



**PS/MS 200Q
THE POMONOK SCHOOL**

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

25Q200 CEP 2009-10 FINAL

SCHOOL: (25/ QUEENS/ 25Q200)

ADDRESS: 70-10 164TH STREET, FLUSHING, NY 11365

TELEPHONE: (718) 969-7780

FAX: (718) 380-2615

TABLE OF CONTENTS

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE 3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4

SECTION III: SCHOOL PROFILE..... 6

Part A. Narrative Description 6

Part B. School Demographics and Accountability Snapshot 8

SECTION IV: NEEDS ASSESSMENT 11

SECTION V: ANNUAL SCHOOL GOALS 27

SECTION VI: ACTION PLAN 28

REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 34

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM Error! Bookmark not defined.**13**

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 38

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION 17

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS 18

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT 23

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)..... Error!
 Bookmark not defined.**24**

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.....25Error! Bookmark not defined.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error!
 Bookmark not defined.**35**

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) Error!
 Bookmark not defined.**36**

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 200 SCHOOL NAME: Pomonok

SCHOOL ADDRESS: 70-10 164 St Fresh Meadows, NY 11365

SCHOOL TELEPHONE: 718 969-7780 FAX: 718 380-2615

SCHOOL CONTACT PERSON: Ms. Denize Brewer EMAIL ADDRESS: dbrewer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joe Escobar

PRINCIPAL: Denize Brewer

UFT CHAPTER LEADER: Beth Wilkow

PARENTS' ASSOCIATION PRESIDENT: Ann Marie McGee

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 SSO NAME: ICI

SSO NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

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
Denize Brewer	*Principal or Designee	
Beth Wilkow	*UFT Chapter Chairperson or Designee	
Ann Marie McGee	*PA/PTA President or Designated Co-President	
NA	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Lori Diaz	Member/Teacher	
Barbara Papalexis	Member/ Teacher	
Karyl Phillips	Member/ Teacher	
Christine Wittig	Member/ Teacher	
Donna Callahan	Member/Parent	
Joseph Escobar	Member/ Parent	
Mary Knox	Member/ Parent	
Marc Deutscher	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

We envision our school, PS/MS 200 to be a school that is committed to educating all of its students in a variety of ways to permit each child to fully develop his/her own academic, physical and social and emotional potential. Parents, staff and the community members work together and hold high expectations for all our students while we provide a safe learning environment and implement an engaging and challenging curriculum. We are focused on goal setting for both students and teachers. Students are aware of their academic progress and are setting goals as to where they stand and what they want to achieve. Teachers are also setting goals for the progress of their students.

Below is an abbreviated version of the school mission statement to be displayed around the school:

- ❖ PS/MS 200 is a safe place to learn where each of us can hope to be the best that we can be.
- ❖ Parents, teachers, students and the community work hand in hand to reach high standards.
- ❖ All students are engaged in productive activities.

PS/MS 200 is a highly multi-ethnic urban, Pre-K to 8, New York City school of approximately 485 (October 2009) students. The population ranges economically from poverty level to middle income. PS/MS 200 consists of 2 classes on a grade with the exception of kindergarten which has 3. One class on each grade is an Integrated Co-teaching class with the exception of kindergarten. Additionally, we have self contained 12:1 classes on grades 4, 6 and 8.

According to the School Demographics and Accountability Snapshot (March 2009), the ethnic breakdown of PS/MS 200 is as follows: 0.4% American Indian or Alaska Native, 19.8% Black or African American, 32.5% Hispanic or Latino, 15.6% Asian or Native Hawaiian/Other Pacific Islander, 30.9% White. 51.6% of the students are male and 48.4% of the students are female.

Currently strategies for improving instruction and student performance in English Language Arts include the implementation of a Balance Literacy approach which consists of: Independent/Paired reading, shared reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. Assignment of staff development will further support literacy instruction. We have trained staff members in The Wilson Program which is used for at-risk learners. Reading Recovery is continuing in Grade 1. We are continuing Foundations Word Study program in kindergarten through grade 2.

Currently grades Pre-K-5 are using *Everyday Math* and Grade 6, 7 and 8 are using *Impact Math* as the primary vehicle for math instruction in the school. In Kindergarten through 4th grade, we are teaching math using centers.

The purpose and focus of Science education at PS/MS 200 is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world.

Our emphasis on Social Studies has been to encourage our students to obtain higher level thinking skills pertaining to local, national, and international situations according to the New York State Curriculum. We have encouraged investigations through authentic research particularly focusing on primary sources.

The ESL Program is a very diverse program at PS/MS 200 in grades K-8. The program encompasses many different modalities and methodologies including push-in, pull-out, computer-assisted learning, cooperative learning, writer's workshop and differentiated instruction.

Computer technology is implemented through meaningful projects with emphasis on individualized instruction. In addition to our computer lab, every classroom has been equipped with Macintosh Computers that are connected to the Internet. The children work on specific projects with the assistance of the computer teacher. Laptops are available for use. Since our school grew to a K-8 school, we use our Library as a second technology site.

Children learn best through experiences. Therefore, PS/MS 200 students are involved in a wide variety of hands-on activities including an integrated dance program through City Center and American Ballroom Theater. In school, support services for all students include: Resolving Conflicts Creatively Program, Positive Behavior Intervention Services (PBIS), Peer Mediation, a PS/MS 200 physical education program with school-wide fitness events, student government (G.O.) and weekly clubs. For all middle school students, we have a C.H.A.M.P.S. program, Advisory groups, math teams and a debate team.

PS/MS 200 has established associations with several facilities including The American Heart Association, Common Cents, Inc., City Center, The Margaret Tietz Center for Nursing Care, American Ballroom Theater Company. Parents and guest speakers are often invited to the school to share their expertise with staff, parents and students. Because of budgetary cuts, we have created fundraising activities in order to sustain our Arts Programs.

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:	PS/MS 200 – The Pomonok School & STAR Academy			
District:	25	DBN #:	25Q200	School BEDS Code #: 342500010200

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	34	23	36		92.1	92.1	93.5		
Kindergarten	51	61	40						
Grade 1	54	46	52	Student Stability: % of Enrollment					
Grade 2	57	56	41	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	60	53	57		92.9	96.8	TBD		
Grade 4	50	53	57						
Grade 5	66	53	49	Poverty Rate: % of Enrollment					
Grade 6	54	66	52	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	63	62	55		58.1	68.4	57.3		
Grade 8	0	61	55						
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		0	2	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	489	541	486		6	2	2		
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	34	29	18						
No. in Collaborative Team Teaching (CTT) Classes	61	74	80	Principal Suspensions	36	84	16		
Number all others	36	42	36	Superintendent Suspensions	2	16	0		
<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
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	30	32	38	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	10	8	6	(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	39	50	49
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	14	14
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	NA	5	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1	0.9	0.4	Percent more than two years teaching in this school	64.1	60	73.5
Black or African American	19.8	19.4	19.8	Percent more than five years teaching anywhere	59	56	57.1
Hispanic or Latino	32.5	33.1	32.5				
Asian or Native Hawaiian/Other Pacific Isl.	12.5	15.2	15.6	Percent Masters Degree or higher	87	82	82
White	34.2	31.4	30.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	78.2	77.3
Multi-racial							
Male	51.3	50.8	51.6				
Female	48.7	49.2	48.4				

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 type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<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 ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	√	√	√			
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	√	√				
White	√	√				
Multiracial						
Other Groups						
Students with Disabilities	√	√	√			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	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	97.5/100		Quality Statement Scores:		
Category Scores:			Quality Statement 1: Gather Data	Proficient	
School Environment (Comprises 15% of the Overall Score)	8.9/15	B	Quality Statement 2: Plan and Set Goals	Proficient	
School Performance (Comprises 30% of the Overall Score)	17.3/25	A	Quality Statement 3: Align Instructional Strategy to Goals	Proficient	
Student Progress (Comprises 55% of the Overall Score)	60/60	A	Quality Statement 4: Align Capacity Building to Goals	Well Developed	
Additional Credit	11.3/15		Quality Statement 5: Monitor and Revise	Proficient	

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

NY Start, ELA 2009

Percent of Students Meeting NYS Standards

	2009	2008	increase
all	73%	64%	+ 9%
SE	47%	33%	+ 14%
GE	86%	76%	+ 10%

NY Start, NYS ELA 2009

Economically Disadvantaged (yes) vs Non-Economically Disadvantaged (no)

	Level 1		Level 2		Level 3		Level 4		Totals
	# of Students	Percent							
yes	5	2%	65	28%	154	66%	8	3%	232
no	0	0%	12	16%	58	76%	6	8%	76
	5		77		212		14		308

