



**PS/IS 266**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 26Q266**  
**ADDRESS: 74-10 COMMONWEALTH BLVD. BELLEROSE, NY 11426**  
**TELEPHONE: 718-479-3920**  
**FAX: 718-479-2482**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 266 SCHOOL NAME: PS/IS 266

SCHOOL ADDRESS: 74-10 Commonwealth Blvd.

SCHOOL TELEPHONE: 718-479-3920 FAX: 718-479-2482

SCHOOL CONTACT PERSON: Nicole Scott EMAIL ADDRESS: nscott@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nicole Scott

PRINCIPAL: Nicole Scott

UFT CHAPTER LEADER: Rebecca Schwartz

PARENTS' ASSOCIATION PRESIDENT: April Cherry

STUDENT REPRESENTATIVE:  
(Required for high schools) N/A

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

DISTRICT: 26 SSO NAME: Integrated Curriculum and Instruction

SSO NETWORK LEADER: Janet Won

SUPERINTENDENT: Anita Saunders

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Nicole Scott	*Principal or Designee	
Rebecca Schwartz	*UFT Chapter Chairperson or Designee	
April Cherry	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools)</i>	
Kerry Rama	Member/Teacher	
Kerry Stella	Member/Teacher	
Suzanne Windland	Member/Parent	
Robin Beinhorn	Member/Teacher	
Gina Rajagopal	Member/Parent	
Lourdes Hartrick	Member/Parent	
Paul Winter	Member/Asst. Principal	
Joanne Paredes	Member/Parent	
Tracee Rosolnowski	Member/Parent	

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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**PS/IS 266Q is a pre-kindergarten through eighth grade school that opened in September 2003. The school was a new construction on the Frank Padavan Campus (formerly the Glen Oaks Campus) and is located in Bellerose, New York. The student population is approximately 700 students including our District 75 (Special Education for severely disabled students), PS224@266 which is integrated into the general school population through inclusion programs, mainstreaming programs and school-wide programs and events. The students were chosen through a lottery system for residents in District 26 in Queens, and represents a cross-section of the districts' population. There are no academic criteria for entering the school and the student population is extremely diverse, reflecting the multi-cultural community. The community is primarily residential with a combination of private homes, multiple family dwellings and garden apartments. Our diverse community of White, Asian, Indian, Pakistani, African-American, and Hispanic families is drawn from the neighborhoods that comprise District 26.**

**The present enrollment is 663 children, and of this number, 32% are White, 11% are Black, 15% are Hispanic, and 41% are Asian and other. The children reflect the ethnic and cultural diversity of New York City. Males comprise 53.3% and females, 46.7%. Twenty percent of all children are eligible for free lunch. Most students are heterogeneously grouped in two to three classes per grade, except for a homogeneous accelerated class in math and science in eighth grade. Average class size in all grades K-2 is 21 pupils, 25 in grade 3, 32 in grades 4-5, and 30 in grades 6-8. Our 6 through 8<sup>th</sup> graders travel on an eight period departmental schedule. There is only one self-contained Special Education class, which is on the second-grade level. Average daily attendance is 96.6% and there were no superintendent's suspensions in the 2008-2009 school year.**

**Our highly qualified staff includes one Principal, one Assistant Principal, 41 teachers, two full-time coaches, 1.6 guidance counselors, 6 school aides, 8 paraprofessionals, and two .8 deans. Our supportive parents, capable staff, and ideal setting give us an advantage from which our students are benefiting. The school building is almost seven years old, has 28 classrooms, and each of the following special rooms: gymnasium, auditorium, lunchroom, library, art room, computer room, two science rooms, a reading resource room and a speech resource room.**

**Special services are provided through SETTTS, ESL/Reading, Academic Intervention Services (before, during, after school and on Saturdays), speech, hearing, physical therapy, occupational therapy, and adaptive physical education. Our students receive instruction in science, art, music, library skills and computer technology. Collaborative Team Teaching (CTT) classes are used to provide services to students in grades 5, 6 and 7 in the least restrictive environment. Next year this program will change to three CTT classes on the sixth, seventh, and eighth grade levels.**

**We are fortunate to have a strong School Leadership Team in place, with an equal number of parents and staff participating and the student organization president. Regular monthly meetings, with additional meetings when deemed necessary, give opportunities to plan and assess programs to meet our schools goals. This team, along with a very active PTA, is responsible for many successful programs. PTA members have a vital role as voluntary library assistants, fundraisers (carnivals, Scholastic book fairs, candy sales, gift sales), providers of health (hearing and vision) screening services and are looking forward to creating their own parent website. Last year our PTA added parent/staff yoga classes to their repertoire as well as purchased a School Messenger system that allows our school to contact parents on their home or cellular phone lines to keep them updated about important school events and schedule changes. Parent meetings, teacher/parent workshops, orientation meetings, and parent newsletters help parents receive ongoing information.**

**The Parent Coordinator provides information about activities, and plans workshops throughout the year with particular emphasis on outreach to parents to engage them in their children's education. She creates a welcoming environment for parents, strengthens parent involvement, identifies parent and related school and community issues and works with the Principal to see that they are addressed in a timely manner. She assesses and addresses parent needs. The Parent Coordinator along with the Literacy and Math coaches plan and provide curriculum overviews for parents seeking information and support on Reading, Writing and Mathematical instructional issues. The Parent Coordinator aligns class activities with ways that parents can play a major part in their children's learning, for example, arranging ways that parents can borrow the monthly Community Read books and assisting in class multicultural celebrations. Last year she established a Parent Book Club in conjunction with the United Federation of Teachers.**

## 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>	266				
<b>District:</b>	26	<b>DBN #:</b>	26Q266	<b>School BEDS Code #:</b>	342600010266

