



**THE ACTIVE LEARNING ELEMENTARY SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: THE ACTIVE LEARNING ELEMENTARY SCHOOL**  
**ADDRESS: 137-20 FRANKLIN AVENUE**  
**TELEPHONE: 718-445-5730**  
**FAX: 718-445-5856**

**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.*

<b>SECTION I: SCHOOL INFORMATION PAGE.....</b>	<b>1</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE .....</b>	<b>6</b>
<b>Part A. Narrative Description .....</b>	<b>6</b>
<b>Part B. School Demographics and Accountability Snapshot .....</b>	<b>7</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>12</b>
<b>SECTION V: ANNUAL SCHOOL GOALS .....</b>	<b>15</b>
<b>SECTION VI: ACTION PLAN.....</b>	<b>18</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>24</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>26</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>30</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>36</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>38</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS .....</b>	<b>51</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>N/A</b>
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT     FINDINGS .....</b>	<b>53</b>
<b>Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR     2009-2010 .....</b>	<b>70</b>
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>71</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 25Q244      **SCHOOL NAME:** The Active Learning Elementary School

**SCHOOL ADDRESS:** 137-20 FRANKLIN AVENUE, QUEENS, NY, 11355

**SCHOOL TELEPHONE:** 718-445-5730      **FAX:** 718-445-5856

**SCHOOL CONTACT PERSON:** Ivan Tolentino      **EMAIL ADDRESS** itolent@schools.nyc.gov

<u>POSITION / TITLE</u>	<u>PRINT/TYPE NAME</u>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	Robert Groff
<b>PRINCIPAL:</b>	<u>Ivan Tolentino</u> Christian Ledesma
<b>UFT CHAPTER LEADER:</b>	_____
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	Maryna Nosava
<b>STUDENT REPRESENTATIVE:</b>	_____
<i>(Required for high schools)</i>	_____

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 25      **SSO NAME:** Partnership Support Organization

**SSO NETWORK LEADER:** O'Brien, Walter  
\_\_\_\_\_

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position/Constituency Represented	Signature
Ivan Tolentino	Principal	
Christian Ledesma	UFT Chapter Chairperson	
Maryna Nosava	*PA/PTA President or Designated Co-President	
Merril Miceli	Teacher	
Lalita Kovvuri	DC 37 Representative	
Pamela Leung	Parent	
Tu Harris	Teacher	
Bob Groff	Teacher/SLT Chairperson	
Jonathan Chang	Parent	
Lissette Mendoza	Parent	
Manisha Jadhav	Parent	

\* Core (mandatory) SLT members.



## **SECTION III: SCHOOL PROFILE**

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### **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.

The mission of the The Active Learning Elementary School (TALES), a pre-K to 3 school, is to foster academic excellence in a safe and caring learning environment, through a partnership of family, staff, and community. TALES strives to meet children's academic, physical, and social needs with the belief that educating the whole child allows for learning at optimal levels. With our rigorous academic curriculum, emphasis on social development and a focus on health and nutrition, students will receive the foundations necessary to excel academically as well as lead healthy, productive lives. TALES students will stimulate their minds, nourish their bodies, and develop character.

TALES is grounded in five core values: Respect, Leadership, Community, Commitment, and Nutrition. These core values help contribute to a learning environment that offers all students an atmosphere that is conducive to learning and a curriculum that is rigorous, consistent, sequential and individualized to meet the needs and the learning styles of each student with a focus on each student's intellectual, personal, social and physical development.

TALES uses a balanced literacy approach for our literacy instruction. We use the Reading Workshop model wherein the students are taught the reading skill/strategy in the mini-lesson, work independently practicing that skill/strategy and then share out with the rest of the class. The teachers employ guided reading daily and keep guided reading logs to note students' specific reading behaviors. Reading Centers are used during guided reading so that the teacher may work with groups of students while other students work at centers aligned to their specific needs. For writing, the school employs the Writing Workshop model using the "Being a Writer" curriculum which emphasizes the writing process and helps develop a love of writing based on the interests of children. As TALES has a large ELL population, additional teachers push into both the Reading and Math Workshops to provide added support. Also, ELL learners are provided with extra support through after school instruction and a new, physical education program which focuses on language, called Language through Movement. Our school has formed a partnership with FAN4Kids, a non-profit organization that offers a comprehensive and innovative program designed to introduce kids to a lifetime of healthy living. FAN4Kids helps the school develop its physical education curriculum.

For mathematics, TALES is using Everyday Mathematics which provides children with opportunities to explore mathematics and to learn the processes of mathematics. Explorations and games are an intrinsic piece of the program as well as all of the "hands-on" activities that are part of every lesson. For science, TALES uses the FOSS science kits. As with mathematics, the FOSS science curriculum is designed to teach children the concepts of science through authentic experiences and "hands-on" activities. Our social studies and arts curricula follow New York City scope and sequence units developed at the school level and are supported by extensive libraries so that students may read in their content areas. Students receive explicit technology instruction through "enrichment" time that is offered 3 days per week to students.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Active Learning Elementary School				
<b>District:</b>	25	<b>DBN #:</b>	25Q244	<b>School BEDS Code #:</b>	25Q244

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

<b>Enrollment:</b>				<b>Attendance:</b> - % 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			35				TBD
Kindergarten			75				
Grade 1			25	<b>Student Stability:</b> - % of Enrollment			
Grade 2			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3			0				TBD
Grade 4			0				
Grade 5			0	<b>Poverty Rate:</b> - % of Enrollment:			
Grade 6			0	(As of October 31)	2005	2006-07	2007-08
Grade 7			0				
Grade 8			0				
Grade 9			0	<b>Students in Temporary Housing</b> - Total Number:			
Grade 10			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11			0				TBD
Grade 12			0				
Ungraded			0	<b>Recent Immigrants:</b> - Total Number			
Total			135	(As of October 31)	2006-	2007-08	2008-

					07		09
							3
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes			7	Principal Suspensions			TBD
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			TBD
Number all others			0				
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			0
# in Trans. Bilingual Classes			0	Early College HS Participants			0
# in Dual Lang. Programs			0				
# receiving ESL services only			42	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs			1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			10
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			4
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals			1
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school			100.0
American Indian or Alaska Native			0.0	Percent more than two years teaching in this school			0.0
Black or African American			1.5	Percent more than five years teaching anywhere			10.0
Hispanic or Latino			9.6				
Asian or Native Hawaiian/Other Pacific Isl.			85.9	Percent Masters Degree or higher			60.0

White		1.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100.0
Multi-racial						
Male		55.6				
Female		44.4				

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

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

Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						
	0	0	0	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

TALES, as a new school that opened in September 2008, has made great strides in its first year as evidenced by the statistics mentioned below. However, the school is analyzing trends it has researched to help it focus on areas that need improvement in order to raise student achievement. The school has looked to specifically improve its instruction in the areas of comprehension (ELA), speaking and listening (specifically targeting ELL students), mathematics, and physical education (from now on, referred to as Language Through Movement).