NY Start , NYS ELA 2009

Ethnicity

	Level 1		Level 2		Level 3		Level 4		Total # of Students
	# of Students	Percent							
Black	1	2%	21	33%	40	63%	1	2%	63
White	0	0%	17	19%	67	74%	6	7%	90
Hispanic	2	2%	28	27%	69	67%	4	4%	103
Asian	2	4%	10	20%	35	70%	3	6%	50
	5		76		211		14		306

NY Start, Math 2009

Percent of Students Meeting NYS Standards

	2009	2008	increase
all	88%	75%	+ 13%
SE	77%	45%	+ 32%
GE	94%	83%	+ 11%

NY Start, NYS Math 2009

Economically Disadvantaged (yes) vs Non-Economically Disadvantaged (no)

	Level 1		Level 2		Level 3		Level 4		Totals
	# of Students	Percent							
yes	0	0%	30	13%	158	68%	44	19%	232
no	2	3%	5	6%	45	58%	25	32%	77
	2		35		203		69		309

NY Start , NYS Math 2009

Ethnicity

	Level 1		Level 2		Level 3		Level 4		Totals
	# of Students	Percent							
Black	1	3%	7	22%	20	63%	4	13%	32
White	0	0%	4	11%	23	66%	8	23%	35
Hispanic	0	0%	5	10%	34	71%	9	19%	48
Asian	1	4%	1	4%	12	46%	12	46%	26
	2		17		89		33		141

English Language Arts

Summary of Data Analysis/Findings – Kindergarten – Grade 2

- Student encoding and decoding has improved across all grades, K-2
- Teachers have deepened their understanding of implementing our balanced literacy program.
- Reading materials are well stocked and utilized.
- We have Guided Reading Groups.
- We have begun integrating Science and Social Studies into our balanced literacy program.
- Time management is needed to successfully implement Science and Social Studies curricular instruction in balanced literacy.
- More curriculum integration is needed.

Implications for the Instructional Program

- ❖ We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction
- ❖ We provide professional development in balanced literacy with emphasis on comprehension, particularly during independent reading.
- ❖ Mondo Guided Reading Program will continue to be utilized.
- ❖ We continue to use Foundations to support phonemic development.
- ❖ Reciprocal Teaching is being piloted in one second grade class.
- ❖ We use the Fountas and Pinnell Benchmark Assessment System three times a year in Kindergarten and four times a year in grades 1 and 2.
- ❖ We provide differentiated instruction in small groups or on a one-to-one basis.
- ❖ SETTS teachers provide support for at risk students.
- ❖ Reading Recovery is provided in first grade.
- ❖ At risk students in grades one and two are given support in our Extended Day program.

Summary of Data Analysis/Findings from NY Start– Grade 3 (ELA)

- 47 students were tested – 3 students scored level 1, 15 students scored level 2, 27 students scored level 3, 2 students scored level 4
- 35 General Ed students were tested - 10 students scored level 2, 23 students scored level 3, 2 students scored level 4
- 12 SE students were tested 3 students scored level 1, 5 students scored level 2, 4 students scored level 3
- 3 ELL students were tested – 1 scored level 1, 1 scored level 2, 1 scored level 3
- 62% of all third graders met the standards – 71 % of the Gen Ed students and 33% of the Special Ed students

Summary of Data Analysis/ Findings from NY Start– Grade 4 (NYS ELA 2009)

- 53 students were tested – 2 students scored level 1, 12 students scored level 2, 38 students scored level 3, 1 students scored level 4
- 38 General Ed students were tested - 8 students scored level 2, 30 students scored level 3
- 15 SE students were tested 2 students scored level 1, 4 students scored level 2, 8 students scored level 3, 1 student scored level 4
- 4 ELL students were tested – 2 scored level 1, 2 scored level 3
- 74% of all fourth graders met the standards – 79 % of the Gen Ed students and 60% of the Special Ed students

Summary of Data Analysis/ Findings from NYStart – Grade 5 (NYS ELA 2009)

- 48 students were tested – 1 students scored level 2, 34 students scored level 3, 3 students scored level 4
- 25 General Ed students were tested - 1 students scored level 2, 21 students scored level 3, 3 students scored level 4
- 23 SE students were tested - 10 students scored level 2, 13 students scored level 3,
- 1 ELL student was tested – 1 scored level 3
- 77% of all fifth graders met the standards – 96 % of the Gen Ed students and 57% of the Special Ed students

Implications for the Instructional Program

- ❖ We continue the school wide balanced literacy program with a focus on comprehension, particularly during independent reading. We provide professional development in this area.
- ❖ Classroom libraries will be expanded to include enough books at each level and in all curricular areas.
- ❖ Teachers created a pacing calendar which is being used to collaboratively plan cross curricular units of study.
- ❖ Mondo Guided Reading Program will continue to be used.
- ❖ Sadlier-Oxford program will be utilized to support vocabulary development.
- ❖ The Independent Investigation Method is being piloted in one fourth grade class to support authentic research.
- ❖ We use the Fountas and Pinnell Benchmark Assessment System four times a year.
- ❖ Data from ARIS and the Interim Assessments is being used to drive and differentiate instruction.
- ❖ We continue to provide intensive Academic Intervention Services, including the Wilson Reading Program to all students who did not score 3 or 4. At-risk students will be identified

through standardized and interim assessment test scores, teacher observation and teacher made assessments and Fountas and Pinnell Benchmark Assessment System.

- ❖ We provide differentiated instruction in small groups or on a one-to-one basis.
- ❖ SETTS teachers provide support for at risk students.
- ❖ At risk students are given support in our Extended Day program.
- ❖ Teachers provide test preparation using various strategies, including the Kaplan Method. Test preparation is provided in the classroom and on Saturdays.

Summary of Data Analysis/ Findings from NYStart – Grade 6 (NYS ELA 2009)

- 51 students were tested – 4 students scored level 2, 43 students scored level 3, 4 students scored level 4
- 35 General Ed students were tested - 31 students scored level 3, 4 students scored level 4
- 16 SE students were tested - 4 students scored level 2, 12 students scored level 3
- 1 ELL student was tested – 1 scored level 3
- 92% of all sixth graders met the standards – 100 % of the Gen Ed students and 75% of the Special Ed students

Summary of Data Analysis/ Findings from NY Start – Grade 7 (NYS ELA 2009)

- 54 students were tested – 14 students scored level 2, 36 students scored level 3, 4 students scored level 4
- 37 General Ed students were tested – 2 students scored level 2, 31 students scored level 3, 4 students scored level 4
- 17 SE students were tested - 12 students scored level 2, 5 students scored level 3
- 1 ELL student was tested – 1 scored level 3
- 74% of all seventh graders met the standards – 95 % of the Gen Ed students and 29% of the Special Ed students

Summary of Data Analysis/ Findings from NY Start – Grade 8 (NYS ELA 2009)

- 55 students were tested – 21 students scored level 2, 34 students scored level 3
- 36 General Ed students were tested - 7 students scored level 2, 29 students scored level 3
- 19 SE students were tested - 14 students scored level 2, 5 students scored level 3
- 6 ELL student was tested – 6 scored level 2
- 62% of all sixth graders met the standards – 81 % of the Gen Ed students and 26% of the Special Ed students

Implication for an Instructional Program

- ❖ We continue the school wide balanced literacy program with a focus on comprehension, particularly during independent reading. We provide professional development in this area. Students have ELA class eight periods per week.
- ❖ We continue to expand classroom libraries to include enough books at each level and in all curricular areas as needed.
- ❖ Teachers created a pacing calendar which is being used to collaboratively plan cross curricular units of study.
- ❖ Scholastic Guided Reading Program will continue to be used.
- ❖ Sadlier-Oxford program will be utilized to support vocabulary development.

- ❖ The Independent Investigation Method is used to support authentic research.
- ❖ We use the Fountas and Pinnell Benchmark Assessment System four times a year.
- ❖ Data from ARIS and the Interim Assessments is being used to drive and differentiate instruction.
- ❖ We continue to provide intensive Academic Intervention Services. At-risk students will be identified through standardized and interim assessment test scores, teacher observation and teacher made assessments and Fountas and Pinnell Benchmark Assessment System.
- ❖ We provide differentiated instruction in small groups or on a one-to-one basis.
- ❖ SETTTS teachers provide support for at risk students.
- ❖ At risk students are given support in our Extended Day program.
- ❖ Teachers provide test preparation using various strategies, including the Kaplan Method. Test preparation is provided in the classroom and on Saturdays.

Mathematics

Summary of Data Analysis/Findings – Grade K- 2 Math

- ❖ This year, we are administering the Early Childhood Assessment in Math (ECAM) to all our Kindergarten through second graders. Using this data as well as teacher observation and assessment tools provided by Everyday Math, teachers can analyze information to drive instruction and identify possible areas of need.