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	X Pre-K	X K	X 1	X 2	X 3	X 4	X 5	X 6	X 7
	X 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: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	33	28	28		95.8%	95.8%	96.6%		
Kindergarten	44	67	68						
Grade 1	64	42	43	<b>Student Stability: % of Enrollment</b>					
Grade 2	49	63	63	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	70	55	77		99.7%	99.4%	99.4%		
Grade 4	84	77	77						
Grade 5	54	89	89	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	88	74	74	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	89	93	93		15.6%	16.5%	17.8%		
Grade 8	93	90	90						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	0	2		
Grade 12	0	0	0						
Ungraded	0	0	2	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	668	678	681		0	1	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	9	8	8						
No. in Collaborative Team Teaching (CTT) Classes	27	28	28	Principal Suspensions	1	1	7		
Number all others	56	61	63	Superintendent Suspensions	0	0	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	9	13	14	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	6	1	2	(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	43	43	43
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	6	7	7
	13	18	0				
				<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	2008-09	% fully licensed & permanently assigned to this school	100%	99.9%	100%
American Indian or Alaska Native	1	0.59	0	Percent more than two years teaching in this school	84%	83%	81.8%
Black or African American	11.72	11.64	11	Percent more than five years teaching anywhere	63.6%	61.7%	68.2%
Hispanic or Latino	12.78	15.07	15				
Asian or Native Hawaiian/Other Pacific Isl.	41.37	41.94	41	Percent Masters Degree or higher	95%	94%	93%
White	34.13	30.44	32	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	95.9%	94%
Multi-racial	n/a	0.29	0				
<b>Male</b>	49.92	52.98	53.3				
<b>Female</b>	50.08	47.01	46.7				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<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 type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	✓	✓	✓	n/a	n/a	n/a
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	✓	n/a	n/a	n/a
Black or African American	✓	✓	✓	n/a	n/a	n/a
Hispanic or Latino	✓	✓	✓	n/a	n/a	n/a
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	n/a	n/a	n/a
White	✓	✓	✓	n/a	n/a	n/a
Multiracial	✓	✓	✓	n/a	n/a	n/a
<b>Other Groups</b>						
Students with Disabilities	✓	✓	✓	n/a	n/a	n/a
Limited English Proficient	✓	✓	✓	n/a	n/a	n/a
Economically Disadvantaged	✓	✓	✓	n/a	n/a	n/a
<b>Student groups making AYP in each subject</b>	✓	✓	✓	n/a	n/a	n/a

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	No Review
Overall Score	86.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	No Review
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	No Review
School Performance (Comprises 30% of the Overall Score)	19.8	Quality Statement 3: Align Instructional Strategy to Goals	No Review
Student Progress (Comprises 55% of the Overall Score)	53.0	Quality Statement 4: Align Capacity Building to Goals	No Review
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	No Review
<i>Note: Progress Report grades are not yet 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?
- 

**School needs assessments are conducted at School Leadership Team meetings, Consultative Committee, UFT, PTA, and Instructional Cabinet, departmental, grade level interdisciplinary/inter-grade teams and Student Government (SG) meetings, as well as Inquiry Teams. Additionally, in-house professional development needs are assessed through teacher needs surveys. Findings are reported through the Principal's newsletter, department/team meetings, School Leadership Team (SLT) meetings, UFT monthly reports, and PTA newsletters. Other than Instructional Cabinet meetings and Student Government meetings, interested teachers chosen from different grade levels and departments, participate on all other committees. Teachers voice their concerns and are free to offer proposed remedies to all pertinent needs. Informal assessment devices are issued in grade and departmental meetings with written feedback presented to the administration. Individual one-to-one informal conferences are held with each teacher and the principal to ascertain professional needs. Attendance and evaluation sheets at workshops and conferences also provide administrators with ideas for professional development sessions.**

**Student performance trends are assessed through informal and formal cumulative and summative assessments. Standardized assessment tools such as ECLAS, Running Records, Reading Records, Predictive Assessments, Instructionally-Targeted Assessments and End-Unit Assessments are used to assess student academic growth. Data is also gathered through informal tools such as quizzes, teacher-student conferences, accountable talk, Socratic Seminars and teacher observations. Students work well when involved in small group instruction structures & when given an opportunity to lead class discussions. There appears to be a greater need for vocabulary instruction assessed through student writing on formative and summative assessments, conversations and results on standardized ELA exams. Our greatest challenges are time factors, lack of a developed vocabulary instruction and budgetary constraints. This year our inquiry teacher team focus has been quality vocabulary instruction.**

We are developing a rigorous vocabulary curriculum across grades K-8 based upon proven research studies, as well as the inquiry process of development, implementation, assessment, monitoring and revisions and repeating this cycle. Teachers have incorporated the use of Tier II & Tier III vocabulary throughout content areas. Each teacher team has chosen a target group of students to study. Our target groups include male students, students in the lowest-third percentile, as well as students in the top third percentile.

**Mathematics**  
**All Tested Students- 3<sup>rd</sup> through 8<sup>th</sup> grade (2008-2009 scores)**

<b>Grade</b>	<b># of Students</b>	<b>Level 1 (%)</b>	<b>Level 2 (%)</b>	<b>Level 3 (%)</b>	<b>Level 4 (%)</b>	<b>Level 3+4 (%)</b>
<b>3</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>55.8</b>	<b>44.2</b>	<b>100</b>
<b>4</b>	<b>74</b>	<b>0</b>	<b>9.5</b>	<b>37.8</b>	<b>52.7</b>	<b>90.5</b>
<b>5</b>	<b>86</b>	<b>0</b>	<b>1.2</b>	<b>36.0</b>	<b>62.8</b>	<b>98.8</b>
<b>6</b>	<b>71</b>	<b>0</b>	<b>1.4</b>	<b>50.7</b>	<b>47.9</b>	<b>98.6</b>
<b>7</b>	<b>92</b>	<b>0</b>	<b>1.1</b>	<b>21.7</b>	<b>77.2</b>	<b>98.9</b>
<b>8</b>	<b>86</b>	<b>0</b>	<b>1.2</b>	<b>51.2</b>	<b>47.7</b>	<b>98.8</b>