### English Language Arts

Based on the May/June 2009 DRA Results, over 83% of kindergarten students are scoring at or above Level 2 when assessed for their reading level. 75% scored at Level 3 or above. 40% scored at 4 or above. 26% scored at 6 or above, and 18% scored at 8 or above with the highest scores at level 16 to 20.

To further breakdown statistics:

- 100% (35 children) of general education, non-ell students scored at 2 or above (97% at 3 or above, 76% at 4 or above)
- 83% (24 out of 29) of general education, ell students scored at 2 or above (60% at 3 or above)
- 75% (25 out of 33) of ALL ELL students scored at 2 or above
- 90% (37 out of 41) of ALL NON-ELL students scored at 2 or above (87% at 3 or above)

For first grade, 83% (19 out of 23) scored at Level 12 or above. Of the 4 students who did not score at level 12 or above, 3 were reading well below grade level (beginning K) in September, and all made about 1.5 years progress in reading as measured by DRA level. Overall, 7 students entered the school year reading below a first grade level. 9 students scored in the 12-14 range, while the rest (10) scored from level 16-24. With the large cluster of children in the 12-14 range, the school analyzed their DRA results and found comprehension, a focus of the school's first grade inquiry team, to be the skill that is holding back significant gains in DRA scores. Comprehension strategies will continue to be a core focus of the school in 2009-2010. The school will continue with strong intervention and support for its ELL population as it is those supports that the school believes allowed for excellent growth with this population.

## Mathematics

Based on the June End of Year Math assessment given to students, 77% of students scored at or above 70% on the end of year math assessment. ESL students performed, on average, higher than on the previous mid year assessment and closed performance gaps between non-ell students. 2 of the general education classrooms had average score rates of 88% and 91%.

For first grade, 20 out of 23 students (87%) scored at or above 70% on their assessment with the average for the class at 84%. The statistical difference between ELL students and non-ELL was minimal, with only 2 percentage points separating the two groups (the mid year assessment had a difference of 8 percentage points).

## Speaking and Listening

The school noticed an interesting trend in analyzing its NYSELAT results. Many students scored higher on the reading and writing portions of the test than on the speaking and listening. In consulting with ESL experts, this is a trend that is the reverse of what is normally seen at this young age for students in language development. While the reading and writing scores were high (a testament to the curriculum and teaching in the school), the school feels it can improve what it is doing to engage students in speaking and listening activities. The school has developed its physical education program (Language through Movement) to be a language based subject where students will be exposed to a variety of terms and language structures that correlate to the matter being taught in core subjects when possible.

## Significant Barriers to Continuous School Improvement

We anticipate that student performance will continue to remain at a high level as indicated by DRA reading levels and mathematics assessments, however our focus is to provide students with differentiated instruction that will secure students in achieving at least one years worth of progress every year (and 1.5 years of progress for those students who enter a grade level significantly behind their peers). High achieving students will benefit from leveled reading books, enrichment activities and varied mathematics groups which will encourage students to use inductive and deductive reasoning.

The single most significant barrier to our school's improvement at this time is the actual capacity of our staff within the building. As a new school, our school's budget is minimal and resources, such as a school based support team (SSBT) or parent coordinator have not been made available by the Department of Education. Several staff members, including the principal, have taken on many responsibilities in the absence of these people. This is on top of the crucial responsibilities teachers have in creating and updating curricula for their grades/classes, as well as ensuring differentiated instruction is being planned for on a daily basis in their classrooms.

Our inadequate funds limit the number of teaching personnel for our students. As it is, the principal has cut out as much administrative support as possible (minimal school aides and secretary in order to have as many teachers as possible). Our budget does not support a full arts program. We have many talented students who demonstrate strengths in different areas of intelligences. This should result in providing students with opportunities to perform or create art work which would stimulate social as well as intellectual growth. The school has creatively infused arts through its classroom teachers with the help of arts professionals who act as consultants on a limited basis (with additional funds, these artists would be able to provide more substantive professional development to teachers, thus, a stronger arts program). We do not have the funding source to staff a mathematics coach which could provide training for teachers in differentiated instruction. To further add to funding woes, the school has had to strategically plan how it will stock its classroom libraries, as books have been the single most expensive item (behind salaries) that the school must project for as it expands. As the school continues to grow, we hope to add significant resources that will allow growth in other areas for the school.

The school has seen that a large percentage of its families do not speak any English at home. While the school does have translators to communicate with families, the immediate concern around this issue is that many students arrive at the school with no knowledge of the English language. These students require intense intervention through the school's ESL program and other language rich opportunities that are afforded to them. The school has been seeking to partner with outside organizations to help provide additional assistance to these families in helping to learn English (with the idea that once English begins to be spoken in the home and practiced, our students will learn English in a stronger fashion). Again, the lack of funds have not allowed for a

program such as this to start. Instead, the school is currently working on ways to have at least the students who fit this description attend ESL programs outside of the school hours.

### **Significant Aid to Continuous School Improvement?**

As a new school, the principal was put in the position to hire each teacher to fit the school's mission and philosophy. Without a doubt, the school's success can be directly attributed to the unrelenting desire of every teacher to have their students succeed. Our dedicated teachers and families are our biggest support system to continuous school improvement. It is their commitment to education that fosters a love of learning from Pre-K to 3<sup>rd</sup> grade. It is this commitment that drives us to believe that together we will accomplish many things. The school will continue to think innovatively to help make it a place where children develop a love of learning. Such ideas include the incorporating of a physical education class that focuses on language development, language development centers for kindergarten and first grades, push in models of teaching to help support students at all ability levels, and the school mascot "Mr. Apple". The school does ensure that even with limited funding, every possible dollar that can be spent on children is. Because of this, the school is able to schedule push in teachers for every reading workshop period in grades K-2, and additional classroom also receive push in for mathematics and/or independent reading. Extended physical education (more commonly known as recess in other schools), is taught by teachers, not school aides in order to provide students with even more opportunities for language and social development at this very young age.