Implications for the Instructional Program:

- ❖ We use the Everyday Math program and have a 60 minutes math block everyday.
- ❖ We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction
- ❖ Our AUSSIE staff developer will provide professional development for all teachers to support the use of ECAM and the use of centers in all math lessons.
- ❖ Teachers will use an integrated approach that is based on scientific research in mathematics which includes discussion, exploration, manipulatives and problem solving.
- ❖ An emphasis is placed on the use of math literature in the school and classroom libraries.
- ❖ We provide differentiated instruction in small groups or on a one-to-one basis.
- ❖ SETTTS teachers provide support for at risk students.
- ❖ Students in need of Academic Intervention Services will be identified through ECAM, Everyday Math unit assessments and teacher observation and conferencing.
- ❖ At risk students in grades one and two are given support in our Extended Day program.

Summary of Data Analysis/ Findings from NY Start – Grade 3 (NYS Math 2009)

- 47 students were tested – 42 students scored level 3, 5 students scored level 4
- 35 General Ed students were tested - 30 students scored level 3, 5 students scored level 4
- 12 SE students were tested - 12 students scored level 3
- 3 ELL students were tested – 2 scored level 3, 1 scored level 4
- 100% of all third graders met the standards

Summary of Data Analysis/ Findings from NY Start – Grade 4 (NYS Math 2009)

- 54 students were tested – 6 students scored level 2, 36 students scored level 3, 12 students scored level 4
- 37 General Ed students were tested - 4 students scored level 2, 24 students scored level 3, 9 students scored level 4

- 17 SE students were tested 2 students scored level 2, 12 students scored level 3, 3 student scored level 4
- 4 ELL students were tested – 2 scored level 2, 2 scored level 3
- 89% of all fourth graders met the standards – 89 % of the Gen Ed students and 88% of the Special Ed students

Summary of Data Analysis/ Findings from NY Start – Grade 5 (NYS Math 2009)

- 47 students were tested – 1 students scored level 1, 5 students scored level 2, 29 students scored level 3, 12 students scored level 4
- 24 General Ed students were tested - 1 students scored level 2, 12 students scored level 3, 11 students scored level 4
- 23 SE students were tested 1 students scored level 1, 4 students scored level 2, 17 students scored level 3, 1 student scored level 4
- 1 ELL students were tested – 1 scored level 3
- 87% of all fifth graders met the standards – 96 % of the Gen Ed students and 78% of the Special Ed students

Implications for the Instructional Program

- ❖ We use the Everyday Math program and have a 75 minutes math block everyday.
- ❖ We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction
- ❖ Our AUSSIE staff developer will provide professional development for teachers in grades 3 and 4 to support the use of centers in all math lessons.
- ❖ Teachers will use an integrated approach that is based on scientific research in mathematics which include discussion, exploration, manipulatives and problem solving.
- ❖ An emphasis is placed on the use of math literature in the school and classroom libraries.
- ❖ Data from ARIS and the Interim Assessments is being used to drive and differentiate instruction.
- ❖ We continue to provide intensive Academic Intervention Services. At risk students are identified through NYS and Interim assessments, Everyday Math unit assessments and teacher observation and conferencing.
- ❖ We provide differentiated instruction in small groups or on a one-to-one basis.
- ❖ SETTS teachers provide support for at risk students.
- ❖ At risk students are given support in our Extended Day program.
- ❖ Teachers provide test preparation using various strategies in the classroom throughout the year and in our Saturday test prep program.

Summary of Data Analysis/ Findings from NY Start – Grade 6 (NYS Math 2009)

- 51 students were tested – 1 students scored level 1, 7 students scored level 2, 21 students scored level 3, 22 students scored level 4
- 36 General Ed students were tested - 2 students scored level 2, 14 students scored level 3, 20 students scored level 4
- 15 SE students were tested - 1 student scored level 1, 5 students scored level 2, 7 students scored level 3, 2 student scored level 4
- 1 ELL students was tested – 1 scored level 4
- 84% of all sixth graders met the standards – 94 % of the Gen Ed students and 60% of the Special Ed students

Summary of Data Analysis/ Findings from NY Start – Grade 7 (NYS Math 2009)

- 55 students were tested – 6 students scored level 2, 38 students scored level 3, 11 students scored level 4
- 36 General Ed students were tested - 2 students scored level 2, 26 students scored level 3, 10 students scored level 4
- 17 SE students were tested 4 students scored level 2, 12 students scored level 3, 1 student scored level 4
- 2 ELL students were tested – 2 scored level 3
- 89% of all seventh graders met the standards – 95 % of the Gen Ed students and 76% of the Special Ed students

Summary of Data Analysis/ Findings from NY Start – Grade 8 (NYS Math 2009)

- 55 students were tested – 1 student scored level 1, 10 students scored level 2, 36 students scored level 3, 8 students scored level 4
- 36 General Ed students were tested - 4 students scored level 2, 24 students scored level 3, 8 students scored level 4
- 19 SE students were tested - 1 student scored level 1, 6 students scored level 2, 12 students scored level 3
- 6 ELL students were tested – 1 scored level 2, 5 scored level 3
- 80% of all eighth graders met the standards – 89 % of the Gen Ed students and 63% of the Special Ed students

Implications for the Instructional Program

- ❖ We use the Impact Math program and have eight 45 minute math periods per week.
- ❖ We are committed to supporting teachers in learning how to analyze data, and effectively use data to drive and differentiate instruction.
- ❖ Our AUSSIE staff developer will provide professional development for teachers if funds are available.
- ❖ Teachers will use an integrated approach that is based on scientific research in mathematics which include discussion, exploration, manipulatives and problem solving.
- ❖ Data from ARIS and the Interim Assessments is being used to drive and differentiate instruction.
- ❖ We continue to provide intensive Academic Intervention Services. At risk students are identified through NYS and Interim assessments, Everyday Math unit assessments and teacher observation and conferencing.
- ❖ We provide differentiated instruction in small groups or on a one-to-one basis.
- ❖ SETTS teachers provide support for at risk students.
- ❖ At risk students are given support in our Extended Day program.
- ❖ Teachers provide test preparation using various strategies in the classroom throughout the year and in our Saturday test prep program.

Science

Summary of Data Analysis/ Findings from NY Start – Grade 4 (NYS Science 2009)

- 51 students were tested and 49 of those students scored level 3 or 4
- 2 students scored level 1 or 2
- 16 SE students were tested and 1 scored level 1 or 2
- No ELL students were tested
- 96% of all fourth graders met the standards

Implications for the Instructional Program:

- ❖ Continued use of FOSS Kit- based science Core Curriculum
- ❖ The science cluster will initiate activities that teach the scientific method and will be supported by the classroom teachers
- ❖ The use of non-fiction literature will support and supplement activities and research
- ❖ Students will be required to have journals that will be used as part of an evaluation process along with teacher assessments, observations and state evaluations
- ❖ Practice will be given in how to answer open-ended responses for Science questions
- ❖ We will offer those children at-risk in science AIS services so that they may meet or exceed the SDL

Summary of Data Analysis/ Findings from NY Start – Grade 8 (NYS Science 2009)

- 49 students were tested – 4 students scored level 1, 21 students scored level 2, 23 students scored level 3, 1 student scored level 4
- 36 General Ed students were tested – 2 students scored level 1, 9 students scored level 2, 21 students scored level 3, 1 student scored level 4
- 13 SE students were tested – 2 students scored level 1, 9 students scored level 2, 2 students scored level 3
- 5 ELL student was tested – 1 scored level 1, 3 scored level 2, 1 scored level 3
- 49% of all eighth graders met the standards – 61 % of the Gen Ed students and 15% of the Special Ed students

Implications for the Instructional Program:

- ❖ Glencoe NY Science Core Curriculum will be used to support science instruction in the classroom for 7th and 8th grade
- ❖ Programs will include teacher made activities that will encourage investigations and discoveries
- ❖ The use of non-fiction literature will support and supplement activities and research
- ❖ Students will be required to have journals that will be used as part of an evaluation process along with teacher assessments, observations and state evaluations
- ❖ Practice will be given in how to answer open-ended responses for Science questions
- ❖ We will offer those children at-risk in science AIS services so that they may meet or exceed the SDL

Social Studies

Summary of Data Analysis/ Findings from NY Start – Grade 5 (NYS Social Studies Nov. 2008)

- 45 students were tested – 7 students scored level 1, 4 students scored level 2, 28 students scored level 3, 6 students scored level 4
- 26 General Ed students were tested – 1 student scored level 2, 19 students scored level 3, 6 students scored level 4
- 19 SE students were tested – 7 students scored level 1, 3 students scored level 2, 9 students scored level 3
- 1 ELL student was tested – 1 scored level 2
- 76% of all fifth graders met the standards – 96 % of the Gen Ed students and 47% of the Special Ed students