**English Language Arts**  
**All Tested Students – 3<sup>rd</sup> through 8<sup>th</sup> grade (2008-2009 scores)**

<b>Grade</b>	<b># of Students</b>	<b>Level 1 (%)</b>	<b>Level 2 (%)</b>	<b>Level 3 (%)</b>	<b>Level 4 (%)</b>	<b>Levels 3&amp;4 (%)</b>
<b>3</b>	<b>53</b>	<b>0</b>	<b>7.5</b>	<b>73.6</b>	<b>18.9</b>	<b>92.5</b>
<b>4</b>	<b>74</b>	<b>1.4</b>	<b>10.8</b>	<b>68.9</b>	<b>18.9</b>	<b>87.8</b>
<b>5</b>	<b>86</b>	<b>0</b>	<b>5.8</b>	<b>73.3</b>	<b>20.9</b>	<b>94.2</b>
<b>6</b>	<b>71</b>	<b>0</b>	<b>9.9</b>	<b>83.1</b>	<b>7.0</b>	<b>90.1</b>
<b>7</b>	<b>92</b>	<b>0</b>	<b>2.2</b>	<b>73.9</b>	<b>23.9</b>	<b>97.8</b>
<b>8</b>	<b>86</b>	<b>0</b>	<b>8.1</b>	<b>80.2</b>	<b>11.6</b>	<b>91.9</b>

## **EARLY CHILDHOOD GRADES (K-2)**

### **Data Sources:**

- **Student Portfolios**
- **Classroom Performance**
- **Running Records**
- **Teacher Observations**
- **ECLAS**

### **Implications for the Instructional Programs**

The 90-minute literacy block is in place in each and every room. When programming is done next year, every effort will be made ensure that each teacher has an uninterrupted block of 90 minutes. Staff development will focus on the components of a balanced literacy block. Time allotments for each component will be highlighted.

Emphasis will be placed on assessment data, record keeping, and running records to drive instruction as well as ‘just right” books. As a growing school, libraries had to continue be developed. Achievement in this area has been remarkable. We plan to continue to add to our classroom libraries. Ideas and methods for increasing the volume of books in each room will be studied and put into practice so that there will be more than enough books for each unit of study. Additionally, more books for guided reading groups will be ordered. We will continue to increase the number of non-fiction texts as well.

Daily writing instruction will be for one period with writing integrated into each subject area throughout the day. Lessons on how to improve content, mechanics and specifications of genre will be presented. We will develop our instructional program in the area of word study and the use of academic vocabulary through the incorporation of Tier II vocabulary words. This will be studied and monitored through grade and department level Inquiry Teams.

Analysis of ECLAS (Early Childhood Language Arts System) results in grades (K-3) will be used for differentiation of instruction, small group instruction and AIS services for students.

## **MIDDLE GRADES (3-8)**

### **Data Sources:**

- **NYS Standardized ELA, Math, Social Studies, and Science**
- **Acuity- Interim ELA & Math Assessments**
- **Regents Exams- Earth Science, Integrated Algebra, Foreign Language**
- **Teacher observations through group and individual conferencing**

### **Implications for Instructional Programs:**

Analysis of all assessing instruments will be completed by the classroom teacher and Literacy Coach in order to fully differentiate instruction, provide correct small groupings according to ability, to target students in need of AIS services and to obtain those services as quickly as possible.

**PART IV – SECTION B: Process for Reporting Needs Assessment Findings** – Explain the process by which the findings of the needs assessment, as well as individual student/school data, were reported to school staff and parents. (Attach appropriate documentation.)

**Reporting of Needs Assessment is done through the following:**

#### **Staff**

- Staff conferences and professional development meetings
- Grade and department conferences
- Review of CEP with all staff members
- Principal's Newsletter
- Review of School Progress Report
- Review of school Quality Review Data
- PTA Meetings
- School Leadership Team Meetings
- Review of Inquiry Team Data

#### **Parents**

- PTA Meetings
- School Leadership Team Meetings
- Distribution of individual student scores
- Distribution of School Progress Report
- Review of School CEP
- Access to Acuity ELA & Math Interim Assessment Scores
- Curriculum Night
- Parent-Teacher Conferences (Fall & Spring)

**PART IV – SECTION C: Identified Priorities for 2009-2010** – Considering the findings and implications of your needs assessment, list your school's identified priorities for SY' 2009-10. These priorities, which should be limited to no more than 5, are the "big picture" elements that need to be addressed and will assist your school in the identification of goals and the development of objectives.

- Curriculum Development in the area of vocabulary to develop staff in the area of pedagogy and to implement best practice strategies across content areas to increase student achievement across grade levels
- Continued development of word work and word study to support writing and reading skills as well as across content area skills
- Initiation of grade/department Inquiry Teacher Teams

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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- a. **By June 2010, we will establish a system of differentiated student goal setting across grades K-8 to increase student achievement as evidenced in teacher classrooms through their recordkeeping systems, parent letters sent home on a routine basis and increased student awareness and articulation of their goals.**
  
- b. **By June 2010, we will establish grade and department inquiry teams across grades K-8 with a school wide focus that concentrates on vocabulary instruction across all content areas as evidenced by grade and department level meeting agendas and our curriculum maps across content areas in grades K-8.**
  
- c. **By June 2010, the number of students in grades 3-8 at or above grade level standards in ELA (performance levels 3 & 4) will increase by 2% as evidenced by their scores on the 2009-2010 NYS ELA Exam.**

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, literacy performance in all K-8, inclusion and Special Ed classes will increase by continuous implementation of the ELA standards and comprehension strategies. All students will demonstrate growth as readers and writers by moving 2 reading and writing levels during the year through a seamless balanced literacy curriculum in which students learn to effectively communicate through Reading and Writing. Students achieving grade level standards (levels 3 &amp; 4) in grades 3-8 on the 2009-2010 NYS ELA exam will increase by 2%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Description of Proposed Instructional Strategies for Literacy:</b></p> <p>During the 90-minute Literacy block for grades (K-8), PS/IS 266Q will implement Comprehension Best Practices and the components of the Balanced Literacy Program: Read alouds, mini-lessons, partnerships, guided reading, shared reading, independent reading, conferencing, interactive writing, word work (including phonics), response to literature, Reading logs or journals and assessments using rubrics.</p> <p>During the writing block, we will implement: Writing Process strategies including the writer’s notebook, mini-lessons, seed ideas, drafting, revising, editing, conferring, and assessment using rubrics. Genre writing instruction in personal narrative, non-fiction, realistic fiction, poetry, narrative procedure, response to literature, modeling author’s craft will be taught. Written work will be exhibited in newsletters, oral presentations, publishing parties, student goal setting, etc.</p>

