



GOLDIE MAPLE ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: GOLDIE MAPLE ACADEMY
ADDRESS: 365 BEACH 56 STREET, QUEENS, NY, 11692
TELEPHONE: 718-945-3300
FAX: 718-945-3303

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q333 **SCHOOL NAME:** Goldie Maple Academy

SCHOOL ADDRESS: 365 BEACH 56 STREET, QUEENS, NY, 11692

SCHOOL TELEPHONE: 718-945-3300 **FAX:** 718-945-3303

SCHOOL CONTACT PERSON: Angela Logan **EMAIL ADDRESS:** ALogan@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Shirnette Bishop

PRINCIPAL: Angela Logan

UFT CHAPTER LEADER: Faith Mack

PARENTS' ASSOCIATION PRESIDENT: Claudia John

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Blaize, Joseph

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Angela Logan	Principal	Electronic Signature Approved.
Beverly Edouard	Admin/CSA	Electronic Signature Approved.
faith mack	UFT Chapter Leader	Electronic Signature Approved.
melissa compson	UFT Member	Electronic Signature Approved.
shirnette bishop	UFT Member	Electronic Signature Approved.
Tonyia DosSantos	Parent	Comments: I am approving for the parent
Vityshia Wingate	Parent	Comments: I am approving for the parent
Ayesha Saunders	Parent	Comments: I am approving for the parent
Nefratia Altamirano	Parent	Comments: I am approving for the parent
Claudia John	Parent	Comments: I am approving for the parent
Anika Collins	Parent	Comments: I am approving for the parent
Eileen Piccione	UFT Member	Comments: I am approving for the teacher

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our school, Goldie Maple Academy is located in the Arverne section of the Queens, New York. This pre-kindergarten to seventh grade school serves a population of approximately 537 students from culturally diverse backgrounds. The school is a non zoned school. All students except pre kindergarten, gifted and talented and special education students must go through an application process before considered for admission. The school building is a well-kept, modern building where pride in the students' accomplishments is evident in the prominently displayed student work. The instructional program of the Goldie Maple Academy is Core Knowledge, a nationally recognized research-based school reform model, which advocates a curriculum that is designed to present a coherent sequence of skills and knowledge that build cumulatively year by year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps. Grade-by-grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a shared core of knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of early childhood students lacking basic skills in both reading and mathematics; increasing written expression in all students; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development and implementation of effective strategies for implementing Core Knowledge in the New York City Balanced Literacy Program. Thus, Goldie Maple Academy's Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plan to address the needs of our students with an emphasis on focused interventions for the all students specifically early childhood and gifted students. Technology is infused into all curricular areas through the use of in-classroom computers, a mobile laptop lab, and a state-of-the-art Library Media Center. Each student has access to their individual laptops that are wireless which allows the student to conduct research based learning in all areas of the. A computer lab is used to increase professional development opportunities for staff as well as whole group instruction for all students. Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in all content areas. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all early childhood students deemed to be at risk will receive appropriately targeted services. The school will be implementing the following Academic Intervention Services for all students : after school tutoring, homework helpers, and Saturday Instruction.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Goldie Maple Academy				
District:	27	DBN #:	27Q333	School BEDS Code #:	27Q333

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

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	68	50	48		91.7	94.5	95.7
Kindergarten	55	82	64				
Grade 1	57	52	77				
Grade 2	50	64	62	Student Stability: - % of Enrollment (As of June 30)	2006-07	2007-08	2008-09
Grade 3	18	60	63		90.4	96.0	94.53
Grade 4	29	19	62				
Grade 5	0	33	21	Poverty Rate: - % of Enrollment:			
Grade 6	0	0	29	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			90.4	96.0
Grade 8	1	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	0	2
Grade 12	0	0	0				
Ungraded	1	3	3	Recent Immigrants: - Total Number			
Total	279	363	429	(As of October 31)	2006-07	2007-08	2008-09
					0.0	0.0	0