Implications for the Instructional Program

- ❖ To maintain growth in this area, it is important to continue to emphasize the use of document based and primary source materials to integrate reading, writing and technology into the Social Studies Curriculum
- ❖ More emphasis will be placed on the use of newspapers in the classrooms
- ❖ Technology and trade books will be used to strengthen mastery of facts
- ❖ The use of Historical Fiction and non-fiction books from classroom leveled libraries will be used to support instruction
- ❖ Houghton Mifflin Social Studies Core Curriculum

Summary of Data Analysis/ Findings from NY Start – Grade 8 (NYS Social Studies June 2009)

- 48 students were tested – 6 students scored level 1, 26 students scored level 2, 14 students scored level 3, 2 students scored level 4
- 36 General Ed students were tested – 3 students scored level 1, 17 students scored level 2, 14 students scored level 3, 2 students scored level 4
- 12 SE students were tested – 3 students scored level 1, 9 students scored level 2
- 5 ELL student was tested – 2 students scored level 1, 3 students scored level 2
- 33% of all eighth graders met the standards – 44 % of the Gen Ed students and 0% of the Special Ed students

Implications for the Instructional Program

- ❖ It is important to continue to emphasize the use of document based and primary source materials to integrate reading, writing and technology into the Social Studies Curriculum
- ❖ More emphasis will be placed on the use of newspapers in the classrooms
- ❖ Technology and trade books will be used to strengthen mastery of facts
- ❖ The use of Historical Fiction and non-fiction books from classroom leveled libraries will be used to support instruction
- ❖ Holt Social Studies Core Curriculum

Summary of Data Analysis/Findings: Technology

- During the 2009-2010 school year, the computer lab will service about 85% of the school's population.
- The lab consists of 36 iMac computers.
- All classrooms have at least 1 computer.
- The entire school is also wired for wireless internet access.

Implications for the Instructional Program:

- All Middle School students have technology class in the Computer Lab twice a week.
- The lab will be utilized for research, current events and assisting in test prep.
- The Computer Lab is accessible to all staff and students.
- The Computer Lab is utilized for Staff Development and training.

Summary of Data Analysis/Findings: Library Media Services

- ❖ During the 2007-08 school year, the library book collection was updated by ten years from 1985 to 1995 with the purchase of over 1,000 books. The library media center has materials that are up-to-date, in good condition and attractively displayed.
- ❖ There is currently a small media center of computers in the library as well as a iBook laptop cart with 22 lap top computers, for a total of 28 computers in the library.

- ❖ Circulation of books has been facilitated by library media specialist, using the OPAC system.
- ❖ All students in grades K-5 have library class at least once a week.
- ❖ Students in grades 6, 7 and 8 have open access to the library.

Implications for the Instructional Program:

- ❖ There is a need to provide instructional and references services to the entire school community.
- ❖ There is a need for students, parents and staff members to have access to the library throughout the school day, as well as before and after school.
- ❖ A media center has been in operation this year that allowed students to practice and expand research skills and critical thinking skills and access global information.

Summary of Data Analysis/Findings - Physical Education

- ❖ During the 2008 – 2009 school year, the fitnessgram was implemented for all grades K – 8. The school had 100% participation which led to each student receiving a fitness report card that was sent home to all parents. The fitness report card explained each student’s height, weight, aerobic capacity, flexibility and muscular strength.
- ❖ In conjunction with the math department, each grade will create a graph depicting the percentages of students who are obese, overweight, normal, or underweight in each grade. We will create these graphs from the fitnessgram data.
- ❖ All students in grades K – 8 receive physical education. Students set goals in many different activities to help develop the cognitive, affective, psychomotor domains. Each lesson taught has a fitness component to help combat the obesity epidemic.
- ❖ There is currently a CHAMPS program in the mornings and afternoons to help supplement physical activity for students in grades K – 8.
- ❖ There are basketball and cheerleading teams for grades 4 – 8 to help supplement the affective aspect of physical education through athletics. This includes teamwork, cooperation and communication.
- ❖ Our physical education program includes training future physical education teachers in conjunction with Queens College. We have at least four student teachers as well as two different college method classes based on our physical education program.

Implications for the Instructional Program:

- ❖ There is a need to increase gross motor skills and physical activity for the entire school.
- ❖ There is a need to offer a wide range of activities and promote life long fitness and a healthy lifestyle.
- ❖ A health section has been integrated with physical education to promote a health lifestyle by understanding risks factor of heart disease including, cardiovascular disease, hypertension, obesity, smoking and hypercholesterolemia.
- ❖ Our school facilities professional developments in physical education for all the teachers in our network.

Summary of Data Analysis/Findings - Curriculum and Instruction

Literacy standards are well embedded across the curriculum while mathematics standards still need to be further integrated. Teachers currently use the Reading and Writing Workshop Model. The school staff has focused on Balanced Literacy and Social Studies. The staff and Literacy Staff Developer meet regularly to enhance collaborative planning. All classrooms currently have well developed

leveled libraries. We have expanded our non-fiction selections for all grades to enhance classroom libraries. We are continuing to offer staff development for the purpose of implementing an interdisciplinary approach and in aligning content area instructions with standards. We are in the beginning stages of implementing the Independent Investigation Model and Reciprocal Teaching Approach.

Math instruction in grades K-3 utilizes a problem solving discovery approach through the Everyday Math Program which provides extensive instructional materials and manipulatives. An A.U.S.S.I.E. math staff developer will continue to assist in the implementation of Everyday Math. There is a need for additional hands-on instruction in mathematics in the upper grades. An A.U.S.S.I.E math staff developer will continue to provide staff development in Impact Math. Some of our Inquiry work will focus on math instruction. We want to be sure the students have a strong mathematical foundation.

Classroom lessons clearly reflect planning to achieve clear objectives and build upon prior knowledge. Instruction includes a variety of strategies to evaluate student's learning throughout the lesson. The use of higher order thinking skills has been a strong school focus. Some classrooms represent excellent examples of the highly effective use of critical thinking. In these classrooms students are able to evaluate the work of others and respond critically to their peers. The school continues to work on differentiating instruction to enrich and expand instruction for higher achieving students and provide additional support and practice for at-risk students.

The administrative and teaching staff review and revise most components of the instructional program to address current student needs. ARIS and NY Start data is used by teachers and also by the support staff. ARIS data can also be accessed by the parents. Fontas and Pinnell Benchmark Assessment System is used in grade K-8. Information from ITA and Predictive assessments will continue to be utilized to help drive instruction.

Implications for the Instructional Program:

The continuation of Reader's Workshop and Writer's Workshop approach to instruction is a priority in the school. The school's goal is for all lessons, including math, to be aligned with mandated standards. In an effort to use textbooks and instructional materials that support the school's instructional program, Everyday Math will continue to be used through grade 5 and Impact Math will be used in grades 6, 7 and 8. The instructional program will continue to provide opportunities for students to apply learning in real-world settings.

The school will continue to focus on the use of higher order thinking skills, questioning techniques and problem solving activities that promote the achievement of instructional goals and require critical thinking. A focus on differentiated instruction will enable teachers to determine how the different abilities of their students are identified and addressed. Teachers will continue to use a variety of instructional approaches that are appropriate to the student's diverse learning styles. As teachers begin to incorporate differentiated instruction strategies, more students will be involved in independent learning activities. Instructional approaches will focus on all students, including those children with IEPs. Teachers will use the findings from NY Start, the ITA and Predictive Assessments, Fountas and Pinnell Benchmark Assessment, and the Early childhood Math Assessment to drive instruction.

Summary of Data Analysis/Findings: Professional Development

- ❖ The school's professional development priorities are based on teacher-identified needs and the outcome of student assessment data.
- ❖ The majority of our staff feel that school inter-visitations are beneficial.

- ❖ Some staff utilize intra-visitation within PS/MS 200.
- ❖ The majority of the staff feels that push-in and/or demonstration lessons by staff developers are helpful.

Implications for the Instructional Program:

- ❖ Professional development is offered from September to June. It often includes mentoring, modeling, coaching and demonstration activities to support implementation of effective teaching.
- ❖ Training has been implemented in the literacy programs with a focus on workshop model. Professional development will continue to focus on training less experienced teachers in the workshop model of reading and writing.
- ❖ Teachers will continue to learn how to implement the next phase of the Reading and Writing workshop with a focus on Guided Reading
- ❖ During the 2009-10 school year, our professional development in grade K-4 will focus on teaching math through the use of centers.
- ❖ All staff development needs will be regularly assessed and addressed.
- ❖ Opportunities will be provided to discuss and reflect upon current educational programs.
- ❖ Teachers will continue to be encouraged to participate in on-site professional development experiences.
- ❖ We will continue to offer off site visitations to other schools to enhance our professional growth in terms of Inquiry work and curriculum development.
- ❖ The talents of staff members will continue to be used to develop other staff members.
- ❖ Ample opportunities will be provided for the staff to self-assess and collaborate.
- ❖ Provisions will be made for staff development in differentiated instruction in order to meet the needs of all of our students.
- ❖ Opportunities will be presented for all teachers to plan collaboratively, align instructional assessments and to assess student’s work to drive instruction.
- ❖ We will use data from the NY Start, Fountas and Pinnell Benchmark Assessment, the Early Childhood Math Assessment. The math and literacy staff developers will facilitate the introduction of new materials, strategies and models.
- ❖ There will be a continual and ongoing assessment of staff needs which will drive professional development
- ❖ We will support teachers to evaluate themselves as adult learners. They need to see where they are in terms of using higher level thinking skills to support their own teaching.
- ❖ Our administration will continue to receive training in ARIS and will turnkey to staff.
- ❖ Our Inquiry Team work will expand to include 90% of the teaching staff.