	<ul style="list-style-type: none"> <li>• Reading and Writing Process strategies and Comprehension strategies will be integrated within content area curriculum in Social Studies, Science and Math.</li> </ul>
<p><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></p>	<ul style="list-style-type: none"> <li>• August Professional Development</li> <li>• Faculty Conferences</li> <li>• Grade/Department Meetings</li> <li>• Professional Learning Team (Training Rate for approx. 8 teachers)</li> <li>• K-1 “Foundations” program (Contract for Excellence Funding)</li> <li>• Opera Trip (School Funds)</li> <li>• Classroom Library Books (Fair Student Funding)</li> <li>• Inquiry Team (Inquiry Team funding)</li> <li>• Renzulli Learning (Fair Student Funding)</li> <li>• ICI Support (Student Support Organization Cost)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Student Writing Samples</li> <li>• Comprehension Assessment Tools</li> <li>• Writers’ Notebooks</li> <li>• Reading Response Notebooks</li> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Spelling Tests</li> <li>• Vocabulary Tests</li> <li>• Acuity Interim Assessment Results</li> <li>• NYS Standardized Tests Results</li> <li>• ECLAS/E-PAL Results</li> <li>• Formal and informal teacher observations</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, all students will exhibit growth in the NYS Performance Standards (content and process strands) through a unified curriculum; students will be able to communicate and reason mathematically and use the skills of mathematics to be problem-solvers. As a result, in grades K-2, 80% of students will achieve proficiency level 3-4 in each mathematics strand as measured by report card grades, teacher-made tests, portfolio pieces, and unit assessments. In grades 3 through 8, students will achieve an increase of 1% on combined levels 3 and 4 on the 2009-2010 NYS Mathematics exams.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Description of Proposed Instructional Strategies for Math :</b></p> <p><u>Components of the Comprehensive Instructional Approach for Mathematics</u></p> <p><u>Grades K – 5:</u> Instructional Materials/ Text: <i>Everyday Mathematics</i> (a standards-based program which promotes repeated exposure to new concepts and skills to foster mastery) supplemented by <i>Math Steps</i> (materials focus on skills and strategies to develop mastery through practice) Planning Guide: Comprehensive Approach to Balanced Mathematics Pacing and Alignment Calendar Math Block: Utilizing the Workshop Model Approach 60 minutes – Grades K – 2; 75 minutes – Grades 3 - 5</p> <ul style="list-style-type: none"> <li>• Warm-up- mental math, math message, slate routines</li> <li>• Mini-lesson</li> <li>• Small Group Work -Ongoing Learning and Practice –<i>Student Journal</i></li> <li>• Share/ Reflection</li> <li>• Extra practice – <i>Home Links</i> and <i>Skill Links</i>/ Enrichment/ Minute Math</li> <li>• Games / Skills Practice/ Test Prep/use of manipulatives</li> </ul> <p><u>Grades 6-8:</u> Instructional materials/Text: <i>Impact Mathematics</i> (a-standards-based program with a focus on mathematical concept development, mathematical communication, and problem-solving through investigations) supplemented by <i>Hot Words, Hot Topics</i> (additional support on concepts through</p>

problem sets, and a glossary of mathematical terms, symbols, and formulas)  
Planning Guide: Comprehensive Approach to Balanced Mathematics Pacing and Alignment Calendar  
Math Block: Utilizing the Workshop Model Approach  
8 / 45-minute periods per week with double-period block schedule, as feasible

- Motivation: *Explore*
- Mini-lesson: *Think and Discuss*
- Group work: *Investigations* and *Problem Sets*, use of manipulatives
- Share/Summarize – *Think and Discuss*
- *On Your Own* exercises including *Practice and Apply*, *Connect and Extend*, and *Mixed Review*

Grade 8 –Grade 8 Accelerated Math A (first two terms of three)

Instructional material/Text:

Grade 8 – Mathematics, Applications and Concepts – Course 3 – Glencoe Publishers  
Math A – Prentice/Hall Math A

Planning Guide: Comprehensive Approach to Balanced Mathematics Pacing and Alignment Calendar  
(for Math A)

Math Block: Utilizing the Workshop Model Approach  
8/ 45-minute periods per week with double-period block schedule, as feasible

- Motivation
- Mini-lesson
- Individual/group work
- Share/ Reflection
- Extra practice

All grades, K-8:

Embedded assessment:

- Ongoing assessment- observation, conferencing, questioning, discussions
- Product assessment – looking at student work, portfolios, projects
- Periodic assessment- quizzes/unit/ mid-year/ end of year assessments, Princeton Review Interim Assessments, Standardized test results

Intensive Professional Development, including:

- School-based Professional Development team, including a full-time Mathematics Coach and other participants who will demonstrate “best practices” to teachers in the school
- Ongoing Professional Development for teachers, coaches and school administrators

Description of Proposed Instructional Strategies for Mathematics

Teaching practices will focus on:

- Use of manipulative materials
- Cooperative group work
- Mathematical discussion
- Justification of thinking
- Writing about mathematics
- Content integration
- Use of technology - calculators and computers- to enhance the development of concepts, and relationships
- Problem-solving strategies
- Connecting mathematics to other subjects and to the real-world
- Open-ended problems and extended problem-solving projects
- Connecting topics within mathematics
- Literature connection
- Developing number and spatial sense
- Using written, oral and demonstration formats as assessment techniques
- Encourage participation in math competitions – Game @24, Math Counts, etc.
- Math Bee

Students will become:

- Effective communicators – express ideas orally and in written form, pose questions, draw diagrams and pictures, provide written explanation of steps taken in their solution process
- Complex thinkers – apply effective problem-solving strategies
- Cooperative individuals - participate in pairs, small group and whole class activities
- Self-directed learners who are encouraged to develop their own strategies to solve problems

School and teachers will:

	<ul style="list-style-type: none"> <li>• Provide differentiation of instruction and incorporate strategies for various learning styles</li> <li>• Provide Academic Intervention Services before and after school, and Saturday mornings - available to students at Level 1 and 2 on standardized tests. Small group and individualized instruction will be provided. Parent component will be involved in informative meetings to address educational concerns.</li> </ul> <p>Use Spring 2004 standardized test results, Grow Reports (when available), Princeton Review Interim Assessments, and classroom assessments to inform instructional practices</p>
<p><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></p>	<ul style="list-style-type: none"> <li>• August Professional Development</li> <li>• Faculty Conferences</li> <li>• Grade/Department Meetings</li> <li>• Professional Learning Team (Training Rate for approx. 8 teachers)</li> <li>• Exemplars Program (Fair Student Funding)</li> <li>• Safari Montage (NYSTL software budget)</li> <li>• Renzulli Learning (Fair Student Funding)</li> <li>• ICI Support (Student Support Organization Cost)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher created pre-assessments</li> <li>• End of unit chapter tests</li> <li>• Acuity Predictive and ITA Assessment Results</li> <li>• Exemplars</li> <li>• First in Math Competition</li> <li>• Student work</li> <li>• Group projects</li> <li>• Informal comprehension assessments</li> <li>• Formal and informal teacher observations</li> <li>• Teacher conference notes/ recordkeeping</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, students will demonstrate understanding of the designed world through the lens of scientific inquiry through an increase in hands-on enrichment experiences to introduce and explore fundamental concepts. This will be achieved through student access to necessary materials that will be kept in ample supply and equipment will continue to be updated as needed for inquiry-based experimentation and will be organized for easier accessibility.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Description of Proposed Instructional Strategies for Science</b> <i>(that are based on scientifically based research):</i> Instructional Materials: NYS and NYC Standard books; Amsco Reviewing Earth Science: The Physical Setting; McDougal Earth Science; Glencoe Science: Level Green; McGraw Hill Science: Grades K-6. Pacing Guide: Grades 6-8: Spiraling curriculum including Life, Physical, and Earth Science coursework, with option to take the NYS Earth Science Regents Science Instruction: Regents Earth Science will receive 7 periods of 45 minute instruction per week, Grades 6-8 will receive 5 periods of 45 minute instruction per week; Grade 5 will receive 2 periods of 45 minute instruction per week; Grades 1-4 will receive 2 periods of 45 minute instruction regularly through the course of the yearly curriculum.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• DOE Science Workshops</li> <li>• Study Groups – Literacy in the Content Classroom, Content Area Writing</li> <li>• Safari Montage (NYSTL software budget)</li> <li>• Renzulli Learning (Fair Student Funding)</li> <li>• ICI Support (Student Support Organization Cost)</li> <li>• .2 Science Teacher (Fair Student Funding)</li> <li>• Lab equipment and supplies (Fair Student Funding)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teacher created pre-assessments</li> <li>• End of unit chapter tests</li> <li>• Student work</li> <li>• Group projects</li> <li>• Labs</li> </ul>

	<ul style="list-style-type: none"><li>• Informal comprehension assessments</li><li>• Formal and informal teacher observations</li><li>• Teacher conference notes/ recordkeeping</li></ul>
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**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, we will increase the knowledge and use of technology as an integrated tool among all staff and students as demonstrated through increased teacher competency and use of technology such as smartboards, interactive web sites and video streaming.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Description of Proposed Strategies for the Integration of Instructional and Informational Technologies:</b></p> <ul style="list-style-type: none"> <li>• Continue to provide classroom technology equipment such as smartboards to enhance instruction.</li> <li>• Provide technical assistance for both skills and integration to all K-8 personnel requesting assistance.</li> <li>• Organize training in small groups and by general proficiency levels.</li> <li>• Organize consistent small 20-60 minute training sessions before and after school.</li> <li>• At the elementary level, plan 20-30 minute training at regular grade level meetings. The same format can become part of department meetings at the secondary level.</li> <li>• Establish one technology goal for each grade level, team or department that can be accomplished during the school year by all teachers in that group.</li> <li>• Over a three year period, a major goal of the School Technology Plan would be to have all staff attain Instructional Proficiency (level 2) and a smaller number, Mentor Proficiency (level 3) using technology in the curriculum.</li> <li>• Incorporate the use of Microsoft Publisher to produce student projects in Social Studies, Science, and Foreign Language classes.</li> <li>• Regular use of vocabulary associated with technology use should be used in all classrooms.</li> <li>• Practice searches on the web using various search engines.</li> <li>• Development of integrated projects in all subject areas.</li> <li>• Integrate multi-media equipment into ongoing classroom lessons and projects in all curriculum areas.</li> <li>• Full implementation of Orchard software.</li> <li>• Use equipment to provide visual and auditory learning experiences.</li> <li>• Familiarize staff and students with vocabulary and processes associated with multi-media equipment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Train students in upper grades to operate, troubleshoot and maintain multi-media equipment.</li> <li>• Collaboration between computer and classroom teachers to integrate available technology in ongoing instruction.</li> <li>• Incorporate the use of software in grades K-8 to reinforce concepts in all academic areas.</li> <li>• Facilitate interdisciplinary projects between academic teachers and computer teacher.</li> <li>• Facilitate involvement in Think Quest competition</li> </ul>
<p><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></p>	<ul style="list-style-type: none"> <li>• DOE Technology Workshops</li> <li>• Study Groups – Literacy in the Content Classroom, Content Area Writing</li> <li>• Safari Montage (NYSTL software budget)</li> <li>• Renzulli Learning (Fair Student Funding)</li> <li>• ICI Support (Student Support Organization Cost)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher created assessments</li> <li>• End of unit chapter tests</li> <li>• Student work</li> <li>• Group projects</li> <li>• Think Quest Competition</li> <li>• Informal comprehension assessments</li> <li>• Formal and informal teacher observations</li> <li>• Teacher conference notes/ recordkeeping</li> </ul>