One important addition to the 2009-2010 school year over the school's inaugural year is the time for teachers to meet and work collaboratively. Teachers have been given an extra preparation period this year to allow for this work to occur. In addition, the school has allocated resources to allow teachers to meet after the school day is over on every Monday of the school year in order to continue planning or receive professional development. All of this, of course, leads to stronger teaching and improved student learning.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal 1	Short Description
PS244Q students in grades K-2 will demonstrate competency in the area of literacy by scoring at or above grade level as measured by the DRA reading assessment, with at least 80% of all students scoring at grade level or making at least 1.5 years worth of progress by June 2010.	Students will be tested 3 times per year to establish benchmarks and overall growth. Minimum grade level expectations are: Kindergarten Level 2; 1st Grade Level 14-16; 2nd Grade Level 24-28. New arrivals or students with limited exposure to the English language will look to make at least 1.5 years progress each year if scoring below grade level on initial assessments.

Annual Goal 2	Short Description
PS244Q students in grades K-2 will demonstrate competency in the area of mathematics by scoring at or above 70% on end of year assessments, with at least 78% of all students scoring at 70% on math assessments by June 2010.	Students will be tested 2 to 3 times per year to establish benchmarks and overall growth in the area of mathematics. In addition, teachers will use end of unit rubrics to measure student growth on a periodic basis.

Annual Goal 3	Short Description
PS244Q ELL students in grades K-2 will improve ELL students performance in grades K-2 in the area of speaking and listening as measured by 80% of ELL students improving by 5 points or more (for students initially scoring in phase I), 3 points (for phase 2), and 1 point (phase 3) or moving to a new phase all together when assessed using the Student Oral Language Observation Matrix (SOLOM) by June 2010	The school has a significantly large ELL population. In general, this population performs well when assessed using school measurement tools. However, language is a significant barrier to continued improvement and the school will provide additional opportunities for talk to talk place, both in social and academic settings, for further language development.

Annual Goal 4	Short Description
PS244Q teachers will increase teacher	The school has adopted the Professional Teaching

effectiveness through targeted professional development that focuses on curriculum planning and takes into account group as well as individual needs, with 12 out 15 teachers indicating movement from one level to the next on the professional teaching standards rubric for at least one element in the planning domain by June 2010.

Standards to help teachers measure their professional growth. These standards are aligned with the schools initial PD plan that focused on the 4 domains of planning, instruction, classroom environment and professional responsibility. The school will focus on the standard of curriculum development and planning for the 2009-2010 school year. Teachers will pick 3 elements of this standard to develop throughout the year in their efforts to improve their craft and their students' performance.

<b>Annual Goal 5</b>	<b>Short Description</b>
PS244Q will have at least 20 parents participating in school-sponsored activities such as workshops, and PTA/PAC meetings, 75% of the time, by June 2010.	The school strongly believes that home-school partnerships are essential to a child's academic success. The school will offer a variety of workshops and family events to help garner parent involvement as well as train parents to support the school's curriculum at home.



## SECTION VI: ACTION PLAN

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

**Subject Area**

**ELA**

(where relevant) :

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<p><b>Annual Goal 1</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>PS244Q students in grades K-2 will demonstrate competency in the area of literacy by scoring at or above grade level as measured by the DRA reading assessment, with at least 80% of all students scoring at grade level or making at least 1.25 years worth of progress by June 2010.</p>
<p><b>Action Plan</b></p> <p><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"> <li>• Students’ progress assessed using DRA2 in September, January, May-June</li> <li>• Students assessed using ECLAS2 at same intervals above as necessary</li> <li>• Teachers create and align or differentiate Units of Study to meet needs of students</li> <li>• Literacy teacher, ESL or specialist pushes into each Reading Workshop for co-teaching and additional student support</li> <li>• Literacy specialist or teacher provides AIS support services for students identified as struggling or well below grade level</li> <li>• Literacy Specialist provides professional development to teachers</li> <li>• Additional support provided to students through 50 Minute extended day periods and after school activities that support literacy</li> <li>• Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school</li> <li>• TALES creates own rubrics for reading units where students are evaluated at the end of each unit based on those rubrics, then results analyzed</li> <li>• Establish mechanisms of support for staff such as a literacy specialist position, co-teaching models, and</li> </ul>

	<ul style="list-style-type: none"> <li>access to professional development</li> <li>• Curriculum integration where possible to help support cohesion amongst subjects and promote language acquisition amongst ELL students</li> <li>• After school program for struggling students emphasizing literacy development</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>• FSF funding for Literacy Specialist</li> <li>• FSF funding for Literacy Teacher</li> <li>• FSF funding for ESL Teacher</li> <li>• FSF funding for After School program</li> <li>• Title III funding for ESL After School funding</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• TALES Student Assessment Management System (SAMS)</li> <li>• Students' progress assessed using DRA2 in September, January, May-June</li> <li>• Students assessed using ECLAS2 at same intervals above as necessary</li> <li>• Students are assessed at the end of each unit of study using TALES created rubrics that measure learning outcomes</li> <li>• Teacher conference notes</li> </ul>

**Subject Area**

**MATH**

(where relevant) :

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<b>Annual Goal 2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	PS244Q students in grades K-2 will demonstrate competency in the area of mathematics by scoring at or above 70% on end of year assessments, with at least 78% of all students scoring at 70% on math assessments by June 2010.
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<p><b>Action Plan</b></p> <p><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"> <li>• Students' progress assessed using end of unit rubrics created in house by TALES' staff</li> <li>• Student progress also assessed using Everyday Mathematics Mid Year and End of Year Assessments as well as a benchmark assessment in September</li> <li>• Teachers create and align or differentiate Units of Study to meet needs of students (Teachers develop these units based on the Everyday Mathematics curriculum)</li> <li>• Additional support provided to students through 50 Minute extended day periods that support mathematics</li> <li>• Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school</li> <li>• Curriculum integration where possible to help support cohesion amongst subjects and promote language acquisition amongst ELL students</li> <li>• Select classrooms to receive push-in support for Mathematics Instruction through ESL teacher</li> <li>• After school program for struggling students**subject to funding</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• FSF funding for ESL Teacher</li> <li>• FSF funding for After School program</li> <li>• Title III funding for ESL After School funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• TALES Student Assessment Management System (SAMS)</li> <li>• End of Unit Mathematics results located in SAMS</li> <li>• Teacher Conference Notes</li> <li>• TALES Unit Reports</li> <li>• Professional Development Attendance Sheets and Agendas</li> </ul>

