



THE BAY SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 27Q105
ADDRESS: 420 BEACH 51 STREET, FAR ROCKAWAY, NY
TELEPHONE: 718-474-8615
FAX: 718-474-8841

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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Laurie Shapiro	*Principal or Designee	
Theresa Pepe	*UFT Chapter Chairperson or Designee	
Pattie Brown	*PA/PTA President or Designated Co-President	
Pattie Brown	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sabrina Collins	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heather Russo	Teacher	
Iris Heidingsfelder	Teacher	
Shyangela Collins	Parent	
Meekba Davis	Parent	
Incencio Tolbert	Parent	
Elizabeth Peterson	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.

Our school began its journey toward meeting the needs of our students when we were identified as a School Under Registration Review by the New York State Department of Education in 1998-99 school year. At that time, students reading on or above grade level was 8.8%. Students on or above grade level in math was 10.2%. Currently, students on or above grade level in the school year 2008-09 in ELA is 63%. Our mathematics score in 2008-09 is 76%.

This is our third year as part of the LSO Knowledge Network. Core Knowledge themes have been integrated from Kindergarten to Grade 5 curriculum. The curriculum map is currently designed for K-Grade 5 population, the entire PS/MS 105 family has embraced the philosophy. The Core Virtues are discussed with staff and students and prominently displayed around the building.

We have completed our third year of reorganization as a PreK-Grade 8 school in June 2009. Every Middle School classroom has a Smartboard and laptop cart that is used for interactive instruction. To further enhance our arts program we added an additional music teacher whose focus is on the Middle School students. Art and music teachers are assigned to work with Core Knowledge classes to develop the three modes of knowledge in the arts which are creative, analytical and historical.

Our Physical Education curriculum is a comprehensive developmental program focused on the education of the whole person by providing our students with learning situations which encourage both individual and social growth through fitness, team sports and cooperative activities. We strive to sustain a lifelong pattern of regular physical activity which leads to a healthy, productive and self-fulfilling life. For the past five years we have competed against neighboring schools in Middle School basketball. This is our third year with a girls volleyball team and which achieved second place.

Our ELL and Special Needs population increased during the past three years. We have a full-time ESL teacher who provides support to students. After analyzing our data we redesigned our Extended Time and grouped our ELLs with either the ESL teacher, our two foreign language teachers or our art teacher who is proficient in Spanish. Also, classroom organization supports ELLs throughout the day in a concentrated push-in implementation by ESL and specialists.

We are proud that our school has been in good standing for the past five years. The road to our continued success of improving student achievement was paved through our intensive and ongoing professional development. This year however opportunities for Professional Development are constrained but do take place in a variety of ways. Knowing that we no

longer had mandated professional development, we offered professional development to the staff via faculty conferences, grade conferences, lunch and learns and after school per session to continue to support our students to meet high levels of achievement in ELA and Math. We believe and support our school mission statement: to utilize all available resources to prepare all students to meet high, quality, challenging standards of excellence.

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. 105 The Bay School			
District:	27	DBN #:	27Q105	School BEDS Code #: 342700010105

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" 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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input 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	36	35	36		90.6	90.2	TBD		
Kindergarten	79	92	76						
Grade 1	105	104	116	Student Stability: % of Enrollment					
Grade 2	96	113	110	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	90	97	87		87.9	89.6	TBD		
Grade 4	103	97	87						
Grade 5	100	97	87	Poverty Rate: % of Enrollment					
Grade 6	80	97	97	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	95	86	102		90.6	79.5	79.5		
Grade 8	89	88	76						
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		5	21	TBD		
Grade 12	0	0	0						
Ungraded	0	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	873	895	888		5	10	9		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	37	43	49	Principal Suspensions	62	150	TBD		
No. in Collaborative Team Teaching (CTT) Classes	29	26	32	Superintendent Suspensions	15	21	TBD		
Number all others	46	51	45						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(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	57	62	59	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	0	1	(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	75	79
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	17	16
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	8	6
	1	2	2				
				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	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.6	0.6	Percent more than two years teaching in this school	59.3	58.7	68.4
Black or African American	65.4	67.4	65.7	Percent more than five years teaching anywhere	55.9	52.0	55.7
Hispanic or Latino	30.6	29.2	29.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.0	1.4	1.9	Percent Masters Degree or higher	92.0	93.0	95.0
White	1.4	1.4	1.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.8	94.7	94.9
Multi-racial							
Male	49.1	49.9	50.6				
Female	50.9	50.1	49.4				

2008-09 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 type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	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	X	X	X			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	X	X	X			
Hispanic or Latino	X	X	X			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Other Groups						
Students with Disabilities	X	X	-			
Limited English Proficient	X	X	-			
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	6	6	4	0	0	0

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	84.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	45.5	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	Proficient-Revise
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our staff (administration and teachers) studied data which included the strengths and weaknesses of our students in Math, Science and ELA. Our bi-monthly "Data Chatta" meetings evaluated student performance through such information as teacher observation, unit tests, progress folios, inventory assessments, base line studies, ECLAS, Passport Benchmarks and results of NYC ITA's and NYS Standardized Test results.

ELA Results

In Grades K-2, a summary of ECLAS and EPAL and teacher unit tests in grades K-2 demonstrated that in ELA our students were strong in phonemic awareness and phonics but needed support in vocabulary, reading comprehension strategies and writing.

A summary of math inventories in grades K-2 demonstrated that students needed support in solving word problems and number sense.

Our Voyager Passport Intervention Program reported that 55% of our Grade 2 students moved up at least one category in ELA. Results indicated that our third grade students had difficulties in making predictions, drawing conclusions and making inferences about events and characters.

Our 2009 ELA third grade results demonstrated an increase in Level 1 students by 8.1%. Scores indicated a decrease in Level 2 by 16.2%. Grade 3 also achieved an increase in Levels 3 and 4 by 8.1%. Specifically we found that Grade 3 students had difficulties in making predications, drawing conclusions and making inferences about events and characters.

Our 2009 ELA fourth grade results indicated a decrease in Level 1 students by 9.3% and an increase by 23.2 % in Levels 3 and 4. Also, fourth grade students needed more support in the skill which uses specific evidence from stories to identify themes; describe characters; their actions and their motivations; and relate a sequence of events.

Our 2009 ELA results in fifth grade a decrease in Level 1 students by 1% and an increase in Levels 3 and 4 by 7.1%. Fifth graders need to strengthen their ELA skills to be able to collect and interpret data, facts, and ideas from unfamiliar texts.

Our 2009 ELA findings in sixth grade demonstrated that no students scored in Level 1 and the number of students in Levels 3 and 4 increased by 37.2%. Sixth grade students had difficulty in identifying missing, conflicting, unclear and irrelevant information.

Our 2009 results in Grade 7 indicated no Level 1 students which resulted in a decrease of 4.2% in Level 1 and an increase in our Level 3 and 4 students of 14.4%. Seventh graders needed further support to effectively recall significant details and describe the relationships between and among them.

Our 2009 ELA findings in Grade 8 indicated a decrease in Level 1 of 4.4% and an increase in Levels 3 and 4 by 14.6%. Eighth graders needed to strengthen their ability to recognize how the author's use of language creates images or feelings.

However, over the last eight years, our school has raised its ELA score from 8% students reading on or above level to 44.8% of all students reading on or above level.

Science

An analysis of the fourth grade NYS Science exam indicates that in the past four years 2006-2009 there has been an increase in the mean scale score, an increase of 3% on multiple choice, 4.8% on extended response and a 4% increase in performance tasks.

Eighth graders were tested in the last two years. Results indicated that the mean scale score rose by 6%. Our 2007 passing rate was 27% which increased to 42% in 2008-09. Students received instructions from a new teacher who became more proficient her second year (2008) after support from the Professional Development team and the other science cluster.

Math

Results of our third grade NYS Math test of 2009 indicate a decrease of Level 1 students by 3.5% and an increase in Levels 3 and 4 by 1.6%. Students in grade 3 needed further support in fluency with single digit multiplication facts and understanding the place value structure of the base ten number system. They also needed to describe and extend numeric and geometric patterns.

Grade 4 students decreased Level 1 number by 7.3% in their Math state tests and increased Levels 3 and 4 by 11.8%. Grade 4 students needed further support in using a variety of strategies to add and subtract numbers up to 10,000, selecting appropriate computational and operational methods to solve problems and interpreting the meaning of remainders.

Fifth graders increased the number of students scoring in Level 1 by 1.2%. However, the numbers also increased by 6.6% in Levels 3 and 4. Grade 5 students showed weaknesses in classifying quadrilaterals by properties of their angles and sides. They also were weak in adding and subtracting proper fractions with common denominators.

Students in Grade 6 decreased their numbers in Level 1 by 8% and increased their numbers in Levels 3 and 4 by 25.8%. Grade 6 students experienced difficulties when the majority was unable to calculate

the length of corresponding sides of similar triangles, using proportional reasoning. They demonstrated difficulty when asked to calculate perimeter of basic geometric shapes drawn on a coordinate plane.