**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To meet the needs of all students in general education and special education in order to promote higher achievement and emotional and social well-being as evidenced by an increase in correct student placement in the LRE, a decrease in the number of student incidents and yearly occurrence reports.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Description of Proposed Program for the Delivery of Student Support Services:</b></p> <p>After consultation with the Reading Specialist, the SETTS specialists and the PPC, it is decided if a child needs extra support in an academic are or a related area such as speech and language, OT/PT/CO. We can arrange for the child to receive those services with no formal evaluation for a 10 week period. At the end of the 10 week period, the student will be re-evaluated. Then it is decided if we will go forward with a formal evaluation to secure these students on a mandated basis. Our emphasis is on early intervention, preferably K or 1, so we can catch the children before the fall.</p> <p>Students are given opportunity to work in groups with the Youth Development Coordinator. Students who are mandated or at-risk receive services from our guidance department.</p> <p>Continuation of the “Best Buddies” student support program Continuation of the Real Heroes program Establishment of the peer mediation program</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• DOE Student Support/Special Education Workshops</li> <li>• Study Groups</li> <li>• Best Buddies program</li> <li>• Real Heroes program</li> <li>• Scantron Performance-Based Assessments</li> <li>• ICI Support (Student Support Organization Cost)</li> <li>• Peer Mediation</li> <li>• Full-time and .2 guidance counselor (Fair Student funding)</li> <li>• Youth Development Counselor (Title IV funding)</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- Increase in number of students placed in LRE
- Decrease in number of student incidents
- Decrease in number of occurrence reports
- Establishment of Peer Mediation program
- Continuation and enhancement of Best Buddies program

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	0	0	0	2
1	17	17	N/A	N/A	0	0	0	1
2	11	11	N/A	N/A	1	0	0	0
3	25	25	N/A	N/A	0	0	0	0
4	13	13	13	13	4	1	1	1
5	23	23	23	23	2	3	0	0
6	18	18	18	18	2	0	3	2
7	25	25	25	25	3	0	0	0
8	25	25	25	25	2	1	1	0
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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>	<ul style="list-style-type: none"> <li>• Wilson – extended day – Mon – Thurs 2:20 – 3:00 PM</li> <li>• Students with Level 1 scores and students at-risk –small groups- AIS ELA Services-</li> <li>• Tue &amp; Thurs Provided from 3:00 – 4:00 PM</li> <li>• Reading Teacher- Small group instruction for Grades K– 8</li> <li>• Saturday Success Program – 8:00 – 12:00 PM – small group test sophistication for students in Grs. 3 – 8</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Students with Level 1 scores and students at-risk –small groups- AIS Math Services-</li> <li>• Tue &amp; Thurs Provided from 3:00 – 4:00 PM</li> <li>• Saturday Success Program – 8:00 – 12:00 PM – small group test sophistication for students in Grs. 3 – 8</li> <li>• Math Coach Professional Development and model lessons</li> </ul>
<b>Science:</b>	<p>Small group instruction for Grades 4 &amp; 8</p> <ul style="list-style-type: none"> <li>• Students at-risk –small groups</li> <li>• F-Status Science teacher who co-teaches, sets-up lab experiments and develops curriculum methods</li> <li>• Saturdays – 8:00 – 12:00 PM – small group test sophistication – Grades 4 &amp; 8</li> <li>• AIS Science Services provided for Grades 4 &amp; 8 from 3:00-4:00 PM</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• AIS Social Studies provided for Grades 4 &amp; 8 from 3:00 – 4:00 PM</li> <li>• Small group instruction for Grades 4 &amp; 8</li> <li>• Students at-risk –small groups</li> <li>• Saturdays – 8:00 – 12:00 PM – small group test sophistication – Grades 4 &amp; 8</li> </ul>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Grades K – 8 at-risk counseling
<b>At-risk Services Provided by the School Psychologist:</b>	Grades K – 8 at-risk counseling
<b>At-risk Services Provided by the Social Worker:</b>	Grades K – 8 at-risk counseling
<b>At-risk Health-related Services:</b>	Grades K – 8 at services provided by School Nurse, Physical Education Teacher, Physical and Occupational Therapists

## **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.

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### LAP Narrative

#### **PART I: SCHOOL ELL PROFILE**

PS/IS 266 is located on the Glen Oaks (Frank Padavan) Campus in Bellerose, Queens. The School Support Organization is ICILSO, the Network Leader is Janet Won, and the Senior Achievement Facilitator is Diane Sharrett. The total population of students is 629, excluding Pre-Kindergarten (30).

There are 13 ELLs in the building, 2.07% of the total population. They are serviced by one certified ESL teacher.

#### **PART II: ELL IDENTIFICATION PROCESS**

A student's eligibility for initial testing on the LAB-R is based on the Home Language Survey. If the survey indicates another language other than English, a home language survey in that language is given to the parent/ guardian, if available. If the home language is one other than English, the LAB-R is administered to the student. When students fall below the cut scores for their grade level on the LAB-R, they are placed in the ESL Program. Entitlement letters, along with the Parent Surveys and Program Selection Forms, are then sent out in English and in the home language, if available.

A Parent Orientation is scheduled for parents/guardians of new ELLs. Interpreters are present, if necessary, for communication with the Principal, Parent Coordinator, or ESL Teacher who are present at this meeting. A video is shown describing all three program choices, one in English and in other relevant languages, if available (other languages available are: Albanian, Arabic, Bengali, Chinese, French, Haitian, Korean, Polish, Punjabi, Russian, Spanish, and Urdu). If parents/guardians cannot attend this orientation during school hours, the ESL teacher will schedule one during evening hours. Parent Surveys and Program Selection Forms are completed and kept on file. Parents have continued to request the Freestanding ESL Program offered here.

#### **PART III: ELL DEMOGRAPHICS**

OCTOBER 2009

Classes are heterogeneous, mixing levels and grades. Kindergarten and First Grade are combined. Sixth and Seventh Grades are also combined. The ESL teacher will have a combination pull-out and push-in program. The latter model decreases lost instructional time due to student travel to and from the ESL classroom. It also promotes collaboration between the classroom and ESL teacher, who can provide language acquisition and vocabulary support while retaining content instruction time.

Eleven of the thirteen ELLs are newcomers, receiving less than three years of service. Two in the 4-6 year category receive services. There are no long-term ELLs who have received services beyond six years.