**Subject Area**

**ESL**

**(where relevant) :**

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<p><b>Annual Goal 3</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>PS244Q ELL students in grades K-2 will improve ELL students performance in grades K-2 in the area of speaking and listening as measured by 80% of ELL students improving by 5 points or more (for students initially scoring in phase I), 3 points (for phase 2), and 1 point (phase 3) or moving to a new phase all together when assessed using the Student Oral Language Observation Matrix (SOLOM) by June 2010.</p>
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<p><b>Action Plan</b></p> <p><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"> <li>• Students' progress assessed in all subject areas using end of unit rubrics created in house by TALES' staff</li> <li>• Student progress in literacy measured by DRA/ECLAS assessment tools 3 times per year</li> <li>• Teachers create and align or differentiate Units of Study to meet needs of students (Teachers develop these units based on the Everyday Mathematics curriculum)</li> <li>• Additional support provided to students through 50 Minute extended day periods that support language development</li> <li>• Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school</li> <li>• Curriculum integration where possible to help support cohesion amongst subjects and promote language acquisition amongst ELL students</li> <li>• All classrooms receive push in support for Reading Workshop</li> <li>• AIS support for struggling students</li> <li>• Language Development Center time for students in Kindergarten (25 minutes) and 1st Grade (15 minutes)</li> <li>• Language thru Movement periods (Physical Education) that have a strong emphasis on language development</li> <li>• Select classrooms to receive push-in support for Mathematics Instruction through ESL teacher</li> <li>• After school program for struggling students**subject to funding</li> <li>• Professional Development to build on 2008-9's extensive ESL PD and continued curriculum planning to help support ELL needs</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• FSF funding for ESL Teacher</li> <li>• FSF funding for After School program</li> <li>• Title III funding for ESL After School funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• TALES Student Assessment Management System (SAMS)</li> <li>• End of Unit assessments located in SAMS</li> <li>• Teacher Conference Notes</li> <li>• TALES Unit Reports</li> <li>• Professional Development Attendance Sheets and Agendas</li> <li>• NYSELAT results</li> </ul>

**Subject Area**

**Professional Development**

(where relevant) :

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<p><b>Annual Goal 4</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>PS244Q teachers will increase teacher effectiveness through targeted professional development that focuses on curriculum planning and takes into account group as well as individual needs, with 12 out 15 teachers indicating movement from one level to the next on the professional teaching standards rubric for at least one element in the planning domain by June 2010.</p>
<p><b>Action Plan</b></p> <p><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"> <li>• New Teachers will complete a “Needs Analysis Survey” prior to commencement of school year</li> <li>• An “Individualized Professional Development Plan” (IPP) will be created for each teacher</li> <li>• Teachers will identify 3 elements of the Planning Standard from the Professional Teaching Standards document to develop on their own throughout the school with support from the principal and colleagues</li> <li>• Teachers will develop mid year goals as defined by their IPP’s and then reflect on those goals at an end of year meeting with the Principal</li> <li>• Teachers will receive periodic “informal observations” and “class snapshot” data from Principal to help inform instruction, as well as formal observations</li> <li>• Principal and Literacy Specialist will conduct learning walks to identify strengths and weaknesses in a specific area and provide for professional development where needed.</li> <li>• Schedule collaborative meeting times thru prep periods and per session work</li> <li>• Schedule inter-class visitations within school with a specific foci as well as arranging inter school visitations.</li> <li>• Literacy specialist to visit classrooms daily and consult with teachers on best practices</li> <li>• Work with data specialist to deepen staff awareness &amp; understanding of data (both hard and soft data)</li> <li>• Collaborate with PSO staff to enhance PD offerings</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title I funding for Monday Professional Development Meetings</li> <li>• FSF funding for per session activities related to professional development/data meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Professional Development Agendas</li> <li>• Professional Development Binder</li> <li>• Individualized Professional Development Plan (IPP)</li> <li>• Inter-visitiation times and schedules</li> <li>• Specialist/mentor log and daily schedule</li> <li>• Formal and Informal Observations</li> <li>• Data from Learning Walks</li> <li>• PSO site visitations</li> <li>• The TALES Staff Handbook</li> </ul>

**Subject Area**

**Parent Involvement**

(where relevant) :

<p><b>Annual Goal 5</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>PS244Q will have at least 20 parents participating in school-sponsored activities such as workshops, and PTA/PAC meetings, 75% of the time, by June 2010.</p>
<p><b>Action Plan</b></p> <p><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"> <li>• Parents will receive a “Periodic Report” measuring the school’s core values at least monthly or their term report card</li> <li>• Parents will receive “Unit Reports” at the end of each unit of study</li> <li>• The school will provide a website where important announcements and news will be shared</li> <li>• The school will hire school aides who speak multiple languages in order to provide translation services to its families</li> <li>• School documents will be translated into Chinese</li> <li>• School celebrations to be designed centered around school themes or student work</li> <li>• An effective governance structure to be established by the PTA and SLT</li> <li>• Parent Workshops are offered periodically by staff members, as well as the school’s nutrition partner, FAN4Kids</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title I funding for FAN4Kids organization, which provides parent workshops</li> <li>• Title I funding at 1% for parent participation</li> <li>• FSF funding for per session activities related to parent involvement (teachers providing workshops)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance at workshops, parent meetings, and parent/teacher conferences</li> <li>• Agendas and minutes for PTA Meetings, Parent Workshops</li> <li>• Agendas and minutes for SLT meetings</li> <li>• Parent Surveys</li> <li>• Translated Documents</li> <li>• <a href="http://www.tales-nyc.org">www.tales-nyc.org</a></li> <li>• Copies of “Periodic Reports” and “Unit Reports” that are sent home</li> <li>• The TALES Report Card</li> <li>• The TALES Family Handbook</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

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

## 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	30	30	N/A	N/A			4	
1	42	42	N/A	N/A			7	
2	10	10	N/A	N/A			2	
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science,

and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Students identified as “AIS” receive an additional 150 minutes of instruction per week (3 50 minute blocks) Tues-Thurs. Teachers review skills and learning outcomes reviewed from prior lessons and/or supplement phonics/word work curriculum for that week. In addition, the school follows a co-teaching model where an additional teacher pushes into classrooms during both the reading and writing blocks to help individualize instruction and lessen the teacher/student ratio. Struggling students and ELL students are provided with after school classes that help promote language acquisition and develop essential skills. The school is also exploring working with private after school programs to provide its ELL beginning students with additional instruction in the area of language development. As the school year continues, at-risk pull out programs will also be developed for students who are identified as needing severe intervention.</b>
<b>Mathematics:</b>	<b>Students identified as “AIS” receive an additional 150 minutes of instruction per week (3 50 minute blocks) Tues-Thurs. Teachers review skills and learning outcomes reviewed from prior lessons and/or units using the Everyday Math curriculum. Certain classes receive push-in instruction in the area of mathematics. After school programs within the building will address mathematics using Everyday Mathematics curriculum and other supports such as games (outside of those from EM) and supplementary curriculum.</b>
<b>Science:</b>	none
<b>Social Studies:</b>	none
<b>At-risk Services Provided by the Guidance Counselor:</b>	none