Summary Data Analysis/Findings - Student Attendance Rate

- ❖ The school’s attendance rate remains consistently over 90%
- ❖ A school aide makes phone calls and follows up on lateness
- ❖ Outreach is provided to students and their family through an auto-dial messenger system

➤ 2006 - 2007	91.98%
➤ 2007 - 2008	92.34%
➤ 2008 – 2009	93.5%

Implications for the Instructional Program:

- ❖ The school will continue to monitor school attendance and lateness with a goal of improving the attendance rate.
- ❖ Two years ago, we began offering incentives to those children/classes with monthly perfect attendance. Since then, our school-wide attendance has improved each year. We are now also offering incentives to the middle school class with the highest percent of attendance each month.
- ❖ Middle School children are now required to 'sign in' when late to school.
- ❖ Due to excessive latenesses for middle school children in 2007-08, a structural change was made in scheduling so that no core academic classes are first period. That change remains in effect this year.
- ❖ The CHAMPS program (7:15 AM – 8:15 AM) for students in grades 6-8 has been successful in getting more students to school on time.

Summary of Data Analysis/Findings: Student Support Services

- ❖ Pupil personnel services are comprehensive to serve the needs of the students.
- ❖ The team is used to identify and implement effective strategies to support students with special academic, social, emotional and physical needs and enable these students to be educated in the least restrictive environment
- ❖ A Pupil Personnel Team (PPT) meets twice a month, once for grades K-4 and another for Grades 5-8, to review referrals.
- ❖ Service providers follow up on all referrals and regularly communicate with classroom teachers and each other.
- ❖ Services to students are reviewed regularly to ensure that the students needs are being met.
- ❖ Subsequent meetings always review previous cases.
- ❖ Providers collaborate with external groups to expand services that support the child and the instructional program.
- ❖ Referrals to outside agencies are made as needed by the Guidance Counselor and Project 25 Counselor.
- ❖ Children who are At Risk are being served at risk by the providers in the building.
- ❖ We have SETSS children that are mandated.

Implications for the Educational Program:

- ❖ The school and families must continue to establish and maintain close collaboration and communication to ensure student success
- ❖ Data driven intervention services must continue to be used and updated to address student's needs
- ❖ An effective attendance and lateness improvement, guidance and medical program must continue to be in place
- ❖ Continue to design professional development activities on prevention and intervention services for students and families in need
- ❖ SETSS teaches and other special education teachers will be included in training for all new programs so that these teachers can provide added support both in and out of the classroom.
- ❖ There is a need for quicker evaluation of children and more staff to serve our AIS population
- ❖ All staff members will be responsible for tracking AIS students so that their progress and services can be more closely monitored

Summary of Data Analysis/Findings: School Climate

- ❖ A sense of community continues to build within the school. Staff and students are friendly and respectful.
- ❖ Classroom teachers, cluster teachers, support staff and staff developers collaborate and the school tone continues to improve.
- ❖ In 2008, the CHAMPS program was established for students in grades 6-8. Because of this program, there has been tremendous improvement in student attendance and responsibility.
- ❖ Positive Behavior Intervention Services (PBIS) is being used this year. Our theme is P.E.A.C.E. (positive, enthusiasm, attitude, cooperation, energy). Guidance counselors, Middle School Advisors and a Youth Development Coordinator have introduced PBIS to all students in grades K-8. PEACE posters are displayed in all classrooms and throughout the building.
- ❖ The “Don’t Laugh at Me” anti-bully program continues to publicly recognize and promote positive attitudes and behavior.
- ❖ The School Safety Plan procedures are implemented throughout the school and the school is a safe place. School safety procedures are reviewed and revised as needed and all staff members are informed of said procedures.
- ❖ Our “Spot Program” encourages good behavior. When a class receives 25 “Spots,” they are rewarded with a free period in the gymnasium.
- ❖ Our “Star of the Month” program rewards academic progress and good behavior.
- ❖ Parents are always included in school programs and are encouraged to participate.
- ❖ During the 2008-2009 school year, there were 16 principal suspensions. That is a significant reduction from the year before.
- ❖ A detention program is part of the discipline structure.

Summary of Data Analysis/Findings: School Facilities

The school is immaculate. Staff and students take responsibility for maintaining a clean environment. The school’s physical plant is in good repair. Instructional and student activities occur in areas appropriate for their use. Space is currently available to schedule all programs, services and activities.

Implications for the Education Program

The school has ample space for all personnel and students

Summary of Data Analysis/Findings: Parent Involvement

- ❖ PTA attendance has increased to an average of 75 people at most meetings
- ❖ We currently have three Learning Leaders working in the school.
- ❖ Average monthly contacts with parents was approximately 200.
- ❖ Contact has increased and more parents call to request assistance and information.
- ❖ More translation was offered for IEP meetings and Parent Teacher Conferences.
- ❖ Math Staff Developer offered math workshops.
- ❖ Literacy Staff Developer offered Literacy Workshops.
- ❖ Test Informational workshops were offered.
- ❖ Save the Arts
- ❖ HIV Parent Workshop
- ❖ Family Math Night
- ❖ International Night
- ❖ Family Literacy Night
- ❖ Family Game Night

- ❖ Family Wellness Night
- ❖ STAR Academy Fashion Line

Implications for the Education Program

- ❖ Parents must continue to remain visible and actively involved in school activities and decision making processes. The school will continue to encourage parent participation in school and community based activities. We will take into account the needs and availability of parents.
- ❖ The school will continue to provide extensive outreach to parents
- ❖ Partnerships will continue to be established with local businesses and community groups to strengthen the ties to the community.
- ❖ We will continue to have a full time Parent Coordinator to work with parents and to coordinate school services and to involve parents in various workshops offered by our various specialists to familiarize parents with the new curriculum.

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. **ELA** – By June 2010, the percentage of students at proficiency in ELA will increase from 73.1% (225 students) in June 2009 to 80% (245 students) in June 2010 on the NYS ELA Exam.

2. **Math** - By June 2010, the percent of students making at least one year's progress in Math will increase from 77% (221 students) in 2009 to 85% (244 students) on the 2010 NY State Math exam.

3. **Social Studies** - By June 2010, 80% of students in grades 5 will meet the NY State standards in Social Studies as measured by the NY State Social Studies assessment, teacher assessment and teacher observation.

Social Studies - By June 2010, 65% of students in grades 8 will meet the NY State standards in Social Studies as measured by the NY State Social Studies assessment, teacher assessment and teacher observation.

Social Studies - By June 2010, 90% of students in grades 4 and 7 will meet the NY State standards in Social Studies as measured by unit assessments in the Core Curriculum.

4. **Science** - By June 2010, 85% of students in grades 4 will meet the NY State standards in Science as measured by the NY State Social Studies assessment, teacher assessment and teacher observation.

Science - By June 2010, 70% of students in grades 8 will meet the NY State standards in Science as measured by the NY State Science assessment, teacher assessment and teacher observation.

Science - By June 2010, 95% of students in grades 3, 5 and 7 will meet the NY State standards in Science as measured by unit assessments in the Core Curriculum.

5. **ESL** - By June 2010, ELLs will use words to communicate 3 thoughts they wish to express during a conversation with 75% accuracy. They will increase vocabulary skills with 75% accuracy. They will be able to rewrite, revise and use correct grammar and punctuation that meets the standard with 70% accuracy.