There are four Kindergarten students, three of whom are Advanced and one at the Beginning level. The home language for two of them is Korean, one Punjabi, and one Malayalam. There are five first-grade students. One is at the Beginning level, two are Intermediate, and two are Advanced. Punjabi is the home language for four, and one is Korean. There is one third grader at the Intermediate level. His home language is Punjabi. There is one sixth-grade student in a Self-Contained Special Education class. He is at the Intermediate level, and his home language is Tagalog. Both seventh graders are Advanced. One of the home languages is Russian and the other is Malayalam

### Programming and Scheduling Information

The ESL instructional program at PS/IS 266 is a Freestanding ESL Program, which is diversified in its instructional approach to meet the needs of all ELL students. Lesson plans and materials appropriately correspond to ELLs' various ages and grade levels.

All instruction is in English. ESL instruction is aligned to ESL/ELA Learning Standards. The ESL teacher uses visuals and realia at all levels to support students' understanding of content. Charts and other graphic organizers enable students to understand information in manageable chunks and make concepts more comprehensible. The ESL Teacher focuses on language functions and structures, taught within the context of lesson. She also scaffolds academic language to support students' participation in content areas. Students will receive additional support services from classroom teachers, as well as AIS staff (Reading Resource Teacher) and our Math and Literacy Coaches.

Beginner and Intermediate students will receive 360 minutes of instruction per week, and 180 minutes for Advanced students.

Students who reach proficiency on the NYSESLAT are placed in Reading Resource with a certified Reading Teacher. They also are invited to attend Extended Day, and AIS after-school/Saturday programs. For two years following their exit of the ESL Program, they continue to receive the same test accommodations extended to ELLs.

All ELLs in the building are afforded equal access to all school programs. During school hours, they attend assembly, gym, and talent—either Computer or Art. All students are invited to try out for after-school sports teams (basketball and volleyball).

Literature-based materials—including library books—a listening center with books on tape, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books. Students go to Computer class, and the ESL Teacher also uses computer programs on CD and the Internet. There is a small supply of dual-language books in English and Spanish. Newcomers are assigned a “buddy” for support. Peer tutoring is also implemented, formally in middle school (periods specifically set aside), and informally in elementary. The ESL Teacher differentiates instruction which corresponds to students’ proficiency levels. Visuals, realia, books on tape, and TPR are some of the ESL methods employed. The Foundations reading program is implemented in all Kindergarten classes.

Due to teacher contracts, there are no activities in place for newly enrolled ELL students before the beginning of the school year. However, there is an orientation in June for incoming students and one in August for students entering 6<sup>th</sup> grade.

### Professional Development and Support for School Staff

Staff development takes place on an ongoing basis. General Education staff, as well as ESL staff members, receive training throughout the academic year. The focus is on methodologies that can be implemented on a daily basis in the General Education classroom with an emphasis on teaching through multiple modalities.

### Parental Involvement

PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child’s education. Translated materials are distributed to students and parents in their native languages. PAC meetings are scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher/parent meetings.

Oral translations are provided by the DOE Office of Translation Services and by parent volunteers and school personnel, when appropriate and available. Other translation services are provided through a contracted vendor: LEGAL INTERPRETING SERVICES.

Written translations, as made available by the DOE and where necessary by parent volunteers, are provided. Parents are informed of the availability of translation services and given a request form to complete if these services are needed.

The staff works with the Parent Coordinator to address the needs of parents.

## PART IV: ASSESSMENT ANALYSIS

Newly enrolled students who were administered the LAB-R are all Kindergarten students. Three scored on the Advanced level and one on the Beginner/Intermediate level. Two of the third graders reached proficiency/tested out, and one of the third graders is Intermediate. One sixth-grade student, who is in a Self-Contained Special Education Class, scored at the Intermediate level. There are no second, fourth, fifth or eighth graders this year.

The levels of proficiency for each modality reflect students' grade levels from last year. Three of the students in kindergarten last year scored at the Intermediate and three at the Advanced level for Listening/Speaking. Four were at the Beginner Level, one at Intermediate, and one at Advanced for Reading/Writing. One of the students in second grade last year is at the Advanced level for Listening/Speaking and Intermediate for Reading/Writing. The student who is was in fifth grade last year, and currently in sixth, is in a Self-Contained Special Education Class. He scored at the Intermediate level for both Listening/Speaking and Reading/Writing. The students in sixth grade last year are at the Advanced level for Listening/Speaking and Reading/Writing.

The patters across proficiency levels reveal that students generally score higher in the modalities of Listening and Speaking than in Reading and Writing. Rigorous instruction in these areas will be implemented. To target reading, these students will receive AIS from a certified Reading Teacher. ESL and Classroom teachers will work with ELLs in small groups to target writing deficiencies during the regular school day, as well as during extended day.

The ESL program is essential in providing the necessary instruction for ELLs so that they can understand what is happening in their classrooms. The ESL Teacher aligns grade curriculum to the ESL classroom and reinforces skills learned in the classroom. Congruence meetings take place where the ESL teacher consults with classroom teachers to make them aware of each ELL student's language proficiency and needs, including specific language difficulties, such as language structures and vocabulary.

Decrease in the need for native language support indicates success in attaining proficiency for our ELLs. Results from the NYSESLAT are also an indicator. Three out of the eleven students remaining in the school (two were discharged) have reached proficiency/tested out. Four out of the eleven went up one level, from Intermediate to Advanced. Feedback from classroom teachers is positive, in that the ELL students' performance has steadily improved.