<b>At-risk Services Provided by the School Psychologist:</b>	none
<b>At-risk Services Provided by the Social Worker:</b>	The school has hired an itinerant social worker/guidance counselor to service students one day a week. Children identified most at risk visit with this person for a 30 minute block once each week along with a "lunch club" period. Children who were not promoted, have been identified as having disruptive behavioral issues, or are recommended by their classroom teacher for any other reason or serviced by the guidance counselor/social worker. This person will provide these students with a pressure free atmosphere to discuss various aspects of their lives, as well as work on important social skills to help them interact with their peers.
<b>At-risk Health-related Services:</b>	none

## **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.

### **Language Allocation Policy** **2009 / 2010**

PS 244Q, The Active Learning Elementary School (TALES), is a new Early Childhood Center in Flushing, Queens which opened its doors to students in September 2008. The community is made up of culturally and linguistically diverse families. The school currently serves 217 students in pre-kindergarten through grade 2. Presently, there are two pre-kindergarten classes, three kindergarten classes, four first grade classes including one 12:1:1 first grade class, and one second grade class. Service providers are all part-time and include a speech teacher, an occupational therapist, and a social worker. Our pedagogical staff is composed of ten full-time classroom teachers, three full-time paraprofessionals, two full-time cluster teachers, one of whom is ESL certified, two literacy push-in teachers and one full-time ESL teacher. All of our pedagogical staff is 100% certified and licensed. Four of the fifteen teachers have dual certification in ESL and common branches, while one of the cluster teachers has an ESL license.

In September, of our 217 students, 44 general education students and 4 children in our Special Education program had previously been LAB-R tested and had taken the NYSESLAT in 2009. An additional 67 students who entered TALES and the NYC DOE school system this year were eligible for LAB-R testing based on their family's response to the Home Language Inventory Survey (HLIS). Of these 67 students based on the raw score of the LAB-R 30 students were eligible for ESL services. Our entire ESL population including students with continued eligibility is 78 English Language Learners who are entitled to receive ESL services. The home languages of our general and special education ELLs are represented in the chart below.

Home Language	K	1	2	Total Number of Eligible ELLs
Bengali (Bangla)		1		1
Chinese (Unknown Dialect)		1		1
Chinese (Any)	26	18	9	53
Dari/Farsi/Persian	1	1	1	3
Gujarati		2		2
Hindi		1		1
Mandarin		4		4
Pashto (a.k.a. Pushto)	1	1		2
Punjabi	4			4
Russian		1		1
Spanish		4		4
Telugu		1		1
Urdu	1			1
<b>TOTALS</b>	<b>32</b>	<b>33</b>	<b>8</b>	<b>78</b>

TALES' Language Allocation Policy Team is composed of Ivan Tolentino, Principal, Kimberly Ilardi, ESL Support Specialist and Carmen Acevedo, Language through Movement Teacher. Ms. Ilardi is employed as the school's full time ESL teacher and holds Transitional-B certification in Teaching English to Speakers of Other Languages (TESOL) K-12 from New York State. Ms. Acevedo teaches Language through Movement (LTM), which is physical education with a focus on language development and currently holds provisional certification in Teaching English to Speakers of Other Languages (TESOL) K-12 from New York State. The school has made an effort to hire teachers who are dually certified with ESL certification and currently employs 4 teachers who are dually certified or are in the process of obtaining dual certification.

Our current instructional model at TALES is a Freestanding ESL Program and promotes a push-in model to effectively meet the needs of our English Language Learners and ensures that the students receive their mandated instructional time. ESL Services are provided daily by our ESL teachers through the push in model and the Language through Movement subject. The ESL teachers integrate ESL teaching methodologies to support English language acquisition in students. Although instruction is conducted in English, our ESL teachers support the students in their home languages whenever possible and

use various ESL methodologies while targeting each student's individual learning styles. The teachers use Total Physical Response (TPR), songs, manipulatives, pictures, and hands-on and cooperative learning activities with the students, and integrate authentic language use across the four language modalities each day. The LTM teacher incorporates subject matter and language structures being taught in the core academic classes in an effort to integrate curriculum and provide students with consistent language learning opportunities.

The ESL program is designed together with the classroom teachers in order to be directly aligned with the daily material to be covered as well as the NYS Standards for English as a Second Language and English Language Arts. The ESL teacher meets with the classroom teachers to discuss linguistic and content area goals and objectives, student progress and instructional strategies. The ESL teacher also collaborates with the classroom teacher to plan and implement lessons that meet linguistic and academic needs of our ELLs. Our school has the support of the ELL Compliance and Performance Specialist for CSD 25. Additional support is available to us through our Partnership Support Organization (PSO), the Center for Educational Innovation - Public Education Association (CEI-PEA).

PS244Q is using a Balanced Literacy approach with units of study for Reading derived from the Teacher's College Reading Units and the "Being a Writer" curriculum for our writing workshop. Students are also learning science, social studies and art throughout the week in a program that is aligned with the New York City and State standards in each area of study. ELLs are full participants in all subject area learning and the rigorous academics. Additional visual and hands on learning are used as an additional support for ELLs at TALES. Several supplemental programs have been put in place for our ELLs including Academic Intervention Service groups, Extended Day intensive instruction, etc. Additionally, PS 244 partners with FAN4Kids, a non-profit organization committed to teaching students about good health, nutrition and physical education. Every child in the school actively participates in the FAN4Kids program which we have built into our school day.

Within ten days of being admitted to our school, students are tested using the LAB-R and are placed in the Freestanding ESL program. Within the early part of the school year, parents are also provided with the parent orientation workshop and video in order to become familiar with ESL programs. Ongoing orientation sessions are planned throughout the year as we attempt to stay in frequent contact with families of our English Language Learners. Whenever necessary, all notices are sent in the home language. Children are supported by bilingual staff members and native language materials are available. They have volunteered their services for translations and any other services should the need ever arise. The school fully intends to use its in-house staff and parent volunteers as needed, as well as, the Interpretation and Translation Unit of the NYC Department of Education. Additionally, many of the school's staff members speak multiple languages including English, Spanish, French, Bengali, Greek, Mandarin and Cantonese which helps the school with communication with many of the families in the TALES community.