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

# in Self-Contained Classes	21	23	27				
# in Collaborative Team Teaching (CTT) Classes	6	3	6	Principal Suspensions	15	21	TBD
Number all others	1	3	2	Superintendent Suspensions	4	3	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	1	0	0	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	0	0	(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	20	29	29
				Number of Administrators and Other Professionals	4	6	9
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	5	4
	1	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	96.6	100.0
American Indian or Alaska Native	1.1	0.6	0.7	Percent more than two years teaching in this school	0.0	3.4	58.6
Black or African American	81.0	81.8	79.5	Percent more than five years teaching anywhere	55.0	41.4	51.7
Hispanic or Latino	15.8	14.9	15.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.9	2.8	Percent Masters Degree or higher	75.0	72.0	79.0
White	0.7	0.8	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.1	95.7	91.7
Multi-racial							
Male	48.0	46.0	45.7				
Female	52.0	54.0	54.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White							
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		3	3	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	69.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	15.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	24.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>Parent Involvement</p> <p>Goal: Provide support and resources to the school for the benefit and educational growth of the children and develop parent leadership as well as build a greater capacity for parent involvement and participation on all levels. To continually encourage parent engagement and provide opportunities for training and growth to foster active participation in decision making and school governance.</p>	<p>Description of Proposed Parent Involvement Program: <i>(Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.)</i></p> <p>The School Leadership Team will hold implementation progress meetings throughout the year. Progress will be reported to parents at parent association meetings at which time input will be gathered. Input will also be gathered through informal parent/student surveys. The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.</p> <p>Training for parents and community members will include:</p> <ul style="list-style-type: none"> · Support for parents' understanding of, and participation in instructional initiatives · Parent literacy development/ basic education (GED and ESL classes, computer classes, etc.) · <i>Learning Leaders</i> Parent Volunteer Program · Support for increased parent participation on the School Leadership Team and subcommittees · Family support resources in the community in the areas of career development, health, social services, etc.
<p>STUDENT SUPPORT SERVICES</p> <p>Goal : The Goldie Maple Academy will be in compliance with all DOE, NYS and Federal review mandates on student support services. The Goldie Maple Academy will provide a comprehensive network of student</p>	<p>Description of Proposed Program for the Delivery of Student Support Services:</p> <ul style="list-style-type: none"> · A family worker will be assigned to work with families and students on long and short tem attendance intervention strategies. Individual attention to family needs will increase student attendance and thus ,

<p>support services in order to meet the affective needs of the students and families it serves so as to encourage and promote academic success.</p> <p>Objectives: By June 2010, PPT's (Pupil Personnel Teams), Individualized Educational Planning Teams (IEP), guidance counselors and related service agency providers (ASPECTS, etc.) in the Goldie Maple Academy will identify, address and implement strategies to promote student achievement for the 2010 school year. By regularly specified dates the Goldie Maple Academy will monitor student performance to determine the need and nature of Academic Intervention Services in relation to specified criteria, i.e., A-501, attendance, 407's, 504's and other compliance matters.</p>	<p>performance.</p> <ul style="list-style-type: none"> A Pupil Personnel Team made up of representatives of Administration, teaching staff, Student Support Services providers, Guidance Counselors and a Mental Health On-Site provider will meet weekly the Student Support Services needs of individual or group of students. Coordinate and plan for prevention and intervention programs and refer students for services as needed. <p>The I.E.P. (Individual Education Program) Teacher offers coverage to teachers attending the E.P.C. initials or triennials with parents. As mandated by the I.E.P. the I.E.P. teacher provides Special Education Support Services in core curriculum in a separate location once a day, every day.</p> <p>.Students At Risk receive a ten week cycle intervention to remediate academic needs before referrals to Committee on Special Education or other intervention is considered at the P.P.Team weekly conference.</p> <ul style="list-style-type: none"> School Safety Committee will conduct an annual school safety assessment and review school safety plan. Members include Principal, teachers, deans, school safety agents representatives of the 101st Pct. And custodial Engineer. Anti Bullying program " Don't Laugh At Me"...will utilize teachers, guidance counselor and deans in Peer mediation and strategies to promote harmony and showcase positive attitudes. Music, dance audio-Visuals are designed age appropriately to instruct and model communication in verbal and non-verbal manner...
<p>SECTION O: Other Identified Areas-</p> <p>Goal: Goldie Maple Academy / Network Team will continually self assess the instructional and interventional program and utilize the findings for strengthening the educational program and ensuring success of our students.</p> <p>Individual students' academic needs will be met. Continuous progress will be monitored through student work samples and other data.</p>	<p>Description of Proposed Strategy/Program:</p> <p>Student can evaluate own work and can communicate areas of strength and weakness; parents are informed of student progress. This will be measured by parent conference attendance records and parent feedback. Student achievement and behavior will improve as students see proficient models of work and receive positive reinforcement through posting of their work. This will be measured by an increase in proficient work to be posted</p>