Grade 7 students were able to decrease the number of those who scored in Level 1 by 3.7% and increase their numbers in Levels 3 and 4 by 25%. Grade 7 students experienced difficulties when they had to compare actual results to predictable results. They were also weak when asked to identify customary and metric units of mass.

Eighth graders had only 8% scoring in Level 1 and an increase in Levels 3 and 4 by 14%. Eighth graders demonstrated weaknesses in the ability to calculate the missing angle measurements when given two parallel lines cut by a transversal. Also, many were unable to divide a polynomial by a monomial.

To summarize our findings, our school has raised the level of students on or above grade level to 63% from the 8% when we were reorganized. In mathematics, we were 10% on or above grade level when we were reorganized and are now at 76% of students on or above grade level in math.

In Math, the major trends demonstrated a growth in performance standards to 61.4% in all grades with a decrease in Levels 1 and 2 and an increase in Level 3 students.

One of our major accomplishments is raising our reading and math scores including a consistent decline in Level 1 students. We have maintained an orderly and safe school climate with a staff whose majority of experience is over five years in teaching.

A survey of our Parent Association indicated that Parents felt they needed more information from the school to the home. That is why we are sending home Core Knowledge Calendars, School Calendars, IEP meeting notices, Meet the Teacher Night and Open School Night and Day in English and Spanish. Through our Parent Coordinator, School Leadership Team, PA Organization and Learning Leaders, we are actively searching for ways to involve parents, teachers and students in successful partnerships.

While we are working to raise the Educational levels of all our students, we find that some barriers are difficult to overcome. First, we are a school on the Rockaway Peninsula bordered by the bay on one side and two blocks from the beach so transportation is difficult. We are trying to form partnerships to recruit business organizations and community groups that will help us to support our goals.

Another significant barrier to our school's continuous improvement, is the high level of student mobility. We have an AIS Attendance Specialist who follows attendance patterns and contacts parents and guardians regarding a child's lateness and truancy.

Finally, the physical layout of our school building is not conducive to a Pre-K through eighth grade school. We have planned and organized our lunch hours, physical education, fine arts, science and music classes to avoid conflicts in schedule but space is at a premium.

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1. By June 2010, the ELL student group will demonstrate progress towards achieving state standards as measured by a 7% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.**
- 2. By June 2010 students in Level 2 in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 8% increase in students scoring at a Level 3 & 4 on the NYS Math assessment.**
- 3. By June 2010, the Special Needs student group will demonstrate progress towards achieving state standards as measured by an 5% increase in students scoring at a Level 3 & 4 on the NYS ELA assessment.**
- 4. By June 2010, 100% of teachers in grades Prek-Grade 8 will implement least one new ELL strategy for ELA as measured by formal and informal observations of classroom instruction monitored by supervisors on a regular basis.**
- 5. By June 2010, 65% of our 292 students in Grades 2-4 will show at least one level of growth in writing as measured against a standards based writing rubric.**

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELL/ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the ELL student group will demonstrate progress towards achieving state standards as measured by a 7% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.</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>	<p>From September 2009 to June 2010:</p> <p>One general education class on each grade will consist of a group of ELL students. A push-in ELL teacher and an AIS teacher will provide in-class additional support five days per week.</p> <p>The SRA Imagine It! Reading Program, along with the ELL component of the program, will be utilized in each K-3 classroom five periods per week.</p> <p>We will continue to use the Core Knowledge curriculum in Grades K-5 to support Literacy instruction. The 100 minute literacy block for Reading and Writing Workshop will also continue.</p> <p>All ELL students will receive differentiated instruction in all content areas. They will also be exposed to intensive ESL methodology and various ELL strategies.</p> <p>Monthly regional and in-house ELL professional development will be made available to all teachers of ELL students. They will be afforded opportunities to discuss best practices.</p> <p>Resources such as the ELL Themed Readers, that specifically targets ELLs, will also be utilized in grades K-3.</p>

The Voyager program will target the ELL students who fall below Level 3 in ELA. The NYSESLAT (New York State English as a Second Language Achievement Test) in Grades K-8 will be administered to all identified students in April and May. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency.

All staff will be afforded to take ESL in-service courses are being offered by the District and City.

An ELL ISS will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Graphic Organizers as a writing tool will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills.

Budget permitting, beginning February 2010 an ELA after school program targeting Level I and Level II will be offered to ELL students using Title III monies. The duration of the program will be ten weeks.

In Grades 3-5, we will continue to use the Core Knowledge Curriculum to support Literacy growth and raise the educational levels of our students. Students will be assessed after each unit to check for understanding.

We will continue to use the balanced literacy model and prototype. Additionally, supporting interim assessments, literacy pacing calendars, classroom libraries, appropriate professional development for all staff (based on scientifically based research) will continue. This approach offers substantial promise of improving educational achievement for low-achieving students and enabling our school to attain their AMO. Intensive professional development will support the implementation of the Core Knowledge Curriculum, balanced literacy prototype, data interpretation and the differentiation of instruction. Interim practice tests will be given under standardized testing conditions.

Students in grades 3-5 will have a 100-minute literacy block which includes time for word work

each day. The block generally consists of: read aloud, shared reading, independent reading, guided reading, modeled writing or shared writing and independent writing.

Students in grades 3-5 will also be assessed using Scholastic Reading Inventory, running records and guided reading observations. This assessment will assist the classroom teacher in informing instruction.

We will continue to support our at-risk students through an AIS Voyager Passport initiative. Those students who scored Level 1 or 2 on standardized tests will be involved in this program.

After school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in Literacy. A Saturday Literacy Institute will be implemented (for 12 Saturdays) to support skill acquisition for low performing students. The Saturday Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills. Literacy teachers will work to provide students with Literacy skills and test prep on planned Saturdays.

Grades 6-8

To insure further student progress in ELA, we are implementing Junior Great Books in Grades 6-8. Junior Great Books support student literacy with a focus on shared inquiry and strategies for reading comprehension. For those students at-risk in Grade 7, we have implemented a Passport Journey AIS Program. Every 6-8 ELA class, receives extra at-risk support from an AIS push in reading and writing teacher.

In Grades 6-8, the middle school literacy program will be aligned with the literacy prototype for those specific grades. Classes will be scheduled on a departmental program which will support the mastery of content area materials by using effective pedagogic practices through the use of licensed middle school personnel. Student programs will be scheduled on a seven-period day which is heavily weighted towards reading and writing. Instructional activities will include modeling, fluent reading of varied texts, modeling strategic reading, guided practice, independent reading and accountable talk. Writing will include a wide range of opportunities for the student to develop his individual writing style depending upon his needs and interests. There is opportunity to establish research, drafting, collaborative writing, grammar and usage lessons.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>SWP, Tax levy, Classroom teachers, Literacy Coach, Instructional supervisor, Early Intervention Teacher, Teacher Center, RobinHood Librarian, Paraprofessionals, Clusters.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals and instruments used to measure student performance are:</p> <p>November, January, March 2010 – NYC Periodic Assessment November, January, March 2010 – ECLAS 2 May 2010 – EPAL May 2010 – NYS ELA Assessment September, January, May – Writing samples April, May – NYSESLAT</p> <p>Ongoing indicators of progress are – Imagine It! Benchmarks, Lesson Assessments and Unit tests, Voyager Benchmarks and Lesson Assessment, running records, formal and informal observations, SRIs, portfolios, Teacher observations and tests, student and parent conferences and Data Team Inquiry findings for our target group. We project a 7% gain in student achievement in ELA.</p>

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.

MATH

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 students in Level 2 in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 8% increase in students scoring at a Level 3 & 4 on the NYS Math assessment.</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>	<p>From September 2009 to June 2010:</p> <p>Continue full implementation of balanced mathematics prototype core curriculum, including providing interim assessments, mathematics pacing calendars, appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to sustain their AMO. Current strategies for improving instruction and student performance in mathematics include an increase of instructional time to a minimum of 100 minutes per day eight periods of mathematics instruction), the implementation of the mathematics prototype which incorporates the Everyday Mathematics and Impact Math Program with its experiential approach.</p> <p>The math prototype utilizes the Grade Specific Mathematics Program with its experiential approach, which consists of: Program of the Day, modeled, strategic problem solving, guided practice, full outfitted mathematics classrooms which included manipulatives, graphing calculators and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving, mathematics word walls, and teacher/student mathematics conferences. This program, supplemented with Math Steps to support basic computational skills to support</p>

mathematical test sophistication, will provide students with a “balanced” approach to mathematics. In addition, this comprehensive approach, along with interim assessments, the Knowledge Network mathematics pacing calendars, and the reduction of class size, will enable the school to achieve its instructional mission. Students will be given three interim assessments from Princeton Review in mathematics. Each student will further receive two practice standardized tests in mathematics and two under testing conditions.