The implication for PS 244Q's LAP is to focus instruction in the ESL program and in the classroom with ELLs towards increasing proficiency in the four modalities of listening, speaking, reading and writing. Classroom and cluster teachers will collaborate with the ESL teachers to adapt classroom curriculum and differentiate instruction in order to meet the needs of our ELLs. Professional development sessions on issues related to ELLs and the development of language-based skills may be conducted, such as training in incorporating ESL instructional techniques into daily activities and content area instruction. Specific professional development training for our staff is designed around the needs of our ELLs. Administrators, teachers, and paraprofessionals will participate in these sessions throughout the year to become familiar with ESL methodology and practices best suited for this unique population.

**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, 1, 2**

**Number of Students to be Served:**

**LEP 36**

**Non-LEP**

**Number of Teachers 3**

**Other Staff (Specify)**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

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

Students selected for our Title 3 program will be selected based on their LEP status and academic standing thus far in the school year. Students will be selected from kindergarten, first grade and second grade and may be mixed in the instructional setting. Selected students will participate in small group settings (12-15 students or less) in an after school program that focuses on language development and reading comprehension. The language of instruction will be English. This instruction will be offered 3 days per week for 55 minutes each day, after school. Preference will be given to teachers who hold an ESL license when considering service providers and qualifications. Currently, the school is planning to service 36 students (3 classes). All students are receiving

their instructional units during the regular school day. A supervisor will be hired for our language development program since there are no other programs running concurrently. For our afterschool program, a total of \$1900.00 will be allocated to purchase the following materials: library books to help support reading development, educational games that focus on early literacy development (i.e. phonemic awareness, phonics, etc.), and/or music instruments and curriculum to further instruction. The rationale for this program is, based on results from the 2008-2009 NYSELAT exam and school level assessments, that our students need additional practice in the areas of listening and speaking, as well as additional reading strategies.

### 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.

All teachers receive professional development on a weekly basis. Within the topics covered, ELL instructional strategies are covered either directly through focused workshops or as part of topics dealing with other instructional areas. Some examples of ELL topics covered include language structures, scaffolding instruction, and previewing vocabulary when working with ELL students. ELL instructional strategies are always reinforced within our school's professional development and instructional focus. In addition, our school's support organization, CEI-PEA, offers an ELL consultant who works with our staff on implementing ELL instructional strategies. In the 2008-2009 school year, all teachers on staff participated in an extensive series of professional development sessions geared directly to ELL strategies and led by an ELL specialist /consultant. This person will continue to visit periodically to provide teachers with assistance and guidance. Teachers who are new to TALES will receive specialized ELL professional development by this consultant and will continue to do so (\*\*subject to funding). In addition, the school will provide its general education teachers with additional professional development opportunities from its ESL instructor. This professional development is paid for by other school funds (not by Title 3 funds).

### Form TIII – A (1)(b)

**School: 25Q244**

**BEDS Code: 342500010244**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe	\$9600 (teachers @49.89/hour)	After School Instruction—3 days per week @55 minutes beginning in November 2009 (1st Grade) and January 2010 (Kindergarten)

benefits)	\$3500 (supervisor @51.73/hour)	thru May 2010 A supervisor will be hired for our language development program since there are no other programs running concurrently.
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$1900	As a new school, several resources are needed. Approximately \$1900 will be used to buy curriculum and supplies for this program (e.g. library books to help support reading development, educational games that focus on early literacy development (i.e. phonemic awareness, phonics, etc.), and/or music instruments and curriculum to further instruction)
Travel		
Other		
<b>TOTAL</b>	\$15000	

## **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.

PS244Q is a new school that opened its doors in September 2008. Data was collected from initial enrollment documents, including the Home Language Surveys, to determine the translation needs of parents. Overwhelmingly, most families' native language was not English. The school's ELL population has been determined to be at 41%.

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.

Nearly 100% of the school's families' native language is a language other than English. We found that approximately 50% of families need some type of translation or oral interpretation. This information has been disseminated through PTA and SLT meetings.

## **Part B: Strategies and Activities**

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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.

The school will attempt to translate all school documents that are sent home (parent letters, notifications, etc.) in the dominant language (Chinese) of the school. The school has support personnel on staff who can translate written documents. For larger documents (handbooks, report cards, etc.) that are sent home with advance notice, these documents will be sent to the Translation and Interpretation Unit for translation. For documents that can not be translated by them, an outside vendor will be used. Documents that need translation to other languages will be done so as needed. The school does have available staff who are literate in other languages.

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

Oral interpretation services will be provided at the school by on-site personnel. The school has made an effort to hire support staff that are fluent in the languages of the community it serves. If a particular interpretation need arises that the school is unable to service, it will seek assistance from the Translation and Interpretation unit or an outside vendor as needed.

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>

Families will receive the Parents' Bill of Rights and Responsibilities near the beginning of the school year. All signage will be posted as it becomes available to the school either via shipment from the NYCDOE or the Internet.

**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:	62760	2689	65449
2. Enter the anticipated 1% set-aside for Parent Involvement:	628		628
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		27	27
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3138		3138
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		134	134

6. Enter the anticipated 10% set-aside for Professional Development:	6276		6276
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		269	269

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

100%

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

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

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

majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**PS244Q Parent Involvement Policy  
2009/2010**

As PS244Q is a new school that opened in September 2008, its Parent Involvement Policy is constantly under review. PTA and SLT members will work on reviewing and revising this policy as necessary.

**PART I GENERAL EXPECTATIONS**

The Active Learning Elementary School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—  
that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

**PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

1. The Active Learning Elementary School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in reviewing data and trends regarding school outcomes
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

2. The Active Learning Elementary School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- FAN4Kids Program
- Other programs under development

3. The Active Learning Elementary School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the PTA President, in lieu of a Parent Coordinator (as a new school, there is no parent coordinator assigned). The PTA President, along with other members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed by members of the school leadership team.

5. The Active Learning Elementary School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

the State's and school's academic content standards;  
the State's and school's student academic achievement standards;  
the State's and local academic assessments;  
the requirements of Title I, Part A  
how to monitor their child's progress and  
how to work with educators.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - providing Parent workshops
  - Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
  
- The school will, with the assistance of the PTA and its SSO, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
  - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
  - Teachers will have daily access to email to allow teachers to communicate with parents in a regular and easy manner as well as any phone systems necessary to allow for communication.
  