**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-2, 7      Number of Students to be Served: 13      LEP 13      Non-LEP 0

Number of Teachers 1      Other Staff (Specify) None

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

**Title III, Part A LEP Program**

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

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**The ESL instructional program at PS/IS 266 is a Freestanding ESL Program, which is diversified in its instructional approach to meet the needs of all ELL students. Students are leveled by grade. The fourteen ELL students are currently in grades Kindergarten, 1, 2, , and 6. The ESL teacher will have a combination pull-out and push-in program. This model decreases lost instructional time due to student travel to and from the ESL classroom. It also promotes collaboration between the classroom and ESL teacher, who can provide language acquisition and vocabulary support while retaining content instruction time. Beginner and Intermediate students receive 360 minutes of instruction per week, and Advanced students receive 180 minutes weekly. All instruction is in English. ESL instruction is aligned to ESL/ELA Learning Standards. The ESL teacher uses visuals and regalia to support students' understanding of content. Teacher uses charts and other graphic organizers enabling students to understand concepts in manageable chunks. Teacher focuses on language functions and structures, taught within context of lesson. Teacher scaffolds academic language to support students' participation in content areas.**

**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.

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**Teachers will be given professional development throughout the year in best practices in ESL and ELA instruction. Our ESL teacher will be afforded the opportunity to attend ESL/LEP conferences throughout the school year. Students will be given additional ESL instruction during extended day as needed.**

**Form TIII – A (1)(b)**

School: 266

BEDS Code: 342600010266

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$5,500	<b>per session for ESL and General Ed teacher to support ELL students</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$3,500	<b>Translation services for parent/teacher meetings, PTA meetings and translation of parent notices.</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$4,500	<b>Books, curriculum, trade books, books on tape, paper, posters, teacher materials, etc. for instructional purposes</b>
<b>Educational Software (Object Code 199)</b>	\$2,000	<b>language/reading development software for in school instruction</b>
<b>Parent Involvement</b>	\$1,500	<b>Meetings, Translators, workshops</b>
<b>TOTAL</b>	<b>\$17,000</b>	

### **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**

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

**We utilize the information from Home Language Surveys as well as ethnicity information as provided in ATS. In addition, parents are surveyed at the beginning of the school year in regards to what language they would like to receive school notices in.**

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.

**We have found that through parent surveys, the majority of our parents request that school notices be sent home in English, even if this is not the native language of the family. We believe that this is due to the fact that our families are from a higher Social Economic Status and that many of them are not first generation immigrants.**

#### **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 provide translation services for school notices and any necessary written parent communications. If requested, we will also provide translation services for PTA meetings as requested. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor, Legal Interpretation Services.**

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

**We will provide translation services for parent teacher conferences and any parent meetings as needed. If requested, we will also provide translation services for PTA meetings. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor, Legal Interpretation Services.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**In order to ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education, the school will provide translation services for school notices and any necessary written parent communications. If requested, we will also provide translation services for PTA meetings as requested. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor. We will provide translation services for parent teacher conferences and any parent meetings as needed. If requested, we will also provide translation services for PTA meetings. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor. We will also utilize the DOE's Translation and Interpretation Unit within the office for Family Engagement and Advocacy to provide language access support to families and parent leaders.**

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

*All Title I schools must complete this appendix.*

**WE ARE NOT A TITLE I SCHOOL**

**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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

**WE ARE NOT A TITLE I SCHOOL**

# WE ARE NOT A TITLE I SCHOOL

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

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

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

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

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

## 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.

## WE ARE NOT A TITLE I SCHOOL

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

## **WE ARE NOT A TITLE I SCHOOL**

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

# WE ARE NOT A NCLB/SED, CORRECTIVE ACTION OR SINI SCHOOL

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> School Under Registration Review (SURR)

**WE ARE NOT A SURR SCHOOL**

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**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

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<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.

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

– **English Language Learners**

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

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

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

**Our school continued to assess our curriculum and its continued alignment to NYS Learning Standards.**

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?

**Formal and informal teacher observations, school walk-throughs, formal and informal formative and summative student assessments.**

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

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**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.

**Aligning our instructional program to NYS process and content standards. We continually supplement Everyday Math and Impact Math Programs to focus on these necessary areas.**

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?

**Our instructional program is supplemented by programs such as Exemplars to focus on process as well as content standards. Test Sophistication materials are aligned as well. Technology is incorporated through the use of classroom smartboards.**

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.

N/A

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## **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.

**Our school will continue to align our instructional practices to NYS ELA Standards**

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?

**Formal and informal teacher observations, school walk-throughs, formal and informal formative and summative student assessments.**

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.

N/A

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### **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.

**Aligning our instructional program to NYS process and content standards. We continually supplement Everyday Math and Impact Math Programs to focus on these necessary areas.**

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<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.

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?

**Our instructional program is supplemented by programs such as Exemplars to focus on process as well as content standards. Test Sophistication materials are aligned as well.**

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

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### **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.

**Analyzing the staff data of our School Report Card, BEDS Report and CEP's from previous years.**

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

Applicable  Not Applicable

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

**According to the above mentioned data sources, our teacher turn-over rate is not consistent with the auditor's findings. Our turn-over rate is relatively low. In 2007-2008, the turn-over rate was 4%. In 2008-2009, the teacher turn-over rate was 6%.**

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.

N/A

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**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.

**Throughout the 2008-2009 school year, our ESL staff was afforded the opportunity to attend District as well as citywide sponsored professional development offerings in the area of ESL instruction.**

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?

**Based upon our response, we have given our ESL staff the opportunity to participate in relevant professional development sessions and incorporate best practice findings into our ESL program.**

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

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

**We assessed the tools by which ELL’s academic progress were measured as well as how this data was shared with the necessary staff members.**

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?

**Based upon our assessment, we found that relevant data of ELL’s progress is shared with the necessary staff members in a timely matter. The data is assessed and instructional strategies are developed based upon the demonstrated needs of the students.**

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

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**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.

**Our school assessed the needs of the staff members in the area of special education based upon needs assessment surveys as well as demonstrated through team meeting discussions and informal teacher observations. Teachers requested professional development in the areas of understanding student disabilities, instructional and behavioral interventions, IEP writing and accommodations/modifications.**

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?

**Based upon the tools mentioned in our response to Question 6.2, we developed professional development sessions for the 2009-2010 school year that would address the most prevalent needs.**

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.

N/A

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### **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.

**During Pupil Personnel Committee meetings as well as Educational Planning Committee meetings, we focused on the relevance of student modifications and the tools used to measure the necessity of such modifications. We also studied practicality of such modifications being implemented in the classroom setting. Educational goals and objectives were monitored and revised for instructional continuity. We included behavioral plans for any students that presented behavioral issues that did not have behavioral plans already included on their IEP's.**

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?

**Student modifications incorporated into the classroom environment, Educational goals and objectives revised for continuity of instruction, behavioral plans that that address student needs.**

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.

N/A

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

**We do not have students in temporary housing.**

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

**We are not a Title I school and do not have 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.