The Knowledge Network will train and support the needs of two Mathematics Coach assigned to the school. The coach will support the professional development needs of the math teaching staff. Math coaches will provide professional development (via class demonstrations, workshops, text-based discussions) for all teachers, including teachers of ELL, special education self-contained classes, as well as Resource Room teachers in all areas of mathematics.

Students in grades K-2 will receive an hour of math instruction daily.

Students in grades 3-5 will have 75 minutes of mathematics instruction each day.

Students in grades PreK-5 will be using the Everyday Mathematics program. Everyday Mathematics, developed by the University of Chicago School Mathematics Project, is a standards based hands on mathematics program.

Impact Mathematics, will be implemented at grades 6-8. It focuses on skill development through conceptual understanding, problem solving and reasoning, rather than facts and procedures. Impact Mathematics is a standards-based integrated curriculum that includes strands on: number and operations, proportional reasoning, geometry, probability and data, with a focus on the development of algebraic thinking. In addition to Impact Mathematics, teachers in grades 6 will receive Hot Words, Hot Topics, a supplemental skill practice program and a class set of scientific calculators.

Budget pending, after-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in mathematics. A Saturday Math Institute pending budget will include approximately 6 Saturdays to support skill acquisition for low performing students will be implemented. The Saturday Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified mathematics skills. Teachers will work to provide students with Math skills and test prep on planned Saturdays,

	<p>ETS will offer a 37 ½ minute small group instruction for all students in Grades 3-8.</p> <p>In addition to the program described above, the following will continue to be implemented in Grades 3-8:</p> <ul style="list-style-type: none"> • An AIS teacher will provide small group instruction to “at-risk” students in Grades 3-8. • After-school program (contingent on funding) will continue to work with “at-risk” students in Grades 3-6. • The Mad Math Minute initiative will be instituted in Grades 1-8 to build basic math facts. • Expand the 100th Day Math Celebration. • Continue use of Number of the Day. • Continue use of in-house and district assessments. • Use of interactive word walls • We will provide our parents and their children with concrete activities such as: preparing menus, estimation, read alouds, calendar math, math in our world and recipe math. • Through the RobinHood Library and librarian integrate literacy in math lessons • V math intervention which is an on-line program will be used to target Level I and Level II students who are struggling in math.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>SWP, NYSTL, Tex levy, Title I, PCEN, State Magnet, Classroom teachers, Math Coaches, Teacher Center, Paraprofessionals.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals and instruments used to measure student performance are:</p> <p>November, January, March 2010 – NYC Periodic Assessment</p> <p>Ongoing indicators of progress are – Chapter and Unit Tests, portfolios, formal and informal teacher observations, student and parent conferences and Data Team Inquiry findings for our target group.</p> <p>We project an 8% gain in student achievement in math.</p>

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): SPECIAL NEEDS/ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the Special Needs student group will demonstrate progress towards achieving state standards as measured by an 5% increase in students scoring at a Level 3 & 4 on the NYS ELA assessment.</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>	<p>From September 2009 to June 2010:</p> <p>All K-3 students in self-contained and inclusive classrooms will utilize the SRA Imagine It! Reading Program with a high emphasis on the intervention and reteach components of the program. This will be done using a differentiated instruction model at least four times per week.</p> <p>The Voyager Ticket to Read computerized program, which supports all special needs students on an individualized, self-pacing basis, is available in each classroom.</p> <p>In January 2010, Achieve 3000, a mandated citywide computerized reading program, will be available to all special needs students. This program seeks to building comprehension skills for struggling readers.</p> <p>A Special Education ISS will be assigned to support the Special Education student and staff needs including professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</p> <p>Improved literacy instruction for Special Needs students will be achieved through the</p>

	<p>implementation of best educational practices will involve a similar literacy prototype for reading and writing workshop, as well as the Core Knowledge Curriculum. All Special Needs students are involved in the entire school's activities, curriculum and programs. They are offered the opportunity to be part of our ETS program and after-school programs in grades 3-8.</p> <p>Teachers of special needs students follow the balanced literacy and math prototype. Those students in Grades K-3, have been introduced to the Imagine It! Reading Program. This year we will continue to support special needs students through the Imagine It intervention program. The Core Knowledge Curriculum has been implemented in Special Needs classrooms in Grades K-5. Students are expected to maintain a progress folio in math and ELA. Teachers and paraprofessionals are involved in small group differentiated instruction to meet the students' needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>SWP, Tax levy, Classroom teachers, Literacy Coach, Instructional supervisor, Early Intervention Teacher, IEP Teacher, Teacher Center, RobinHood Librarian, Paraprofessionals, Clusters.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals and instruments used to measure student performance are:</p> <p>November, January, March 2010 – NYC Periodic Assessment November, January, March 2010 – ECLAS 2 May 2010 – EPAL May 2010 – NYS ELA Assessment September, January, May – Writing samples April, May – NYSESLAT</p> <p>Ongoing indicators of progress are – Imagine It! Benchmarks, Lesson Assessments and Unit tests, Voyager Benchmarks and Lesson Assessment, running records, formal and informal observations, SRIs, portfolios, teacher observations and tests, student and parent conferences and Data Team Inquiry findings for our target group.</p> <p>We project a 5% gain in student achievement in ELA for ELLs. A periodic review of IEPs will be conducted at least three times per year.</p>

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): ELL PROFESSIONAL DEVELOPMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of all Pre-K to 8 teachers will implement at least two ELL strategies as measured by formal and informal observations of classroom instruction monitored by the Principal and Assistant Principals on a bi-monthly basis.</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>	<p>Train teachers in the use of ARIS.</p> <p>Training for all staff will be conducted by the ELL teacher, Ms. Hirsch, in November on utilizing ELL strategies in the classroom.</p> <p>As a follow up, Ms. Hayden, the Teacher Center Specialist, will provide at least two workshops in using ELL strategies for all teachers during professional development in January and March.</p> <p>A 5 session after-school study group focusing on Balancing Reading & Language for ELLs will also be offered to the staff in January and February. ELL strategies will also be at the heart of these sessions.</p> <p>Modeling of the strategies will be conducted by Ms. Hirsch, the ELL teacher in the classrooms that consist of ELL students in small group settings.</p>

	<p>Supervisors will visit classrooms monthly to observe classroom instruction using the strategies.</p> <p>Meet with teachers once a month and provide professional development in ELL strategies, and how the use of data from Periodic Assessments/classroom assessments, Imagine It benchmarks (in grades K-3), should drive instruction.</p> <p>Have one class on each grade comprised of ELLs so that the ESL teacher can push-in and work collaboratively with the classroom teacher.</p> <p>Provide additional personnel for those classrooms for small group instruction. AIS staff members will be assigned to the grades.</p> <p>In grades K-3 utilize the ELL component of the Imagine It program.</p> <p>In grades 4-6 provide Voyager AIS program for the ELLs.</p> <p>In grades 7-8 provide additional strategies.</p> <p>During ETS group ELLs and provide small group instruction.</p> <p>Increase resources in classrooms using Title III monies.</p> <p>Literacy Coach, Teacher Center Specialist, Classroom Teachers Professional Development: Monthly, Regional Principals' and Assistant Principals' Conferences: Monthly conferences will be conducted in order to provide high quality professional development in all of the NYCDOE and regional initiatives in Literacy.</p> <p>Monthly Principals Cohort Meetings: These meetings will be to provide ongoing curriculum instructional planning sessions for 2009-2010 to identify needs of the schools' staff and to provide professional development in all of the necessary areas of instructions.</p> <p>Targeted Differentiated Professional Development: This is delivered on a regular basis and will be utilized to significantly increase the capacity of the teaching cadre to support the curriculum and student learning. Professional Development will be targeted to staff by the Teacher Center Staff, administrators, coaches, and UFT field liaison to meet the identified needs of the staff.</p>
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Professional development will take place through but not be limited to weekly scheduled articulated professional development; regional professional development; Coaches performing the previously described roles; teacher scheduled intervisitation, administrative snap shots and observations, Instructional specialist professional development sessions and teacher support activities, Instructional Support Specialist support activities, Study Groups, etc. Teachers will learn from all of the fore-mentioned activities expanding their knowledge base, capacity and educational toolboxes. Learning styles and differentiated instruction will be addressed in classrooms as teachers become more comfortable with varied methods of delivery of instruction. Teachers will consistently increase their ability to differentiate instruction, providing instruction targeted to the deficit skills of each child.

UFT Teachers Center: Coaches receive ongoing professional development planning sessions 2009/2010 to identify needs and modify plan to meet staff, school and regional needs.

UFT Teachers Center: A UFT Teacher Center to serve as the hub of professional development activity, supported by a UFT trained Teacher center Professional Development Specialist and stocked with appropriate instructional and interventional materials and equipment. At the center, teachers will engage in workshops, study groups, individual research and development. Teacher Center Specialists will meet with individual and groups of teachers to engage in professional development activities based on the differentiated teacher needs. Workshops, study groups and courses will be offered to all staff based on an extensive needs assessment conducted by the school's professional development team. Teacher Center Specialist will facilitate Professional Development in Core Knowledge Curriculum.