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
  - school letters are translated and ELL students are provided with native language letters of school events
  - Translation services information are posted in the school lobby in the appropriate native languages

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

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

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- The school is planning to develop appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

This policy will be under review by the Parent-Teacher Association and the School Leadership Team of The Active Learning Elementary School, PS244Q during the 2008-9 school year (its first year of operation).

**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.

## **The Active Learning Elementary School Community Contract**

Staff, family members, and students will be asked to sign an agreement prior to enrolling at TALES which details expectations for each constituency. These are the "non-negotiables" of TALES. This agreement will be reviewed at school open houses/orientations or on a 1 to 1 basis as needed. Please review this agreement, as well as the New York City Discipline Code, with your child in order to clearly understand TALES' expectations:

### **The Active Learning Elementary School Community Agreement**

The underlying belief at TALES is that strong teaching in a caring environment combined with an intensive and holistic school day will stimulate the child's mind, nourish their bodies, and develop their character. Staff, students and parents must each do their part to ensure that this belief is realized.

Therefore,

As a staff member at TALES, I promise to:

- Provide students with a safe, nurturing, environment.
- Hold students to high standards and doing the best work they are capable of.
- Share information and resources with parents that will aid in student learning.
- Have zero tolerance for off task behavior or lack of effort.

- Become an expert in the field of teaching and use the best instructional practices.
- Assess students on a regular basis and work with students and parents to provide the best possible individualized instruction.
- Be direct and respectful in communication with all members of the TALES community.
- Hold myself to behaving in accordance with TALES' Core Values.

**By signing this statement I am agreeing to uphold these commitments to TALES parents and students.**

Teacher Signature \_\_\_\_\_

As a parent/caring adult at TALES, I promise to:

- Work with TALES staff to support my child's learning and development.
- Maintain clear and frequent communication with the school including returning all Bi-Weekly Reports and other signed documents when they are due.
- Attend all required school meetings.
- Support TALES' behavioral policy, its rewards, and its consequences; work with the TALES staff to make sure that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, staff, parents and him or herself.
- Have zero tolerance for off task behavior or lack of effort.
- Ensure that my child maintains a minimum of 95% attendance and is on time each day
- Check my child's homework each night to make sure it is complete and done with care.
- Make arrangements so that my child is appropriately taken care of at dismissal each day.
- Come in immediately when it is requested by the school.
- Be direct and respectful in communication with all members of the TALES community.
- Hold myself to behaving in accordance with TALES' Core Values.

**By signing this statement I am agreeing to uphold these commitments to TALES staff and my child.**

Parent/Caring Adult Signature \_\_\_\_\_

As a student at TALES, I promise to:

- Participate in class.
- Arrive at school on time each day.
- Complete all my class-work and homework with care.
- Respect other peoples' bodies and feelings.
- Be on task and work hard at all times.
- Take advantage of enrichment opportunities made available.
- Follow school rules and regulations.
- Wear the TALES uniform (when applicable).
- Hold myself to behaving in accordance with TALES' Core Values.
- Try hard at everything I do.

**By signing this statement I am agreeing to uphold these commitments to TALES staff, my family and myself.**

Student Signature \_\_\_\_\_

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

A needs assessment was conducted as part of the school's overall yearly review and is discussed in Section IV of this plan. Furthermore, the school is constantly analyzing data, both quantitative and qualitative, for trends that may be occurring at the school.

2. Schoolwide reform strategies that:

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

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

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

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  
- o Are consistent with and are designed to implement State and local improvement, if any.

PS244Q provides an additional 50 minutes of AIS instruction three days a week to our at-risk students starting from the first week of school. The school actually provides this additional instruction to ALL students as part of its school day. Children who are determined to be lagging behind their peers receive instruction from their classroom teachers in small groups, while all other students are pulled for enrichment activities (mostly technology instruction) during this block of time. These children receive the benefit of a longer instructional day. In this way, we can help meet the educational needs of each of these students.

We also address the needs of our students through a very rigorous standards-based curriculum both inside and outside the classroom. The school employs a push in model of instruction where a literacy teacher pushes in to each Reading Workshop class. These teachers work mostly with the school's many ELL students but services all students in the class. Their are fluid groups that move in and out of the smaller groups within the push in model. The school's ESL specialist pushes into the reading and math lessons for many classes as well and provides students with mandated services at this time. The school offers after school programs (after the 50-minute block) to help its most struggling students with additional instructional time. Additionally, students who are identified as being in severe need of intervention will receive pull out services during the school year as needed.

### 3. Instruction by highly qualified staff.

All of TALES teachers are certified and highly qualified.

### 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.

Professional development and common planning is offered to teachers on a weekly basis to help ensure consistent, quality instruction where planning for students differentiated needs is taking place. The school's support network, CEI-PEA, offers consultants to the school to help train teachers in the areas where they feel most deficient or where improvement is needed. The school also provides teachers with professional

development in the areas of arts instruction and physical education/movement. Consultants from various arts institutions in New York City visit the school to help guide classroom teachers through the process of teaching visual and performing arts, while also working with them on how to best integrate the arts curriculum with the core subjects. The school has made an effort to make its physical education class focus on language development, thus dubbed Language through Movement. The school partners with a health and nutrition organization called FAN4Kids which helps deliver health based curriculum to its students on a weekly basis.

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

As a new school, a major initiative of the principal has been to hire the most highly qualified, high quality teachers available. The principal regularly attends hiring fairs, Teach For America conferences, and other hiring functions to attract high quality teachers. Teachers are interviewed rigorously and sometimes asked to teach demonstration lessons prior to being hired. The school advertises positions when necessary and maintains a website with information about the school for potential new teachers to scout. As word of mouth is a powerful tool in itself, the principal tries to ensure that his current staff is fully supported and engaged within the school community.

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

A major goal of TALES is to maximize parent involvement. The school has made a consistent effort to ensure that school-home communications are clear and consistent. All home communications are sent home in Chinese (the primary native of Language of TALES' families) and are available to be orally translated in a families' native language if necessary. The school sends periodic reports detailing students' academic and behavioral progress at least 1 to 2 times per month. The school's website is updated with information such as this consistently. In its first year of existence, TALES did not have a parent coordinator. Due to this, the school engaged its PTA to assist it in several school events (ex. Back to School Night, FALL Harvest Festival, Picture Day). The school plans to hold a series of workshops to assist families with the education of their children. In addition, future plans include housing adult ESL classes for families within the school building.

