students then return to their seats where they read or write independently for a period of time. During this time the teacher may be doing individual conferences or pulling groups for small group instruction. Students rarely work on self-paced worksheets within this structure.

During the course of the reading workshop in our lower grade classrooms, the students begin the lesson with their morning routines. This part of the workshop includes daily language review as well as phonemic awareness activities. The lesson continues with the introduction of sounds and spelling patterns. The students then practice this skill in their phonics workbook. At this time, teachers assess student progress and note who will need additional help during the workshop. The lesson continues with a theme based read aloud where fluency work, vocabulary and comprehension is highlighted. Students then end the reading workshop by placing any questions they may have about the unit on a Concept/Question Board.

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

- Applicable Not Applicable

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

The Teachers College Reading and Writing model does not completely use a direct instructional approach. The teacher's ongoing assessment of students needs allows for them to directly and explicitly tailor instruction to meet the needs of their students.

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

2B – Mathematics Instruction

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

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 students in our school are participating in independent and hands-on learning. The school chose a math program that has incorporated these elements into the daily lessons. The technology component of the program is being implemented successfully. Through classroom observations and meeting with teachers during professional development it is clear that students are engaged during classroom mathematics lessons and that technology use in mathematics is becoming a norm.

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

Applicable Not Applicable

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

Students are able to use the technology component of the Macmillan McGraw-Hill Math program during academic intervention. The students can also use the Macmillan McGraw Hill website to review math skills and concepts previous taught. Study groups and projects are being assigned using the available technology of the program and the teachers are using the Acuity Website from the city to create study groups for their students. The laptop carts are being used more frequently by teachers in their classrooms.

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.

³To 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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The school has reviewed the School Profile and the list of teachers and we found that none of our tenured teachers went to any other school or any other position within the DOE.

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

Applicable Not Applicable

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

When reviewing the school's profile it shows that in 2008-2009 82.8% of the teachers have been here for more than two years and 65.5% of the teachers have been here for more the five years. Most of the teachers that have left have become assistant principals, were excessed or were not fully licensed. The majority of the teachers have remained with the school.

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.

We reviewed the list of the professional development workshops attended by the staff last year.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELL teacher is the only one providing professional development for those teachers with ELL students. Our teachers have not received Professional development from outside sources. Teachers that do not service ELL students do not take part in the ESL teacher's workshop.

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

We will examine Protrax to see if Q-TEL will be offering training that teachers can attend. Once teachers have attended the training, we can set up Professional Development Turn Keying on common preps. The ESL teacher will also be required to offer professional development on instructional strategies to the entire staff during the August, November and June professional development days.

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.

We reviewed the P.S. 80 Master Binder for last year which recorded all the work accomplished in 08-09.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The P.S. 80 Master Binder for last year had little evidence of how we monitored the performance of the ELL population other than during test modifications and assigning students to the ESL teacher.

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.

1. Administration must take a closer look at the yearly progress of the ELL population.
2. Teachers must receive professional development on the implications of the ELL scores in connection to yearly progress

3. The Administration and ESL teacher must include the use of data for the ELL population in driving instruction for that population.
4. Teachers must receive instructional strategies that will help in addressing the concerns of the ELL students who are not making adequate yearly progress.

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 P.S. 80 Master Binder was reviewed to determine the types of professional development being offered to all teachers concerning students with IEPs and instruction and data used to address the needs of these students.

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

Applicable Not Applicable

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

- All teachers who service students with IEPs have been given access to each student's IEP and have been trained in the use of the IEP Pro program.
- The school has set up a Data Room where the IEP teacher has a central location to place all student information and the IEP teacher has provided professional development when needed to teachers on using the information from the IEP to provide each student with the modifications and accommodations needed to foster learning.
- Teachers are also receiving professional development on the Professional Teaching Standards and how to implement the strategies with the standards into the daily lessons.
- The occupational and physical therapists have also pushed-in to classrooms to help students with physical challenges and they also pull-out students for one to one intervention.
- There are also several speech teachers who push-in to classes for instruction and also pull-out students to provide one-to-one intervention.
- The SETSS teacher also services struggling students and provides informal meetings discussing instructional strategies

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.

We have met with the IEP teacher, the special education supervisor as well as classroom teachers to review students IEP's and assess the teachers' adherence to the accommodations and modifications listed in the IEP. Our staff developer has worked with them to ensure that all lesson plans incorporate the necessary modifications.

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

Applicable Not Applicable

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

- Monthly planning meetings which included classroom teachers, the staff developer and IEP teacher
- Informal observations ensured modifications were being met within the classroom environment
- A review of IEP's has shown that any student with documented behavioral issues have behavioral goals and objectives included in their IEP's.
- All state assessments are based on the state standards and all lessons are planned based on those same state standards
- Modified promotional criteria concerns are addressed through the assignment of a certain percentage at each grade level.

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 (NOTE:
APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

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

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

1. The Parent Coordinator will provide

- Facilitate Parent/Child workshops
- Information concerning the STH Liason from the Intergrated Service Center.

2. The administration will provide

- Parent breakfast with the Principal

3. The school will provide

- Uniforms
- School supplies
- Transportation services to and from school
- Free school meals
- Free access to organized school trips

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.