Tentative topics for specific workshops include:

Alignment of standards to curriculum areas in

- ELA strategies for ELL
- Social Studies and the ELL learner
- Fine Arts and the ELL learner
- Music and the ELL learner
- Using data to differentiate instruction
- Progress folios and how they help us measure student growth in educational levels
- New York State guidelines for testing administration
- Reports to parents

	<ul style="list-style-type: none"> • ECLAS 2 • Core Knowledge implementation • Summative and formative assessment • Classroom management • Goal setting and SMART goals • Craft Writing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>SWP, Title III, Tax levy, Classroom teachers, Literacy Coach, Instructional supervisor, Early Intervention Teacher, Teacher Center, RobinHood Librarian, Paraprofessionals, Clusters, ESL teacher, AIS teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During the month of January, March and June we will review the ELL strategies used in the classrooms and make any necessary adjustments based on supervisors formal and informal observations.</p> <p>Results from the NYSESLAT, periodic assessments, ECLAS, EPAL, Imagine It benchmarks, teacher-made evaluations and other classroom assessments, portfolios, NYS ELA assessment, student responses, student progress and parent conferences will demonstrate success of the strategies.</p> <p>We project that 100% of our teachers will use at least two ELL strategies throughout the year in their instruction.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/WRITING

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 65% of our 292 students in Grades 2-4 will show at least one level of growth in writing as measured against a standards based writing rubric.</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>	<p>From September 2009 to June 2010:</p> <p>Provide a writing cluster to enhance writing program. Writers Workshop will be extended in balanced literacy block. Various graphic organizers will be used to organize student thinking. Provide professional development in writing process at least two times per year. Require three writing samples, September, January, May. Model/demonstration lessons by Teacher Center Specialist. Maintain Writer Workshop conferences notes and portfolios. Study groups of craft writing. Gradewide and intergrade visitations to share best writing instructional practices.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>SWP, Tax levy, Classroom teachers, Literacy Coach, Instructional Supervisor, IEP Teacher, Teacher Center, RobinHood Librarian, Paraprofessionals, Writing Clusters.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals and instruments used to measure student performance are:</p> <p>November, January, March 2010 – NYC Periodic Assessment November, January, March 2010 – ECLAS 2 May 2010 – EPAL May 2010 – NYS ELA Assessment September, January, May – Writing samples Ongoing indicators of progress are – Imagine It! Benchmarks, Lesson Assessments and Unit tests, Voyager Benchmarks and Lesson Assessment, running records, formal and informal observations, SRIs, portfolios, teacher observations and tests, student and parent conferences and Data Team Inquiry findings for our target group. We project that 65% of our students in grades 2-4 will show a growth of at least one level in writing as measured against a standards based writing rubric.</p>
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	43	20	N/A	N/A	3	0	2	
1	40	20	N/A	N/A	6	0	2	
2	40	20	N/A	N/A	5	0	2	
3	20	15	N/A	N/A	9	0	1	
4	39	16			4	0	2	
5	30	14	30		2	0	2	
6	33	19			12	0	3	
7	28	26			10	0	1	
8	39	24			20	0	3	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<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>Voyager –Passport – for Grades Kgn – Grade 6- small group for 30 minutes daily IMAGINE IT – Intervention program Kgn- Grade 2 Grade 7 – three classes using Journeys program Grade 6 and 7 – two periods per week for test prep Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)</p>
<p>Mathematics:</p>	<p>Voyager Grades 3-5 – small group 30 minutes daily Grade 6 and 7 – two periods per week for test prep Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)</p>
<p>Science:</p>	<p>Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)</p>
<p>Social Studies:</p>	<p>Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Provide a supporting atmosphere for students with issues in self-esteem, attendance, bullying and child abuse.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	<p>Provide a supporting atmosphere for students with issues in self-esteem, attendance, bullying and child abuse.</p>

At-risk Health-related Services:

Provides Open Airways in association with the American Lung Association.00

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

NCLB/SED requirement for all schools

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

PS/MS 105Q serves 75 English Language Learners, in grades K-8. This is approximately 7.8% of the total student population of 958 students. There are several language groups represented; including Spanish, Haitian-Creole, Chinese and French. There are 68 students who are speakers of Spanish, 1 student who speaks Chinese, 4 students speak Haitian Creole, 4 students who speak French and 1 student that speaks Bengali. Based on the results of the parent interviews the students are served solely through a freestanding ESL program. There are 6 ELL students in Special Education classes, 3 of whom have been in the ESL program for 3 years or less, 2 have been served from 4-6 years and 1 has been identified as a long term ELL. In the total population of ELLs, 11 are long term ELLs, 20 have been served between 4-6 years and 34 have been served 3 years or less. There are no SIFE students at PS/MS 105Q.

The schools LAP team is comprised of the following members:

- | | | | |
|---------------------|-------------------|-----------------------|---------------------|
| • SSI / District | Knowledge Network | • School | PS / MS 105 |
| • Principal | Laurie Shapiro | • Assistant Principal | Laura Alicea |
| • Coach | Rachel Hayden | • Coach | Iris Heidingsfelder |
| • Teacher / Spanish | Joanne Fosse | • Guidance Counselor | Susan England |
| • Teacher / Writing | Marjory Faber | • Parent Coordinator | Alla Nesmith |
| • Teacher / S.S. | Thomas Kreiger | • Parent | Patti Brown |
| • Speech Teacher | Iolanda Lally | • SAF | Lenon Murray |
| • Network Leader | Pat Tubridy | • ESL teacher | Chavivya Hirsch |
| | | • Special Education | Michele Moers |

The students participate in an ESL program facilitated by a licensed ESL teacher. All teachers’ licenses and certifications can be found on a data sheet from EIS available for review in the principal’s office.

The ESL program is designed to support ELLs in second language development. The ESL teacher pushes into the classroom setting to ensure targeted language instruction that supports both academic and social linguistic competencies. In grades 1-5, students are served in their classrooms through a collaborative team model. This allows the ESL teacher to focus on developing the English language to meet goals aligned with the students’ proficiency level while supporting the classroom teacher and maintaining continuity of instruction in all content areas. Based on careful review of student data, the service model is pull-out for students in grades K, 6, 7 and 8.

P.S./M.S. 105Q has a freestanding ESL program where students receive their instruction in English. The number of ESL instructional units is dependent upon their score on the LAB-R or the NYSESLAT and what level they have achieved as required by CR Part 154 Regulations.

P.S./M.S. 105Q uses a push-in / pull-out model to accommodate the needs of their ELL students and to complement their classroom instruction. ESL is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between the ESL teacher and the classroom teachers helps to ensure that content based ESL instruction is complimentary to what students are learning in their mainstream classrooms.

The students are involved in learning focused on language acquisition techniques that will further enable them to meet competency when they are in their classroom. While this model is designed to meet their needs of language acquisition, specific attention is given to writing and vocabulary development.

Identification Process - At the time of registration, the existing Home Language Survey is reviewed by the Assistant Principal and/or the Principal and they meet with the parents to fully and accurately complete the HLIS if new to the city or country. A review of the HLIS provides information to establish eligibility for LAB screening. Additionally, the students' exam history is received by ATS and students' existing LAB or NYSESLAT scores are used to group students accordingly.

Parents are interviewed by appropriate members of the school staff and programmatic choices and parent options are discussed. The ESL teacher receives copies of all HLS completed, as well as updated admission and discharge histories and other pertinent ATS reports to follow-up and ensure that parental notification and other information is provide to all parents. Parents exercise the parental choice in determining the best instructional program for their child. The Parent Coordinator works closely with parents to further support their full integration into the new school community. Furthermore, parent communication related to school activities and events is provided in both English and the home language. Translation and interpretation funding is used to provide assistance in parent outreach in the parents' home language. The services of the DOE Office of Translation and Interpretation have been used by school personnel to further support effective communication between school and home.

The ELL students on each grade and their home languages are as follows:

Kindergarten:	Spanish 4	French 2	Bengali 1	7 students
Grade 1:	Spanish 9	Haitian Creole 1		10 students
Grade 2:	Spanish 7	French 2		9 students
Grade 3:	Spanish 6	Haitian Creole 1	French 1	8 students
Grade 4:	Spanish 10	Haitian Creole 1		11 students
Grade 5:	Spanish 9			9 students
Grade 6:	Spanish 3	Haitian Creole 1		4 students
Grade 7:	Spanish 6	Chinese – Cantonese 1		7 students
Grade 8:	Spanish 10			10 students

It has been the overwhelming choice of parents to see their children enrolled in the freestanding ESL program. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. One of the geographic realities of the Rockaway Peninsula is that parents are more concerned with their children's attendance being in the local zoned school than any other programmatic considerations. At this time there is no trend indicating that parents are seeking Transitional Bilingual Education. In addition, since transitioning to a push in program in grades 1-6, the students have been grouped in one classroom per grade to allow the ESL teacher to service each grade each day. The number of ELLs in each grade is not sufficient to support a full service Transitional Bilingual Program. Students at PS/MS 105 in grades K-3 do not participate in El SOL testing, as there is no bilingual program.