<p>Science: All students in Goldie Maple Academy will meet and/or exceed their respective Performance Standards through a seamless and unified curriculum.</p>	<p>By June 2010, P.S.333Q will achieve the noted NYS Annual Measurable Objective (AMO) for year 2009-2010 for Grade 4 students, and ensure that all other students will score at or above Performance Level 2 on the NYS Standardized Science Assessment. All students are expected to meet or exceed classroom and grade standards in Science. For those students not attaining the standard benchmark, an Academic Intervention Plan will be developed and implemented.</p>
<p>ELA All students in Goldie Maple Academy/Network Team will meet and/or exceed their respective ELA performance Standards through a seamless and unified curriculum.</p> <p>Objectives: By June 2010 at least 90% of students in grades 3 – 5 will achieve levels 3 or above on the New York State ELA test. By June 2010 at least 90% of students in grades K-2 will achieve benchmark proficiency levels on the New York City ECLAS 2 assessment</p>	<p>Implement Core Knowledge Curriculum and Balanced Literacy Components. Align Core Knowledge curriculum with Balanced Literacy Prototype providing writing and research activities that will broaden the student knowledge base. Increasing the number of students that score Level 3 and 4 on City and State examination Program all classes for maximum 20 students to maintain small class ratio. Identify at risk students and provide remedial instructional opportunities after school and during school.</p>
<p>Math: All students in Goldie Maple Academy/Network team will meet and/or exceed their respective Mathematics Performance Standards through a seamless and unified curriculum.</p> <p>By June 2010 at least 90% of students in grades 3 – 7 will achieve levels 3 or above on the New York State Mathematics test.</p>	<p>Implement Network Team Mathematics Prototype . Create Coach or <i>Every Day Mathematics</i> lessons aligned with pacing calendar . Provide students with mathematical research projects that incorporate technology . Program all students for at least 90 minutes of mathematics per day . Program all classes for 20 students maximum to maintain small class size ratio . Identify at risk students and provide instruction during, after school, and Saturday program. Purchase new text books to implement <i>Coach/Everyday Mathematics</i> in all classes . Improved student achievement and increased scores as evidenced by <i>Coach/Everyday Mathematics</i> Unit test mastery . Increase of student performance in mathematics in general and special education students . Administer pre test and post test at the beginning and ending of each unit . Create interdisciplinary projects related to mathematics</p>
<p>Social Studies: All students in Goldie Maple Academy/Network Team will meet and/or exceed their respective Social Studies performance Standards through a seamless and unified curriculum. Objectives: By June 2010 at least 90% of students in grade 5 will achieve levels 3 or above on the New York State Social Studies test.</p>	<p>Creating units that are aligned with the Core Knowledge curriculum and New York State Standards. Student writing samples and project based activities . Incorporate document based project into all first, second, third, fourth, and fifth, sixth and seventh grade social studies classes . Align social studies topics with instructional trips.</p>
<p>Foreign Language: : All students in Goldie Maple Academy/District 27Q, will meet</p>	<p>Measure how well students perform in listening, speaking, reading, and writing.</p>

<p>and/exceed their respective Spanish Performance Standards through a seamless and unified curriculum. All gifted and talented students will receive Spanish instruction.</p> <p>Objective: By June 2010, grades 6 and 7, will achieve or surpass the noted measurable objectives in preparation for the 8th grade regents examination at or above performance level 2 on State Education Department exam.</p>	<ul style="list-style-type: none"> • Have clear and concise criteria. • Include instruments that provide representative samples of what students know and are able to do. • Integrate listening, speaking, reading, and writing skills. • Include a wide range of strategies that allow for a variety of responses. • Provide students and parents or guardians with ongoing information on the students' progress. • Allow students to monitor and adjust their individual learning.
<p>Technology: Goldie Maple /Network Team will assure that all instructional staff and students have frequent opportunities to use technology support in the instructional program.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • By June 2010, all pedagogical and administrative staff at Goldie Maple Academy/Network Team will have the opportunity to participate in Professional Development Activities and support involving the instructional use of technology • By June 2010, approximately 90% of teachers will be integrating technology into classroom teaching and learning 	<p>Description of Proposed Strategies for the Integration of Instructional and Informational Technologies:</p> <ul style="list-style-type: none"> • Provide access to technology in classrooms and lab • Creating multidisciplinary activities that incorporate technology into research project • Training staff on components on Balanced Literacy • Training staff on Four Square Writing Model • Collaborating with teachers to create monthly interdisciplinary units • Establishing teacher portfolios that exhibit best practice materials • Familiarizing staff with technology while identifying ways to incorporate computers into core subject promoting teachers centered workshops • Ensure all current technology is in working condition.
<p>The Arts</p> <p>Goal: Goldie Maple Academy/Network Team will implement diverse integrated interdisciplinary arts programs through a variety of instructional and cultural initiatives for all students.</p>	<p>Description of Proposed Instructional Strategies for the Arts</p> <p>The school's arts program (visual arts, music, theater and dance) will:</p> <ul style="list-style-type: none"> • Implement the New York State Learning Standards for the Arts to guide project-based, theme-based and performance-oriented instruction. • Incorporate Project ARTS (Arts Restoration Throughout the Schools) and arts education into the core curriculum • Promote mathematics and literacy-based skills into arts education. • Develop lessons/aims or topics that will enable students to meet or exceed grade level and developmentally appropriate benchmarks in the arts. • Integrate art making, literacy, academic connections, community and cultural resources, and career and life-long learning into the core curriculum. • Coordinate and participate in, school based,