#### 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.

TALES works with local pre-k programs in distributing literature about the school and giving tours of the school to their students. TALES houses its own pre-k program within the building. Many of these students apply to our school for kindergarten, with over 50% gaining

acceptance. The school has noticed, through informal data, that many students coming from a pre-k program perform higher academically to start the year than those who did not attend a pre-k program.

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.

Teachers at TALES create the academic assessments for their children as grade teams. Every unit in each subject has a rubric that is created by teachers to measure the top 3 to 5 learning outcomes of each unit. This data is analyzed after each unit and instructional decisions are made based off this data.

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.

PS244Q provides an additional 50 minutes of AIS instruction three days a week to our at-risk students. These children receive the benefit of a longer instructional day. In this way, we can help meet the educational needs of each of these students. We also address the needs of the children at risk of not meeting the state standards through a very rigorous standards-based curriculum both inside and outside the classroom. The school employs a push in model of instruction where the Literacy Specialist pushes in to each Reading Workshop class. Assessments are given periodically and student progress is monitored consistently. Students who are in need of intervention meet with teachers in small groups based on data obtained from teacher conference notes and end of unit rubrics.

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.

As a new school, TALES is currently exploring the resources available to it from federal, state, and local sources. The school has partnered with a local not-for-profit organization, FAN4Kids to help the school with its focus on health and nutrition. In addition, the school has also joined the national organization, Healthy Schools Alliance. The school is seeking partners to begin offering ESL classes to its families.

## **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.

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED  
ACCOUNTABILITY REQUIREMENTS)**  
**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

**NCLB / SED Status:**

#N/A

**SURR 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.

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

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

**-English Language Learners.**

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

<sup>2</sup>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.

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

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

Please note that PS244Q is a new school that opened in September 2008. Through professional development and collaborative work, teachers are constantly reviewing curriculum, developing assessments, and gauging student performance in order to ensure that the curriculum students are exposed to is rich in material and appropriately meets their needs. The staff and its teacher will review its curriculum throughout the year and more extensively as the year ends to review its effectiveness and continued use in subsequent years.

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?

PS244Q uses a Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

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.

N/A

## **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.

PS 244Q is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school. Furthermore, the school engages in planning exercises during grade conference meetings to ensure alignment of New York State Mathematical standards to each unit. Teachers create schopol based end of unit rubrics for each unit to ensure learning outcomes are being measured by teachers.

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?

PS244Q uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

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

## KEY FINDING 2: INSTRUCTION

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

### ***2A – ELA Instruction***

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

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

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

TALES delivers all instruction in a workshop model for classrooms. This instruction generally consists of a mini lesson lasting 10 to 15 minutes where students are given the opportunity to interact with the teacher as well as their peers to discuss the taught topic. Children are then given an opportunity to practice the skill taught through individual or group work and then brought back as a group to share their experiences.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing. Informal observation will be used to assess student engagement.

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?

As stated, PS 244Q employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3% )
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice includes reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

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

## 2B – Mathematics Instruction

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

TALES delivers all instruction in a workshop model for classrooms. This instruction generally consists of a mini lesson lasting 10 to 15 minutes where students are given the opportunity to interact with the teacher as well as their peers to discuss the taught topic. Children are then given an opportunity to practice the skill taught through individual or group work and then brought back as a group to share their experiences.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing. Informal observation will be used to assess student engagement.

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?

This finding is not relevant to PS 244Q for the following reasons:

PS 244Q employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

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.

N/A

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

### KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Year-to-year teacher turnover rate is evaluated by the school's administrative Cabinet. To date, this is a brand new school so there is no data in this area. If the turnover rate becomes high, i.e., more than 20%, over a three-year period, the school will review its policies and procedures to help determine the cause of this turnover as well as what can be done to attract and retain teachers.

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?

To date, we have hired several teachers at this brand new school. New teachers at this school receive professional development and support from the school's principal, internal coaches, external staff developers as well as from their UFT mentors. The support they are given helps support their teaching and effectiveness in the classroom. Because of the anticipated level of support, this will be a key factor in helping the school achieve a low turnover rate.

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

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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.

This school engages in creating Individualized Professional Development Plan's (IPP) for each teacher. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs. Needs are identified through teacher surveys and informal/formal observations.

Due to its high population of ELL students, TALES decided for the 2008-2009 school year to conduct an intensive professional development program around ELL instruction. Teachers were constantly surveyed to learn about the effectiveness of these surveys as well as future needs.

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?

PS 244Q is supported by a PSO, CEI-PEA. In addition to the professional development each teacher receives in the school from internal and external coaches, the PSO also customizes 1:1 PD for ELL teachers and other teachers as needed. These sessions are planned and facilitated by consultants of the PSO. As a new school, it is also important to visit other schools within the school's network to observe best practices at other schools involving their ESL programs.

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.

N/A

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

Teachers are involved in analyzing data of all students regularly throughout the school year. Since our school has a large number of ELL students, this is a group that is monitored closely by teachers, as well as the ELL specialist. Our staff will review data gathering procedures

periodically as well as at the end of the year to review the effectiveness of our systems. Our data spreadsheets clearly indicate the status of ELL students, as well as other sub categories. Data is made available to teachers as it becomes available.

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

- Applicable  **Not Applicable**

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

The school regularly analyzes data to inform instruction. This includes student subgroups such as ELL students. The school's ESL specialist helps in disaggregating data and helping classroom teachers understand the progress of their ELL learners. School practices will be revisited frequently to ensure optimal performance regarding data analysis and the implications for instruction.

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.

N/A

## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

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

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

Please respond to the following questions for Key Finding 6:

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

The school uses its core workshop model for all curriculum, including special education classrooms where the curriculum may be adjusted to serve the children's needs. The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

Teachers are surveyed regarding their professional knowledge and provided with support where necessary. The school relies on its School Support Organization for support when necessary.

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?

Our school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning. Our school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge. Teachers are provided with assistance wherever necessary to support their teaching.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The school's IEP Teacher and Special Education Liaison will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the administrative team and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and the Special Education Liaison will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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?

PS 244Q teachers who service special education children have received professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the School Support Organization's Special Education Consultant as well as the Queen's ISC IEP specialist. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review.

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

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

### **Part A:**

#### **For Title I Schools**

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

NONE

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

Should students who are in temporary housing enroll at TALES (or a child moves to temporary housing), the school will inform all school based personnel who work with that child about their housing status. The child's status will be reviewed at a PPC meeting where it will be determined if additional services are needed for the child. Depending on the circumstance, the child may be referred immediately to the school's social worker for counseling (the school employs a social worker one day per week).

**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.