A review of the NYSESLAT data indicates the following:

- In grades K, 1 and 2 most students are beginners with listening and speaking being at the intermediate level for some of these students. The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills. For the students in grade 2, reading and writing at the intermediate level while listening and still show greater levels of proficiency for these students.
- In grades 3, the large increase in students scoring at the intermediate and advanced levels reflect the targeted instruction received previously.
- In grade 4, a greater number of students are at an advanced level of listening and speaking, but have moved to an intermediate level of attainment in reading and writing. A focus on vocabulary and reading comprehension is being used to continue this growth.
- In grades 5-8, the smaller numbers of ELLs and larger percentage of students who score at advanced level of proficiency at all modalities, are seen as justification for provision of service as noted below.

The LAP policy at P.S./M.S. 105Q is consistent with school-wide policy for high student expectations and standards. All ELL students will meet the high standards set for them as well as have access to all programs that non-ESL students have. It is the goal to provide an educational policy for ESL students that will offer alignment with NYC performance standards, ESL standards, primary literacy and NYS learning standards. The LAP committee will continue to gather and review ELL data that will drive instructional practices across the grades and provide the students with an academically rigorous curriculum.

For the current year, students' scores on last years standardized tests are used to drive instruction. Looking at the students currently in grades 4-8, the breakdown of scores is as follows:

Grade 4 – 11 ELL students this year.

Grade 3 Math results:

1 student was exempt
Level 1 – 1 student

MAY 2009

Grade 3 ELA Results

1 student was exempt
Level 1 – 2 students

Level 2 – 0 students
Level 3 – 8 students
Level 4 – 1 student

Grade 5 – 9 ELL students this year

Grade 4 Math results

2 students were exempt
Level 1 – 0 student
Level 2 – 4 students
Level 3 – 2 students
Level 4 – 1 student

Grade 6 – 4 ELL students this year

Grade 5 Math results

Level 1 – 0 student
Level 2 – 2 students
Level 3 – 2 students
Level 4 – 0 student

Grade 7 – 7 ELL students this year

Grade 6 Math results

1 student was exempt
Level 1 – 0 student
Level 2 – 3 students
Level 3 – 3 students
Level 4 – 0 student

Grade 8 – 10 ELL students this year

Grade 7 Math results

2 students were exempt
Level 1 – 2 students
Level 2 – 3 students
Level 3 – 3 students
Level 4 – 0 student

Level 2 – 5 students
Level 3 – 3 students
Level 4 – 0 students

Grade 4 ELA Results

3 students were exempt
Level 1 – 0 students
Level 2 – 4 students
Level 3 – 2 students
Level 4 – 0 students

Grade 5 ELA Results

Level 1 – 1 student
Level 2 – 2 students
Level 3 – 1 student
Level 4 – 0 students

Grade 6 ELA Results

1 student was exempt
Level 1 – 0 student
Level 2 – 4 students
Level 3 – 2 students
Level 4 – 0 students

Grade 7 ELA Results

3 students were exempt
Level 1 – 0 student
Level 2 – 5 students
Level 3 – 2 students
Level 4 – 0 students

Grade 4 Science Results

2 students were exempt
Level 1 – 1 student
Level 2 – 2 students
Level 3 – 3 students
Level 4 – 1 student

Grade 5 S.S. Results

Level 1 – 2 students
Level 2 – 1 student
Level 3 – 1 student
Level 4 – 0 students

Periodic Assessment results are reviewed for all students. Particular attention is paid to vocabulary and syntax of questions asked responses required and genre type for ELA as these factors relate to levels of language acquisition. The information is used to make instructional decisions by the ESL teacher, classroom teachers and AIS staff. Assessments used include the Predictive, ITA and ELL Interim Assessments. In addition, teachers use running records, writing samples, teacher made assessment, observations and student conferences to further inform their practice.

ELLs receive AIS instruction using materials determined to be appropriate, based on the level of need and language acquisition. Specifically, Ticket to Read, Passport and Voyager Math, which include interactive web-based interventions and tracking are provided to ELLs. Detailed information about Academic Intervention is detailed in the body of the CEP as well as Appendix 1. Students reaching proficiency in the NYSESLAT, continue to receive academic intervention services in accordance with assessment information. A strong literacy program is provided based on multiple measures afforded to all students. Transitional students are periodically monitored to ensure they are succeeding in all content areas.

Included in all professional development are methodologies and information about best practices as they are related to ELLs. A review of the prior professional development provided to new teachers and paraprofessional staff members is conducted yearly. Those staff members requiring 7.5/10 hours of professional development are required to submit logs which document the receipt of this professional development. Opportunities for inter-visitations, observations of the use of ESL methodology and professional study groups are offered. The ESL teacher is responsible with insuring that these documents are submitted for review by May 31st of the school year.

At P.S./M.S. 105Q the program model is an ESL model. There are three groups that are serviced by the licensed ESL provider, beginning, intermediate and advanced. The ESL model is an English only program. The program is structured to accommodate the needs of all three groups. Sixth, seventh and eighth grade students are serviced together. Students in grades K-5 are serviced in their classrooms using the push-in model. The largest groups are grades two, four and the middle school students in grades six, seven and eight. We have the program divided into seven groups altogether.

Various instructional strategies are used to best meet the needs of the ELL students. The program model is an English only model where students from different countries come together to learn English. The students are from many countries, including but not limited to Haiti, the Dominican Republic, Senegal, Sierra Leone, Puerto Rico, Mexico, the Ivory Coast and Guatemala among others. Instructional strategies are varied but always directed to best meet the needs of the ELL students. Various instructional strategies used include, but are not limited to, ongoing test preparation in the four modalities of listening, speaking, reading and writing. By targeting these modalities of listening, speaking, reading and writing the school strives to ensure that the ELL student population will reach academic proficiency in all content areas. In addition to P.S./M.S. 105Q's use of test preparation materials to assist the ELL students, the school uses the modeling and total physical responses approaches to assist them as well. Through these approaches the students

learn English through hands-on interactive activities. By using role play and drama (the reader's theatre program) the ELLs can act out their feelings in a nurturing, non-threatening environment.

The programs that we use to facilitate instruction are as follows

- LEAPFROG instructional program for grades Kindergarten through 8
- Voyager Remedial reading program for grades K-5
- Balanced Literacy program for grades 3-5
- Core Knowledge program for grades K-5
- Imagine It! ESL program for the grades K-3

All of these programs are designed to build the reading fluency and comprehension of the ELL students. Instruction is conducted in English for these programs. The Imagine It program specifically has an ESL component designed to enhance the reading ability of the ESL students. The Core Knowledge program enriches the learning process by teaching children about their countries of origin as well as others. The Balanced Literacy program involves having the children learn to read via shared, guided, and independent reading models, as well as word study and phonemic awareness. The LEAPFROG and Voyager reading programs teach English to the children through a variety of hands-on activities and interesting reading materials. Technology is also used in the classroom as the children learn through interactive computer programs on a variety of topics. These programs include workbooks, picture cards, songs, charts and graphs. By employing these nurturing and non-threatening approaches to learning, students feel safe to take academic risks. After the ESL provider uses these materials and various approaches, the provider gathers data on the students' academic performance. After analyzing this data, the school leadership team and teachers use these results to drive instruction and plan professional development. In compliance with ESL related mandates, beginners receive 360 minutes of instructions as do intermediate ELLs. Advanced ELLs receive 180 minutes of instruction weekly. All data is driven from student performance as well as LAB-R and NYSESLAT test scores in order to improve instruction. Explicit ELA instruction takes place on a regular basis as well as small group instruction in math. When a child still presents learning challenges that require additional assistance, P.S./M.S. 105Q offers a variety of AIS assistance including small group instruction as both push in and pull out on grade level.

P.S./M.S. 105Q utilizes the SRA Imagine It! program for literacy in grades K – 2, and Balanced Literacy for grades 3-5. All students in grades K-8 also learn through the Core Knowledge program. ELLs are active participants in the Core Knowledge program which includes a section on how to best meet the needs of ELLs. The math program used is Everyday Math which offers resources in Spanish as well as English. ELL students are offered science instruction as well as music, art, physical education and drama. ELL students are encouraged to participate and share their own experiences with their classmates. We currently have Voyager programs that offer remedial reading instruction to English language learners. There is also programming for small group instruction in literacy and math. Explicit ELA instruction takes place on a daily basis as well. English Language Arts instruction is also necessary as students can learn English through ELA instruction.

There are several extracurricular activities which ELL students participate in. There is a chess club, band, an art club, a basketball team, and a wrestling team to enrich them socially. For the school sports teams, the children must participate in the try outs as the rest of the children do.

Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. ESL teachers hold meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. Program activities that were done to assist newly enrolled LEP students included staff development on how to make ELL students more comfortable in school. In addition to these meetings, we hold parent orientation sessions on how data affects their children and how to improve instruction. Meetings are held on a monthly basis, congruent to the Parents' Association meetings. Both the Parent Coordinator and Pupil Personnel Secretary also attend the workshops. The Parents Association also conducts weekly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops. The tentative schedule for these meetings / workshops is as follows:

- September 16, 2009 -
- October 14, 2009
- November 3, 2009
- December 8, 2009
- January 12, 2010
- February 9, 2010
- March 9, 2010
- April 13, 2010
- May 11, 2010
- June 16, 2010

Activities for newly enrolled LEP students were workshops that were set up in advance with parents to discuss the needs of their children prior to the start of the academic year. There was also summer school programming that was available before the start of the school year. Notices were sent home, as well as given out at registration for ELL parents to come to a summer meeting. Once there, the school discussed their expectations for the coming year, the ESL program, the school curriculum as a whole, procedures and policies of 105Q and standardized testing.

The professional development mainly focuses on the four modalities tested on the NYSESLAT, listening, reading, writing and speaking. Staff members are educated as to the various assessments that are given to the ESL students including the LAB-R and the ESL interim assessments. In order to collaborate, the teachers participate in Data Chatta meetings as well. Core Knowledge meetings

include a discussion of global and social studies. The meetings are held twice a month. Data Chatta meetings are held bi-weekly and issues of discussion include math and ELA information and how to drive instruction via data. Out of classroom personnel who service ESL students are responsible to attend these meetings as well.

Support structures for ELLs include small group instruction, remedial reading programs as well as math instruction. Technology is also an important support structure we have set up for ELL students. Ticket to Read is Voyager's new technology component. This web-based skill builder invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words and comprehend more about the world. As they learn, they earn tickets for hundreds of virtual prizes to decorate their personal clubhouses. Web-based technology allows 24/7 hassle free access for students at home, school and the library. Students work independently on phonemic awareness, phonics, fluency, vocabulary and comprehension skills. Timed fluency readings give students instant feedback and goals for improvement. With 30-40 exciting passages at each level, students select titles of greater interest to accelerate their progress. We differentiate instruction at P.S./M.S. 105Q by tailoring the technology programs to meet the children's needs. Students begin reading where they are appropriately challenged which is one method we use at P.S./MS. 105Q to differentiate instruction in the most effective groups by their level of academic proficiency (beginning, intermediate or advanced) to best meet their needs. The philosophy at P.S./M.S. 105Q is to employ whatever strategies are necessary to best meet the needs of the ELL learners (including any necessary support structures).

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: 27 School Building: P.S./M.S. 105Q

DAY	ETS	1	2	3	4	5	6	7
	8:00 - 8:37	8:40-9:30	9:35-10:25	10:30-11:20	11:25-12:15	12:20-1:10	1:15-1:45	1:50-2:40
MONDAY	ETS	Push In 2-219	Push In 3-206	Push In 4-323	PREP	Push In 1-222	Lunch	Push In 5-322
TUESDAY	ETS	Push In 1-222	Push In 4-323	Push In 3-206	PREP	Push In 2-219	Lunch	Push In 5-322
WEDNESDAY	ETS	Push In 1-222	Push In 3-206	Push In 4-323	PREP	Push In 2-219	Lunch	Push In 5-322
THURSDAY	ETS	Push In 1-222	Push In 3-206	Push In 4-323	PREP	Push In 2-219	Lunch	Push In 5-322
FRIDAY		Push In 1-222	Push In 3-206	Push In 4-323	PREP	Push In 2-219	Lunch	Push In 5-322

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: 27

School Building: P.S./M.S.105Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 To: 9:30	Subject (Specify) Open Cthet Reading/ Writing ESL	Subject (Specify) Core Knowledge	Subject (Specify) Science Prep	Subject (Specify) Open Cthet Reading/ Writing	Subject (Specify) Open Cthet
2	From: 9:35 To: 10:25	Subject (Specify) ESL Open Cthet Reading/ writing	Subject (Specify) Gym prep ESL	Subject (Specify) Open Cthet Reading/ Writing ESL	Subject (Specify) Open Cthet Reading/ Writing ESL	Subject (Specify) Open Cthet ESL
3	From: 10:30 To: 11:20	Subject (Specify) Math	Subject (Specify) Foreign language prep ESL	Subject (Specify) Open Cthet Reading/ Writing ESL	Subject (Specify) Math	Subject (Specify) Spanish
4	From: 11:25 To: 12:15	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 12:20 To: 1:10	Subject (Specify) Math	Subject (Specify) Open Cthet Reading/ writing	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
6	From: 1:15 To: 1:45	Subject (Specify) Core Knowledge	Subject (Specify) Open Cthet Reading/ Writing	Subject (Specify) Math	Subject (Specify) Core Knowledge	Subject (Specify) Math
7	From: 1:50 To: 2:40	Subject (Specify) Music	Subject (Specify) Core Knowledge	Subject (Specify) Core Knowledge	Subject (Specify) Music	Subject (Specify) Core Knowledge
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: 27

School Building: P.S./M.S. 105Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 To: 9:30	Subject (Specify) Library ESL	Subject (Specify) Writing	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading
2	From: 9:35 To: 10:25	Subject (Specify) ESL Reading	Subject (Specify) Music ESL	Subject (Specify) Reading ESL	Subject (Specify) Reading ESL	Subject (Specify) Reading ESL
3	From: 10:30 To: 11:20	Subject (Specify) Reading	Subject (Specify) Reading ESL	Subject (Specify) Math ESL	Subject (Specify) Math	Subject (Specify) Math
4	From: 11:25 To: 12:15	Subject (Specify) Music & Movement/Lunch	Subject (Specify) Reading/Lunch	Subject (Specify) Music & Movement/Lunch	Subject (Specify) Math/Lunch	Subject (Specify) Math/Lunch
5	From: 12:20 To: 1:10	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Gym	Subject (Specify) Gym	Subject (Specify) Writing
6	From: 1:15 To: 1:45	Subject (Specify) Core	Subject (Specify) Core	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Core
7	From: 1:50 To: 2:40	Subject (Specify) Foreign Language prep	Subject (Specify) Science	Subject (Specify) Core	Subject (Specify) Core	Subject (Specify) Music & Movement Centers
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a) 27Q105

Grade Level(s) K-8 **Number of Students to be Served:** 65 LEP _____ Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

There are currently 65 ESL students at P.S./M.S. 105Q. Students currently serviced are in grade levels K-8. The students are serviced in an ESL English only program. They are served in groups according to grade level. Beginning ESL students are served 360 minutes per week. Intermediate students are served 360 minutes per week. Advanced students are served 180 minutes per week. The amount of time they are served daily depends upon the group that the child is in. The ESL program runs for the entire school academic year. Every ESL child is serviced daily.

The service provider is a licensed ESL provider according to state mandates. The service provider chooses the program model and instructional materials she uses based upon the needs of her student population. The work is data driven pursuant to scores on the LAB-R and the NYSESLAT. The data indicates that the students mostly fall in the advanced level. In order to continue supporting the needs of the ESL students at P.S./M.S. 105Q there is continued emphasis on listening, speaking, reading and writing. Activities include reading programs, role play, drama as well as writing activities to ensure that the ELL students’ needs are met. Voyager remedial reading programs as well as math programs are being used.

P.S./M.S. 105Q has a full time certified ESL teacher on staff to best meet the needs of the ESL population. Classroom teachers work collaboratively with the ESL teacher and parents to ensure that they best meet the needs of the ESL students.

P.S./M.S. 105Q prides itself on providing rigorous professional development for its staff members. All teachers are kept informed of professional development opportunities focusing on language development.

PS/MS 105Q offers an after school program for ELL students. The program is on Monday, Tuesday and Wednesday for 1 hour each day. There are currently 6 teachers and 1 supervisor; working with approximately 60 students; with each teacher having a group of 12. There are five teachers licensed in common branches and one certified ESL teacher that will push into these classes to team teach and support the ELLs. The program will be running for approximately 10 weeks, beginning January and ending in April. Students are invited to attend and work with other students, on their grade level, on various literacy based activities. Rather than direct instruction that they receive throughout the day, the students work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities. In the primary grades, the teachers may base their projects on daily or weekly read alouds; while the intermediate grades may have chapter books and chapter activities and projects. This program affords both the students and teachers to engage in a hands-on, fun approach to literacy and math, while reinforcing the skills necessary to further their knowledge of the English language. Supplementary materials to be purchased with Title III funds are: Voyager to build speaking, listening, reading and writing skills.

School trips are planned on Saturdays and holiday weeks, so that as many parents can attend as possible. The school has taken children and their families apple picking, pumpkin picking, and overnight trips to Washington D.C and Baltimore, Maryland. After school, parents have also been invited to attend the Poetry Café, Thanksgiving Luncheon, Winter Holiday Show, PS/MS 105 Talent Show, the GED Program and a Mother's Day Celebration.