	<p>who did not meet the standards or who did not make a year's progress</p> <ul style="list-style-type: none"> • Literacy Coach supports classroom instruction • Data Specialist provides support to teachers looking at data and using it to drive instruction • Use standard based rubrics for student 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>	<ul style="list-style-type: none"> • AIS Specialist – CFE • Reading Recovery – Tax Levy • Literacy Staff Developer – Title I, FSF, EGCSR • Saturday Test Prep – Tax Levy • AUSSIES – CFE
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Fountas and Pinnell – 4 times a year – gr 1-8; 3 times a year – Kindergarten • Teacher made assessment and observations (all Grades) • ITA Predictive and Diagnostic Assessments (grades 3-8) NY State ELA Assessment (grades 3-8) • EPAL – Grades 2 & 3

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percent of students making at least one year's progress in Math will increase from 77% (221 students) in 2009 to 85% (244 students) on the 2010 NY State Math exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Offer AIS to students indicating need • Continue tutoring during Extended Day for struggling students • Incorporate test taking strategies into math program • Saturday Test Prep • 75 minutes math block for 3-5 (Everyday Math) • 90 minutes math block for 6-8 (Impact Math)

	<ul style="list-style-type: none"> • Math AUSSIE • Teachers attend workshops and turnkey information • Common planning time • Interschool/interclass visitations • Coach/APs supporting classroom instruction • Math Exemplars • APs and Data Specialist provides support to teachers looking at data • APs, coaches and data specialist meet with teachers in grade conferences to support them in planning, pacing and differentiation • Math planning days in June to assess progress in meeting Math goals and planning for 2009-2010. • Walkthroughs by administrators to assess whether staff is using tools to support achievement in Mathematics <p>Increase writing in Math on a daily basis so that teachers can have a better understanding of the students' thinking process.</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>	<ul style="list-style-type: none"> • Classroom teachers – Tax Levy, EGCSR, TLDR • Math Coach/AIS Specialist – Title 1 SWP • ESL Teacher – Tax Levy, Title 3 • Saturday Test Prep – Tax Levy, CFE • AUSSIES – Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher made assessments and observations • Everyday Math & Impact unit assessments • Portfolio Assessment pieces • ITA Predictive and Diagnostic Assessments (grades 3-8) • NY State Math Assessment (grades 3-8)

Social Studies

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of students in grades 5 will meet the NY State standards in Social Studies as measured by the NY State Social Studies assessment, teacher assessment and teacher observation.</p> <p>By June 2010, 65% of students in grades 8 will meet the NY State standards in Social Studies as measured by the NY State Social Studies assessment, teacher assessment and teacher observation.</p> <p>By June 2010, 90% of students in grades 4 and 7 will meet the NY State standards in Social Studies as measured by unit assessments in the Core Curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Offer AIS services daily to those students indicating need • Continue tutoring during Extended Day for struggling readers in Social Studies • Incorporate test taking strategies into our Social Studies program • Coach/APs supporting classroom instruction • Assistant Principals and teachers attend workshop and turnkey information • Interclass visitations • Literacy coach supporting classroom instruction • Teaching American History Grant
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Classroom teachers – Tax Levy • AIS Specialist – CFE • ESL Teacher - Title 3 • Technology Teacher –Tax Levy • Teaching American History consultant - grant
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Houghton Mifflin unit assessments (grade 4 and 5 Core Curriculum) • Holt Social Studies (grade 7 & 8) • Teacher made assessments and observations (all grades – aligned with NY State standards) • NYS Social Studies Assessment – Grade 5 and 8

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 85% of students in grades 4 will meet the NY State standards in Science as measured by the NY State Social Studies assessment, teacher assessment and teacher observation.</p> <p>By June 2010, 70% of students in grades 8 will meet the NY State standards in Science as measured by the NY State Science assessment, teacher assessment and teacher observation.</p> <p>By June 2010, 95% of students in grades 3, 5 and 7 will meet the NY State standards in Science as measured by unit assessments in the Core Curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Offer AIS services daily to those students indicating need • Continue tutoring for 37 ½ minutes for struggling readers in Science • Incorporate test taking strategies into our Science program • Coach/APs supporting classroom instruction • Assistant Principals and teachers attend workshop and turnkey information • Common planning time • Interclass visitations • Literacy coach supporting classroom instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Classroom teachers – Tax Levy • AIS Specialist – CFE • ESL Teacher - Title 3 • Technology Teacher –Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Harcourt Science (grade 3, 4, 5 Core Curriculum) • K-5 FOSS-Kit based • Glencoe Science (grade 7 & 8 Core Curriculum) • Teacher made assessments and observations (all grades – aligned with NY State standards) • NY State Science Assessment (grades 4 & 8)

Subject/Area (where relevant): ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, ELLs will use words to communicate 3 thoughts they wish to express during a conversation with 75% accuracy. They will increase vocabulary skills with 75% accuracy. They will be able to rewrite, revise and use correct grammar and punctuation that meets the standard with 70% accuracy.</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>The actions, strategies and activities that I would employ to improve ELLs academic skills include the following: picture words, stress vocabulary acquisition, phonics, synonyms, antonyms, syntax, grammar, sentence structure, reading strategies, simple and complex reading comprehension, writing simple sentences and taking field trips.</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>	<ul style="list-style-type: none"> • Classroom teacher – Tax Levy • ESL Teacher - Title 3 • Technology Teacher –Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Informal and formal assessments • Periodic Math Assessments • On-going congruent meeting with classroom teachers • Checking projects and written work

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	0	0	N/A	N/A	1	0	0	0
1	14	14	N/A	N/A	0	0	2	0
2	11	11	N/A	N/A	3	0	0	0
3	11	11	N/A	N/A	2	0	0	0
4	18	12	18	18	2	0	0	0
5	25	15	18	30	3	0	2	0
6	15	10	10	10	0	0	0	0
7	9	6	0	0	0	0	0	0
8	20	14	20	20	0	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ❖ Extended day 50 Minutes 3 x a week ❖ Learning Leaders Work with at risk students as needed ❖ Reading Recovery one on one as needed ❖ Wilson Reading as needed ❖ Small group instruction throughout the day ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings ❖ Test Prep selected Saturdays ❖ Kaplan; Entrance to Specialized High School Exam – Friday after school six weeks in the spring & six weeks in the fall
Mathematics:	<ul style="list-style-type: none"> ❖ Extended Day 50 Minutes 3 x a week ❖ Small group instruction throughout the day ❖ One-to-one throughout the day ❖ Peer tutoring ❖ Flexible grouping ❖ Test Prep selected Saturdays ❖ Kaplan; Entrance to Specialized High School Exam Friday after school six weeks in the spring & six weeks in the fall
Science:	<ul style="list-style-type: none"> ❖ Extended day 50 Minutes 3 x a week ❖ Small group instruction throughout the day ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings
Social Studies:	<ul style="list-style-type: none"> ❖ Extended day 50 Minutes 3 x a week ❖ Small group instruction throughout the day ❖ One to one tutoring throughout the day ❖ Peer tutoring ❖ Flexible groupings

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ❖ Service children not mandated but requiring service at specific times. ❖ Meeting with small groups as need arises ❖ Push-in as needed to intervene with problems that arise
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ❖ Works with students as needed
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ❖ Support services through out the year as needed
At-risk Health-related Services:	<ul style="list-style-type: none"> ❖ Meets with small groups with health and hygiene issues

25Q200 CEP 2009-10 Final

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) K-8 Number of Students to be Served: 38 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) None

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.

Language Allocation Policy (LAP) 2009-2010

The PS /MS 200 LAP Team Composition is as follows:

Denize Brewer/ Principal, Marc Caputo/ Assistant Principal, Lori Diaz/ Math Coach, Dianna Blake/ Literacy Coach, Beth Wilkow/ General Teacher, Barbara Papalexis/ Special Ed. Teacher, Eileen Rothowski/ Parent Coordinator, Esther Huh/ ESL Teacher

PS /MS 200 is a Pre-K to 8th grade school with an ESL program. We have no bilingual program at our school. There are currently 3 SIFE, 15 special education, 1 long-term, and 9 newcomer ELLs. The languages spoken by the PS/MS 200 ELLs, are as follows: 12 Spanish, 9 Chinese, 5 Russian, 3 Bengali, 2 Korean, 1 Urdu and 8 others.

There is one full time ESL teacher servicing six classes in the regular school day/ 29 periods per week. All classes are conducted in English only. Our new ELLs are identified by administering the Home Language Identification Survey (HLIS) and tested within the first ten days of school using the LAB-R exam and placed in our ESL Program if needed. All parents of ELL students received letters informing them of their child’s right to ESL Services. Parent survey and program selection forms were distributed to all parents. Parents were informed that they should participate in an orientation session. ESL orientations are held in the beginning and middle of the

25Q200 CEP 2009-10 Final

school year. They viewed the video and selected one of the programs. At this time, we also explain annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Parents can opt to send children to another school for an available Transitional Bilingual Program. Parent choice forms are returned to ESL Department and received by ESL teacher. The letters and forms are available to parents in their native language. School personnel have reviewed the parent selection forms, which have shown that 100% of the parents have chosen ESL as their model. No requests have been made for a bilingual program. We've addressed the TBE program at the meetings but it is not a growing desire at our school. Perhaps it may change in the future.

NYSESLAT and LAB-R data reveals that our ELLs are stronger in Listening and Speaking than they are in Reading and Writing. Data of students who scored at the Beginning and Intermediate level of proficiency indicates a deficiency in decoding, vocabulary, and comprehension. While data of students who scored at the Advanced level of proficiency indicates a stronger ability to decode words and syntax, it also reveals a narrower deficiency in comprehension and in Writing.