	<p>regional and citywide arts festivals.</p> <ul style="list-style-type: none"> • Hire consultants from art, dance, music and theater organization for in service instruction
<p>Physical Education Goal: Goldie Maple Academy/Network Team will implement diverse integrated interdisciplinary physical education programs through a variety of instructional and cultural initiatives for all students.</p> <p>By June 2010 , all students of Goldie Maple Academy will participate one or more specific Physical Education activity.</p> <p>By June 2010, all the students of Goldie Maple Academy participate in Fine Arts Festival to include dance, sports and games.</p> <p>To educate, challenge and encourage all young people in the knowledge , skills and attitudes for a healthy fit life.</p>	<p>Description of Proposed Instructional Strategies for Physical/Health Education: Align physical education needs with Core Knowledge topics for each grade . Provide after school Elementary Sports Program to compliment the instructional activities in the Day School program. Field trips that enrich the Physical and Health Education Curriculum, organize Track and Field Days, Dance and Step culminating activities .</p>
<p>Enrichment Goal: By June 2010, all students of the Goldie Maple Academy will be provided with an enrichment opportunity that will expand their knowledge base, explore their unique talents and skills and develop an appreciation for project based learning.</p> <p>Objectives: By June 2010, all students including ELLs and students with disabilities will participate in at least one enrichment experience in each subject area.</p>	<p>Description of Proposed Strategies for Enrichment: Creation of an Enrichment Club to support accelerating students. Creation of a Homework Club to support. Pull out program for specific projects. Guest Speakers. Whole class experiences to travel participate and observe cultural events, shows and historic events. Inter-visitations to other schools or classes .</p>

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :**

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Parent Involvement Goal:</p> <p>Provide support and resources to the school for the benefit and educational growth of the children and develop parent leadership as well as build a greater capacity for parent involvement and participation on all levels. To continually encourage parent engagement and provide opportunities for training and growth to foster active participation in decision making and school governance.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Parents will create and implement educational and social programs designed to enrich the knowledge of the parent body as well as foster good working relations between parents, teachers, students and within the community.</p> <p>Identify consultant to provide training to parent members</p> <p>Determine schedule for all parents to meet</p> <p>Determine topic/activities that need to be discussed</p> <p>Parent literacy development/ basic education (GED and ESL classes, computer classes, etc.)</p> <p>Learning Leaders</p> <p>Parent Volunteer Program</p>

	<p>Support for increased parent participation on the School Leadership Team and subcommittees</p> <p>Family support resources in the community in the areas of career development, health, social services, etc. Beginning Date: September 2009 Frequency: Five days per week</p> <p>Duration: daily Parent workshops to assist with the development of the CEP</p> <p>Avid parent participation in the development of the CEP</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Ongoing monthly training and professional development to enhance the knowledge base of parents that will ultimately impact the community development. SLT members, PA Association, Administrators, Teachers, CBO's and parents</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly events and activities</p> <p>Resources: SLT, PA Association, CBO's, administrators, Parents and Parent Coordinator</p> <p>Cost: 300 stipend per SLT member; 85,000 CBO fee; 90,000 per administrator</p> <p>Funding Source: Tax Levy, SWP, Title 1 and Parent Coordinator</p>