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

The professional development mainly focuses upon the four modalities tested on the NYSESLAT, listening, reading, writing and speaking. Staff members are educated as to the various assessments that are given to all ESL students including LAB-R and interim assessments. After receiving this in-house training the teachers are put into teams to review what they have learned. They are also expected to brainstorm ways to best meet the needs of ESL students. The goal at P.S./M.S. 105Q is to ensure that the students learn in a safe, nurturing environment where they are valued. Teachers who receive top-notch professional development will ensure that will happen. This year's workshops include:

-
- November 3, 2009 – Suggestions for Supporting K-12 ELL instruction
 - December 8, 2009 – Successful Schooling for ELL Students; Building Responsive Teaching and Learning Environments
 - January 12, 2010 – Vocabulary Strategies
 - February 9, 2010 – ESL in the Content Areas
 - March 9, 2010 – ESL and Writer's Workshop
 - April 13, 2010 – Preparing for NYSESLAT
 - May 11, 2010 – Testing Strategies for Standardized Exams
 - June 16, 2010 – A Year in Review
-

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10546.50	After School Program 6 teachers x 10 weeks x three days a week x one hour a day x 49.89 = \$8980.20 1 supervisor x 10 weeks x three days a week x 1 hour x 52.21 = \$1566.30
Purchased services such as curriculum and staff development contracts		
Supplies and materials	4453.50	supplies instructional materials, Supplementary ELA and Math materials Voyager
Travel		
Other		
TOTAL	15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The School Leadership Team along with the Parent Coordinator and PA President conducted interviews of parents and reviewed letters, calendars and meeting minutes to determine the nature and frequency of communication with caretakers noting the use of home languages. We also reviewed results of the Learning Environment Surveys. The Parent Coordinator along with administrators interviewed parents and staff to determine oral translation needs during planning of school wide, grade and classroom activities.

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

Findings indicate that there is a growing need to translate and interpret all communication in Spanish. These findings were reported to the school community in the following ways: parent workshops, staff conferences, PA meetings and School Leadership Team meetings.

After gathering this information, it is recorded and maintained in several ways. The home language is noted in ATS at the time of registration as based on the HLS. When parents fill out the emergency cards during registration, students whose parents do not speak English are flagged with stickers so that if contact needs to be made home, the proper resources are used. This includes the use of an interpreter and/or written translation services.

The results of our assessment are as follows:

From the 56 students that speak Spanish, there are 37 parents speak Spanish – 13 parents require oral translation services and written translations

2 students speak Chinese (Cantonese) 2 parents speak Chinese – both need oral and written translation services

5 students speak Haitian-Creole – there are 2 parents that need translation services

Of the 2 students that speak French, 2 parents needs oral and written translation services.

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.

All letters, memos, calendars and meeting minutes that are sent home are translated into the necessary home languages noted in the translation needs assessment. A staff member will provide these translation services as the need arises to translate into the required language. The DOE Office of Translation Services is consulted and used when needed. Translated copies of all documents to go home are given on the same day as the English letters are given to the rest of the school. This ensures that the parents of all students receive any and all notifications on the same day.

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.

A staff member or parent volunteer will be present as need arises to translate into the required language during mandated parent-teacher conferences and any other occasion where caretakers and staff have opportunities to discuss student progress and or concerns. The school has members on staff that speak Spanish and French..

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>.

- a. Written parental notification in a student's native language is provided***
- b. Spanish speaking staff members make or receive phone calls***
- c. Students who speak Spanish serve as translators.***

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:	570,939	48,856	619,795
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,198		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		492	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,547		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,442	
6. Enter the anticipated 10% set-aside for Professional Development:	57,093		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		4,885	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 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. N/A

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy. See Page 72

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact. See page 76

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

An analysis of all available hard and soft data by grade conducted by teams of teachers, administrators and Literacy, Math and Teacher Center Specialist will take place to identify strengths and weaknesses by class and grade wide. Instructional strategies that are scientifically-based will be implemented to meet the needs of the children.

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

Through Balanced Literacy block, children will be given instruction to meet their needs on their instructional level. Reduced class size, lunch and learns, after school and Saturday programs along with small group instruction will provide all children to meet the State's proficient and advanced levels of academic achievement. Differentiated interventions will be used and matched to the needs of children. Use of technology programs such as Classroom Inc for upper grade and Ticket to Read for grades 2-8 will offer individual opportunities for children to achieve academic success.

3. Instruction by highly qualified staff.

Wherever possible, all recruited teachers will be appropriately certified. Where they are not we will monitor their progress through principal counseling, administrator support and Teacher Center technical assistance.
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.

The school has developed a plan of professional development activities to take place at the school level centered around literacy and math, looking at student work, analyzing data to drive instruction and formation of study groups using current research to refine instructional strategies.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Principal in collaboration with the ISC's Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.
Principal in collaboration with the ISC's Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.
In addition, the Knowledge Network in collaboration with the Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master's degree.

6. Strategies to increase parental involvement through means such as family literacy services.
Parent Coordinator in collaboration with the Knowledge Network's initiatives will plan and coordinate events to increase parental involvement. Such events will focus on bridging the gap between school and home. Workshops will be centered on educational concerns, health care and financial planning.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
In order to achieve smooth transition, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children and parents form Community Based Organization, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

Ongoing Communication for Staff

- ***Establish a community-wide PreKindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all PreKindergarten programs***
- ***Invite staff of the preschool and kindergarten programs to participate in exchange visits***
- ***Establish and implement join in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices***
- ***PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors***
- ***Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to express them to what will come next***

Transition Activities for Children

- ***Schedule a visit or a series of visits to the new school for the children***
- ***Provide PreKindergarten children with a summer package that includes transition activities***
- ***Encourage children to ask questions about kindergarten***
- ***Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year.***

Involvement of Parents in Transition

- ***Provide parents with information about the school their child will be attending***
- ***Invite school personnel, teachers and principals to attend parent meeting and discuss the kindergarten program, role of parents in the school and to answer any other questions. It is a good idea to include family assistant and parent coordinators that can translate the information during the meeting***

- **Invite parents who have already had children transition to kindergarten to talk about their experiences to the parents of the incoming group**
 - **Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.**
 - **During PreKindergarten Parent Advisory Meeting discuss kindergarten curriculum and expectations.**
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.

Through faculty and grade conferences teachers will be provided the opportunities to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used.

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.
- **Extended Time, four 37 ½ minute sessions will take place for those identified as “at-risk” students**
 - **Budget pending program immediately following for already identified “at-risk” students**
 - **Budget pending Saturday program will be designed and students who are “at-risk” will be invited**
 - **Budget pending – reduced class size in Grades 1-8**
 - **Three AIS teams will be established to service K-2, 3-5, 6-8**
 - **Use of RobinHood Library for research, independent reading**
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 following funding sources will be consolidated as part of the school's SWP program; Schoolwide program in support of the school's educational plan include: Title I, C4E, Tax Levy, Early Grade Class Size Reduction, Professional Development, IDEA. Coordination of the above will allow us to supplement the school's SWP focus on Literacy and Math. This will enable the school to support all students with services in reading and mathematics, technology by providing additional small group instruction, reduced class size wherever possible in grades 4-8, provide additional support for “at-risk” children, enhance our technology program. The allocation will provide us with additional paraprofessionals and teachers to work with small groups of children in K-8 using the Voyager Passport, Journey. Supplemental materials will be purchased to further support and assist in remediation.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

English Language Learners. By June 2010, all teachers will implement at least one new ELL strategy for ELA.

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

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

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

The Professional Development Team, and classroom teachers assessed the English Language Arts program during grade conferences and PD sessions. They concluded that the educational plan for ELA needed to provide a more intense curriculum. While the Balanced Literacy approach was used in each ELA classroom, the administrators and teachers concurred that it was necessary to support Literacy with research-based programs in Grades K-8. Additionally, the school implemented the Core Knowledge Curriculum in Grades K-5 as part of the Knowledge Network curriculum seeks to align its content with NYS Standards, however, some of its content is still not included in the State's ELA Core Curriculum.

The Professional Development Team, which includes administrators, Teacher Center specialist, coaches, and librarian will meet continuously to assess the curriculum as it relates to the written, taught, and tested curriculum.

A "Standards Committee" will be formulated in the Spring 2009 to address some gaps in alignment as mentioned in the audit (Gaps in the Written Curriculum, Curriculum Maps, Taught Curriculum, ELA Materials). The primary purpose of the Committee is to reevaluate the use of content and performance standards; disseminate materials to all teachers in a timely manner, and monitor the effectiveness of the process.

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

Applicable X Not Applicable

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

There is some evidence to show that the current ELA curriculum is aligned to the NYS Standards. For example, in Grades K-3, the research-based Reading Program *Imagine It!* is fully aligned to NYS Standards. In Grades 6-8, the Junior Great Books Reading Series, which focuses on critical thinking, comprehension, and writing, is also research based and aligned to the Standards. The implementation of the Core Knowledge curriculum, a research-based program, in Grades K-5, has given teachers a clearer understanding of content and its relationship to Standards. A Core Knowledge pacing calendar outlining what is to be taught. The document is distributed each month so that the school community can know what the taught curriculum is. Teachers have received professional development and materials on aligning the Core Knowledge content with the NYS Standards.