The data is highly effective for planning purposes. Beginning and Intermediate level students are taught basic decoding skills and strategies, including phonics. Vocabulary is taken from content area readings and developed through various hands-on activities. Students are also taught basic comprehension strategies such as *chunking*, *graphic organizing*, *highlighting*, and *note-taking*. We also use leveled reading books to differentiate specific needs of the student.

Teachers in grades K-2 utilize the Fountas & Pinnell Reading Assessment. Our ELLs scored as follows:

September 2009 Fountas & Pinnell Reading Assessment Levels

	# of Students	Proficiency Level
Grade K	1	Below A
	1	A
	2	B
Grade 1	1	F
	2	G
	1	H
	1	I
	1	J
Grade 2	1	E
	2	I
	1	K
	1	N

After examining the students' above results, we saw the following pattern. Most of students who scored Intermediate & Advanced levels on LAB/R or NYSESLAT are approaching their grade reading levels. However, the students who scored on Beginning levels on the test are also below on reading levels.

Patterns noted across proficiency levels and grades reveal that our Intermediate and Advanced ELLS scored at levels 2 through 4 on the Math exam. More than four times as many ELLs scored a level 3 than did a level 2. No student took the Translated Math, Science & Social Studies exams.

25Q200 CEP 2009-10 Final

Most ELLs, regardless of their NYSESLAT/LAB-R level, scored a level 2 on the ELA, Science, Social Studies exams. This acknowledges that most ELLs have more difficulty mastering the complexities of the English language.

Periodic Instructionally Targeted Assessments are given to all ELLs in both Math and ELA. The resulting data is used by teachers to determine areas of weakness, pinpoint re-teaching ideas, and for grouping students by academic need. Former and all ELLs receive test modifications.

Native Language support is delivered by use of materials that have instructions and words in both languages for students, and in addition, we have multicultural books and materials that have vocabulary and content area information in both languages for students. We have picture dictionaries in several languages.

The ESL teacher and the classroom teachers collaborate to meet the educational needs of the students. The ESL teacher provides information and support to the teachers about differentiating instruction, cooperative learning techniques during lessons and use of manipulatives and visuals.

Our school implements 180 minutes of instruction for *Advanced* leveled ELLs and 360 minutes of instruction for *Beginning* and *Intermediate* leveled ELL by using single and double periods. Students are grouped according to their language proficiency and given extensive opportunities for speaking, listening, and writing each day. Classroom teachers are supported by the *Push-in* model for Literacy and Math Blocks. The ESL teacher utilizes the monthly grade curriculum maps to ensure cohesion of studies. She also ensures the use of various genres of books which relate to the content area subjects across the grades. We are using Foundation, Wilsons, computer Soft ware, e-books and English Explores social studies/science leveled books. These resources help to differentiate reading instruction for each student. Our leveled reading program teaches English through the content areas. We also use leveled libraries to work on comprehension.

Our plan for meeting **SIFE** students' needs is to offer more opportunities in speaking, listening, reading and writing. We have on going dialogue to inform the parents how students are doing the work at school and home. Classroom teacher helps with differentiations of instruction. For **newcomers** and the students who have been in school for less than three years, we use picture words, stress vocabulary acquisition, teach phonics, and simple sentences. We also use the Starfall.com and Leapfrog Language First Series, a multi-sensory program for English language development. This program is a series of books, designed to develop English language proficiency, but in addition it supports reading instruction, appropriate to the child's level of language proficiency. Directions for all Language First activities can be accessed, by the children, in their native languages. We offer an offsite ESL Summer School Program. The teachers use Leappads and Music English to jumpstart and support ELLs in reaching the standards.

For students who have been here **long-term**, we focus on understanding synonyms, antonyms and homonyms, stress vocabulary acquisition, syntax, grammar, sentence structure, reading comprehension, and composition writing. For ELL students who have **special needs** we progress at slower rate and do much repetitive teaching. The teachers grouped them according to their reading levels and focus on different genre including leveled science and social studies books.

Our instruction specialist Shirley Rouse-Bey comes to support the teachers by sharing updated methodology as such as deconstruct and reconstruct sentences, word play and ESL Strategies to support ELLs. These strategies help the students to understand a purpose of their writing. In addition, we have several intervention programs to support them. AIS at lunch time, a language para as needed, Saturday Test Prep, extended services are actively assisting for the students.

ELLs assessed for specific needs are instructed more individually in our AIS programs. Here specific strategies appropriately designed to meet ELLs specific needs are used. Interventions are matched to the student's specific area of academic need.

Title III supports additional ESL instructions to Grs. 3-8 in ELA, Math and other content area subjects, including preparation for the NYSESLAT exam. There is ongoing planning and articulation between the classroom teachers and the ESL Provider to ensure that instruction is congruent. The ESL Provider tailors instruction based

25Q200 CEP 2009-10 Final

on individually assessed needs of the ELL. In addition, ELL students are paired with English speaking students in the classroom to assist them with specific skills in reading and writing.

Transitional support for ELLs reaching NYSESLAT proficiency is also given. These students are given the allowed testing modifications on all state tests for two consecutive years after passing the NYSESLAT. All ELL's in Grs. 1-8 are also encouraged to participate in any Extended Day and Saturday ELA & Math Test Preparation programs.

Materials used to support ELLs are varied. We utilize a multi-sensory approach to learning which includes using graphics, pictures, music, culinary activities, computer software, e-books, and internet services, all of which are secondary to oral and written skill instruction. We also include curriculum-based field trips to offer on sight experiences.

Presentations at staff development conferences are given to all staff as needed. ESL Professional Development is available to all personnel along with the opportunity to turnkey to their peers. The ESL teacher attends faculty and grade conferences and participates in ongoing consultations with classroom teachers.

To help ensure receipt of the mandated hours of strategies required of Special Education teachers and Paraprofessionals, the ESL teacher gives workshops. She also attends PPT monthly and weekly Instructional Team Meetings to inform the Special Education staff about how to utilize ESL strategies, as well as to receive feedback from the teachers. The ESL teacher attends IEP conferences as needed and offers input on students' IEPs.

We don't have a Bilingual Program, however native language support is delivered through oral and written translations. Our school offers a great deal of support services to our LEP students. We offer: Parent Coordinator, SETS, OT, PT, AIS 37 1/2 minutes, Speech and Language, Guidance Services and Counseling from our Guidance counselor, Social Worker and Psychologist. We have four Bilingual Paraprofessionals and they support all teachers with the core curriculum. In addition we will have access to Bilingual books for teaching and reading in the school library. Parents and students are welcome to use electronic or regular native language dictionaries.

ELLs can participate in the following extracurricular activities: basketball, cheerleading, modern dance, ballroom dance, chorus, recorder, band, peer mediation, and a new PBIS program.

Many other activities are in place to invite parent participation. Some of these are: Game night, Wellness Night, ESL Orientation, and Math and ELA workshops. Parents are also included in IEP meetings, and ongoing dialogues with teachers as needed.

We also celebrate multi-cultural holidays and have **International Night** to appreciate different cultures. Here we offer cultural foods and special performances from the backgrounds of students at our school.

Staff and student programs are available to help make the transition from the elementary/middle to middle/high school as smooth as possible. In place are Orientation meetings, Moving-Up ceremonies, and opportunities to visit the schools. High School test-prep courses are also available, as are counseling services for parents and students alike.

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

Professional Development Activities: Instructional Team meetings are held every Wednesday with Administrators, Special Ed., ESL teachers, and Math and Literacy coaches to discuss differentiated instruction, using smarter strategies, reviewing the grade monthly curriculum maps, implementing multi-sensory approaches to learning. ESL teachers and staff members can attend monthly PDs as follows:

September 17, 2009- ELLs of *Special Ed.* , October 1, -*Parent Orientation* October 14, -ELLs of *Special Ed.*, October 15, - *ICI-ESL Workshop*,

25Q200 CEP 2009-10 Final

October 20, - Grs.3&4 ELLs, October 21, - ESL Conference, October 29,-ICI-ESL Workshop, November 6,- ELLs of Special Ed. & Gen Ed., November 13, -NYS TESOL Conference, December1- ELLs of Gen Ed., December 10- ELL Workshop...

Staff members in attendance can turnkey to paraprofessionals and staff who are working with ELLs. All teachers must attend faculty and grade conferences and participate in ongoing classroom articulation.

Shirley Rouse-Bey, our Network Support Specialist came and gave a workshop entitled *ELL Integrated Curriculum & Instruction to ESL*. She provided professional development to classroom teachers and modeled collaborative team teaching in the general and special education classes. During this time, the ESL teacher participated in the planning and gave input on better ways to service our ELL population, in Literacy, Math, Social Studies and Science.

Part C : For schools that will receive Title III ELL Supplemental Services for 2009-10:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 3-8 _____ **Number of Students to be Served:** 19 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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- | | |
|--|---|
| ✓ school’s language instruction program for limited English proficient (LEP) students | ✓ language(s) of instruction |
| ✓ type of program/activities to improve mathematics, native and/or English language learning | ✓ rationale for the selection of program/activities |
| ✓ number of students to be served | ✓ times per day/week |
| ✓ grade level(s) | ✓ program duration |
| | ✓ service provider and qualifications |

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

An ESL teacher will come in once per week and help them with language and math development. We have 22 LEP students grades 3-8. All classes are conducted in English only. The program will be offered to Grades 3-8 once per week. The ESL teacher will follow our school bell schedule and work with each subgroup of students for one period per day. The teacher will offer both students and teachers academic support using ESL strategies.

25Q200 CEP 2009-10 Final

Starting Date: December 14, 2009

Ending Date: Thursday, June 25, 2010

Place: Classes push –in

Time: 8:30-2:40

This program will help ELL students improve their scores on the ELA, NYS Math, and NYSESLAT exams, as well as enhance their language and academic skills. This program will teach students math skills such as word problems, vocabulary and concepts. A strong content-based ESL curriculum is used to ensure congruence in the students' education. We will also use picture words, stress vocabulary acquisition, phonics, synonyms, antonyms, syntax, grammar, sentence structure, reading strategies, simple and complex reading comprehension and writing of simple sentences to composition writing. Appropriate instructional materials and instructional strategies that will support language development for the students will be used. Children will be exposed to many different experiences using hands on manipulatives, audio-visual materials, and computer technology. We are anticipating for the first time to have student notebook laptops available. This technology will be used to enhance language instruction through content-based websites. It will also be used with Social Studies, Science, and Reading-based software.

The ESL teacher will meet with targeted classroom teachers, on a per session basis, three times per month for the remainder of the school year. This time will be used for professional development, articulation, and the sharing of strategies to improve students' success. The ESL teacher will also provide, on a per session basis, two extra periods of after school ESL instruction two times per week. This time will be used to focus on students' individual weaknesses and provide differentiated instruction. The program will be as follows:

Audience: targeted students in Grades 3-8

Starting Date: January 2010

Ending Date: June 2010

Place: ESL Room

Days: Mondays & Fridays

Time: 2 days per week/ 2:40-3:40P.M.

In addition, the ESL teacher will participate in ongoing professional development workshops on a monthly basis and turnkey pertinent information to targeted staff. Both ESL instructors will meet once per week to jointly plan lessons and discuss students' progress. In addition, we will be taking curriculum-based field trips as needed to culminate unit studies and to connect and extend their learning in the classrooms.

Professional Development Workshops to be attended:

November13, 2009- NYS TESOL @ Crowne Plaza Hotel

January 19, 2010- ELL Writing Workshop

February 3, 2010- ELL Reading Workshop

March 9, 2010- ELL Math Workshop

April 6, 2010- ELL Science Workshop

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

25Q200 CEP 2009-10 Final

A parent orientation meeting at beginning and middle of the school year will be provided in conjunction with the annual funded programs meeting. This will allow parents the opportunity to learn about the program, to ask questions and to express their concerns. Translators will be available when possible to facilitate these meetings.

25Q200 CEP 2009-10 Final

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)	\$9000.00	Teachers' Salaries, Staff Professional Development, and Articulation
Purchased services such as curriculum and staff development contracts	\$1,000.00	ESL Professional Development
Supplies and materials	\$4,800.00	Laptop Notebooks, software, books, multi-sensory materials, & supplies
Travel	\$100.00	Parking , Transportation & Toll Fees
Other	\$100.00	School Trips
TOTAL	\$15,000.00	

25Q200 CEP 2009-10 Final

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 25 For Title III
BEDS Code 3425-00010-200

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<p><i>Code 15</i> <i>Professional Salaries</i> <i>1 day F status</i> <i>\$7,959.84</i> <i>24 days-\$331.66</i></p>	<p>An ESL teacher will come once a week and push-in and pull-out into classes where the target students are, help them with their language proficiency, and give additional opportunities to benefit their learning. This teacher will also provide additional test preparation for the ELA, Math , and NYSESLAT exams.</p> <p>This program will also teach students math skills such as word problems, vocabulary and concepts. A strong content-based ESL curriculum is used to ensure congruence in the students’ education. The teacher will accompany us on the school trips and attend professional development meetings.</p>
<p><i>Code 16</i> <i>Support Staff Salaries</i> <i>\$47/hour</i></p>	<p><i>Articulation & Profession Development with classroom teachers during at lunchtime.</i></p>
<p><i>Code 40</i> <i>Purchased Services</i> <i>\$47/ hour</i></p>	<p><i>After School program for Monday & Friday @ 2:40-3:40P.M.</i></p>
<p><i>Code 45</i> <i>Supplies and Materials</i></p>	<p><i>Notebook laptops ,ESL & Bilingual Dictionaries, books, tape & CD, books, software, Math, ELA related materials, multi –sensory materials and supplies,</i></p>

25Q200 CEP 2009-10 Final

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this Title)</i>
	<i>Trip Admissions, parking, toll fee, and Professional Development Meetings</i>

This entire section must be completed for each budget submitted.

School District 25

For Title III

BEDS Code _____

<i>Code 80</i> <i>Employee Benefits</i>	<i>Not Applicable</i>
<i>Code 90</i> <i>Indirect Cost</i>	<i>Not Applicable</i>
<i>Code 49</i> <i>BOCES Services</i>	<i>Not Applicable</i>
<i>Code 20</i> <i>Equipment</i>	<i>Not Applicable</i>

--	--

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$224,353.91	\$35,657.00	\$260,010.91
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,244.		\$2,244
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$359.	\$359.
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,306.		\$11,306.
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,585.	\$3,585.
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,793.	\$1,793.

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **65%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **Teachers are completing course work required for them to be considered highly qualified. Those staff members that submit the necessary documentation will be reimbursed out of the 5% set-aside funding that has been provided through Title I. When hiring new teachers we are seeking to only hire teachers that have the required certification.**

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

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

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/MS 200Q *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 200Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 200Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS/MS 200Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS/MS 200Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 200Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

¹ Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

PS/MS 200Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

School-Parent Compact

PS/MS 200Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS 200Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review **by Ewel Napier on Tuesday, December 22, 2009**

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-wide 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.
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.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR² 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.

² School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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)³ 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

³ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. This school had a Quality Review in October 2008. Based on that QR, we sought to modify, implement and restructure our curriculum to support those findings.

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

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Data analysis, teacher observation and conferences revealed that this finding is relevant to our school.

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. Coaches will work with teachers on differentiating instruction. There will be more content-specific professional development for staff. There will be continued use of an AUSSIE ELA consultant.

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. This school had a Quality Review in October 2008. Preparation for that QR required inquiry into this. We looked at testing results including detailed item analysis as well as ITA and Predictive Assessment data.

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

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Data analysis, teacher observations and conferences revealed that this finding is relevant to our school.

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. Coaches will work with teachers on differentiating instruction. There will be more content-specific professional development for staff. There will be continued use of an AUSSIE Math consultant.

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. Observations of and conferences with teaching staff by administrative cabinet.

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

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Teacher use of data to drive and differentiate instruction; teacher use of the workshop model; appropriate amount of student-directed tasks

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. NA

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 (SOM⁴)* 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. Observations of and conferences with teaching staff by administrative cabinet.

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

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Teacher use of data to drive and differentiate instruction; teacher use of the workshop model; appropriate amount of student-directed tasks

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

2B.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. NA

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. We reviewed our organization sheets from the last three years.

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

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? During the 2008-09 school year, we had a loss in the number of registered students. Therefore, three full time teachers and one administrator were excessed.

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:

MAY 2009

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. Interview and conference with ESL coordinator and ELL teacher

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The ESL coordinator has attended QTEL conferences and turnkeyed with teachers, para professionals and parents. The ESL coordinator arranges for ongoing articulation meetings with teachers of ELLs.

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. NA

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. Interview and conference with ESL coordinator and ESL teacher.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Upon receipt of data, the ESL coordinator informs relevant personnel of its availability. Furthermore, ESL coordinator is on hand to discuss data and its implications.

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. NA

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. Interview and conference with SE liaison in addition to interview and conference with general education teachers of special education students.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Many staff members are unfamiliar with testing modifications relevant to SE population, as evidenced by confusion on or around testing and assessment dates.

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. NA

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. Interview and conference with SE liaison in addition to interview and conference with GE teachers of SE students.

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We have observed a lack of alignment between testing modifications and classroom modifications. However, some alignment between IEPs and content has been observed.

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. Staff development for appropriate staff; identify key personnel (service providers and support staff) who can interpret and clarify IEP-related material

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have no students in temporary housing at this time.

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.