Teachers have also received professional development via the Teacher Center on the purpose and use of the NYS ELA Core Curriculum. The Standard, competencies, and performance indicators were reviewed during weekly common planning sessions. They were given copies for their grade Band (Elementary and Middle School) of which they are expected to use when planning differentiated lessons.

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.

Lead teachers in the elementary and middle schools have provided professional development on the Everyday and Impact Mathematics Programs. During Data Chatta sessions and grade conferences, information and materials regarding the series are discussed and distributed. They also discuss what's working and what's not so that the program can be adjusted as needed.

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

Applicable X Not Applicable

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

The two programs in Mathematics are aligned to the NYS Learning Standards. There is also a pacing calendar, and a pre/post March Calendar that is closely monitored. Classroom teachers have sufficient materials to use on a daily basis. Math Standards are disseminated each year and are also posted in their rooms.

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.

The Administrators engage in classroom snapshots, Learning Walks, formal and informal observations, in order to observe classroom instruction and give feedback of best practices to teachers. During common planning time, and pre/post observation conferences, teachers are given opportunities to assess their pedagogical practices as it relates to instruction. The school will continue to assess the instructional practices during cabinet meetings, grade conferences and faculty meetings.

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

X Applicable Not Applicable

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

Teachers make a concrete effort to align their instruction to Standards in all core subjects in order to meet the needs of each student, however, deeper emphasis needs to be placed on academic rigor. Administrators continue to encourage differentiated and data driven instruction. Teachers are encouraged to use ARIS as one method of maintaining effective practices which will be aligned to the data.

Data is constantly disseminated to teachers so that they can plan their instruction effectively. All teachers are required to use the data to set monthly academic and personal goals for themselves and their students. A reflection on student learning is also encouraged.

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.

The school will continue to formally and informally observe teachers' best practices and offer the necessary support where needed.

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.

Weekly common planning time is used to discuss various mathematic strategies and the use of manipulatives. All teachers have adequate materials for hands-on learning. While direct instruction is practiced, it is not the only form on instruction. The use of technology in the mathematics classroom is moderate.

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

Applicable X Not Applicable

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

Students participate in flexible group activities and participate in hands-on learning. Teachers consistently meet and share best practices in mathematics. They also have access to mathematics technology in their classrooms and Teacher Center.

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.

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

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 will continue to review the NYC and NYS reports on teacher experience and turnover.

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

Applicable X Not Applicable

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

The school has a high percentage of certified teachers. The majority of the teachers remain in 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.

The Professional Development Team will continue to assess the needs of the ELLs. A survey of teachers will be conducted to determine the effectiveness of the professional development program for ELLs. Professional development to support the ELL learner will be a goal and priority for our school this coming year.

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

Applicable X Not Applicable

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

The school has a high percentage of certified teachers. The majority of the teachers remain in the school.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The School Inquiry Team will continue to meet twice per week to analyze and discuss the implications from various formative and summative assessments relating to ELLs. Weekly "Data Chatta" sessions will continue. Its primary goal is to discuss individual ELL students. During these sessions, the finding will be further assessed.

Individual conferences with classroom and out of classroom teachers will be conducted by the Administrators and the ESL specialist.

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

Applicable X Not Applicable

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

Testing data for English Language Learners are scrutinized consistently by their classroom teachers, Inquiry Team members and other teaching personnel such as coaches and lead teachers.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

All teachers of self-contained classes use their data from weekly "Data Chatta" meetings in order to focus on students' needs. With this information the teachers write the students IEPs, which include annual goals and short-term objectives. All teachers who deal with students with IEPs are given access to the student's files, a copy of the student's IEP, and training regarding the IEP on an as needed basis. Group review of IEPs are conducted at "Data Chatta" meetings and/or grade conferences. Individual professional development is also given upon teacher request.

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

Applicable X Not Applicable

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

Teachers are able to comprehend their students' needs due to ongoing professional development and data analysis. This is evident through their lesson planning, grouping with differentiated instruction, and student achievement. Students set individual and group goals to keep themselves focused on their learning outcomes.

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

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

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

Please respond to the following questions for Key Finding 7:

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

The administrators, IEP teacher, classroom teachers adhere to the accommodations and modifications as stated in the students' IEPs. Each staff member is given the testing procedures yearly and in a timely manner in preparation for the NYS assessments. At the students' annual reviews with cooperation with the parents, the IEP specifies the individual students modifications and accommodations needed in order for the student's to succeed. Goals and objectives are discussed and aligned with grade appropriate Standards. The IEPs include behavioral Intervention Plan when needed.

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

Applicable X Not Applicable

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

The staff knows and understands, and consistently adheres to the specifications on the students' IEPs.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

Presently there are 12 Students in Temporary Housing who are attending P.S./M.S. 105.

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

Services for the STH population are ETS, at-risk guidance, at-risk social worker, parent outreach coordinator who supports parents who contact her with issues and helps with student social and educational adjustment to our school. Our AIS guidance counselor works closely with parent or guardian to align transportation for student and school needs. We also offer Saturday school and after school programs (budget pending) for those at-risk students.

Part B: FOR NON-TITLE I SCHOOLS

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

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY
NCLB requirement for all Title I schools
Statement of Parent Involvement Policy
The Bay School, PS/MS 105Q

PS/MS 105 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

Mission Statement: The mission of PS/MS 105 is to utilize all available resources to prepare all students to meet high quality, challenging standards of excellence.

I. General Expectations

PS/MS 105 agrees to implement the following statutory requirements:

- o 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.
- o 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.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o 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.
- o 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.
- o The school will support CSD 27 District Title I Parent Involvement Policy
- o The school will encourage parent participation in district-wide events and activities
- o 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:
 - o 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.

Mission Statement: The mission of PS/MS 105 is to utilize all available resources to prepare all students to meet high

quality, challenging standards of excellence.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **PS/MS 105** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by November 30 of each year in order to adopt this policy.

2. **PS/MS 105** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - o The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - o This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school. 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.

• **PS/MS 105** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs:

- o With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Association (PA), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, educational family outings).
- o The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS),

and childcare programs.

- 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:
 - o the State's academic content standards
 - o the State's student academic achievement standards
 - o 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: Through **workshops, conferences, classes, including any equipment or other materials that may be necessary to ensure success.**
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend morning meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - o Through the efforts of the Parent Coordinator and the PA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by November 30, 2009.
- School publications (i.e. pamphlets, parent handbook and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month in English and Spanish by back pack to all parents, one week before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc.

School Visitations

Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PA and SLT meetings (monthly)
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (**as scheduled by the Parent Coordinator and school staff**)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development:

PS/MS 105 and CSD 27 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

Professional Development is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

Professional Development is provided for parents at District 27 annual events and activities.

ELL Professional Development: City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: City-wide, Regional and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

PS/MS 105 will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. PA/Title I representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, and SLT for the best involvement and outreach of parents in the school community.

PS/MS 105 will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

Responsibilities of the Title I Parent Advisory Council

In order to maintain the effectiveness of **PS/MS 105** Title I Parent Involvement Policy the Parent Association of the school will support and uphold the contents of the school and district parent involvement policy.

Attend monthly school and district meetings.

III. Adoption

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 **Pattie Brown, PA President** This policy was adopted by **PS/MS 105 on 11/24/2009** and will be in effect for the period of 1 year. The school will distribute this policy to all parents (**upon request**) of participating Title I, Part A children on or before November 30, 2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

Part B: School-Parent Compact

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

PS/MS 105 the Bay School
420 Beach 51st Street Far Rockaway, NY 11691
Tel: (718) 474-9615 Fax: (718) 474-8841
2009-10
Title I School-Parent Compact Framework

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

PS/MS 105 will:	The Parent/Guardian will
<p>PS/MS 105, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.</p> <p>PS/MS 105 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: • Hold parent-teacher conferences (two times a year in elementary/middle schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: <i>Fall 11/10/2009</i> <i>Spring 3/16/2010</i> • Provide parents with frequent reports on their children's progress. 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's school • 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.

Teachers will send home periodical progress reports and some teachers will post weekly progress reports on engrade.com. Parents can also visit ARIS parent link a 24hr website to view their students periodic/annual assessments and report card grades. Parents can also schedule meetings with their child's teacher.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parent Coordinator is available daily from 8am-12pm and 1pm-3:30pm. Teachers can schedule meetings during prep times.

Administrators

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents will take volunteer training in Oct.& Nov 2009. They will be matched with an assignment based on preference and/or need at the discretion of the principal.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

K-8

- Do my homework every day and ask for help when I need to.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Arrive to school on time
- adhere to all school rules and regulations

6-8

- Arrive to school on time
- Respect my peers, teachers, administrators and other school personnel.
- not bring weapons/contraband to school
- not bring drugs to school

- 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.
- 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.
- 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.
- 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.
- 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.

SIGNATURES:

SCHOOL

PA PRESIDENT

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)