**Subject Area
(where relevant) :**

Student Support Services

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>STUDENT SUPPORT SERVICES</p> <p>Goal : The Goldie Maple Academy will be in compliance with all DOE, NYS and Federal review mandates on student support services. The Goldie Maple Academy will provide a comprehensive network of student support services in order to meet the affective needs of the students and families it serves so as to encourage and promote academic success. Objectives: By June 2010, PPT's (Pupil Personnel Teams), Individualized Educational Planning Teams (IEP), guidance counselors and related service agency providers (ASPECTS, etc.) in the Goldie Maple Academy will identify, address and implement strategies to promote student achievement for the 2010 school year. By regularly specified dates the Goldie Maple Academy will monitor student performance to determine the need and nature of Academic Intervention</p>
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	Services in relation to specified criteria, i.e., A-501, attendance, 407's, 504's and pther compliance matters.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All grade students</p> <p>Improve communication between home and school;</p> <p>Create parent room to provide greater outreach to parent</p> <p>Monthly meetings of attendance committee</p> <p>Award assemblies to celebrate excellent attendance</p> <p>Inclusion model in grade 1 Alternative to suspense program</p> <p>Counseling service provides by CBO's</p> <p>Conduct study groups with attendance personnel to review e data</p> <p>Inform staff regarding PPT meetings</p> <p>Create procedure for reporting PPT finding to appropriate personnel (student's teachers, guidance counselors and parents)</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Start Date: September 2009Frequency: five days per week</p> <p>Duration: 90 minutes per day Resources: Teachers, Administrators, Parent Coordinator, SBST personnel, Family Workers</p> <p>Cost: 55,000 per teacher; 90,000 per administrator, 30,000 per parent coordinator, 26,000 per family worker and 75,000 per school psychologist</p> <p>Funding Sources: Tax Levy, Coach Allocation, Title 1, Class Size Reduction, AIS</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Improved attendance and punctuality</p> <p>Less referrals to special education</p> <p>Decrease in suspension /incidents SBST, AIDP Personnel, Parent Coordinator, CBO's Administrators and Teachers</p>
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Subject Area
(where relevant) :

Other identified Areas

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>SECTION O: Other Identified Areas-Goal: GoldieMaple Academy/ Network Team will continually self assess the instructional and interventional program and utilize the findings for strengthening the educational program and ensuring success of our students.</p> <p>Individual students' academic needs will be met. Continuous progress will be monitored through student work samples and other data.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>By November 2005 , Goldie Maple Academy / Network Team will conduct a PASS Review to ensure full implementation of this CEP and that the Instructional program supports high academic achievement</p> <p>By June 2006 , Goldie Maple Academy /Network Team will be in compliance with reviews by appropriate agencies to insure that all programs support achievement.</p> <p>Faculty meetings and common planning times will be utilized to track student progress.</p> <p>Open responses, on-demand writing, portfolio writing and other student work samples, in order to identify and address areas of concern in individual students.</p> <p>Student-led conferences will be practiced at least bi-annually.</p> <p>A variety of authentic student work, along with rubrics and core content, will be displayed in the classrooms and throughout the school. Student work will be posted for a maximum of 2 weeks.</p> <p>Weekly study groups will be devoted to examining student work , reviewing data and classroom assessment results. Discussions will include , but not be limited to , interdisciplinary</p>

	instruction , use of library etc..
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area
(where relevant) :**

Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Science: All students in Goldie Maple Academy will meet and/or exceed their respective Performance Standards through a seamless and unified curriculum.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>All Kindergarten – 7th grade students</p> <ul style="list-style-type: none"> · Creating theme based units that are aligned with the Core Knowledge Curriculum and State Standards · Providing the student with opportunities to explore and research science materials through the internet · Conduct monthly science experiments to broaden the students level of understanding

	<ul style="list-style-type: none"> Creating a School wide science fair that is incorporates technology, writing and mathematical reasoning skills Provide professional development opportunities for classroom teachers to incorporate New York State Core Curriculum in Science Provide forum for oral presentations such as science fairs and assembly programs Principal, Assistant Principal, all Teachers, Core Knowledge Coordinator
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Resources: All Teachers, Assistant Principal, Principal, Literacy Coach, Cost: 55,000 per teacher; 90,000 per administrator, per session equipment and supplies Funding Sources: Tax Levy, Title 1, Class Size Reduction, AIS and Small Learning Communities Grant
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Start Date: September 2009 Frequency: Two-Three days per week Duration: 45 minutes per day Monthly assessment of science writing samples, portfolio entries and research projects Science fair participation of all classes Increase in the number of students achieving New York State Standards in science on the all grade levels Kindergarten – 7th grade

**Subject Area
(where relevant) :**

ELA

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	ELA All students in Goldie Maple Academy/Network Team will meet and/or exceed their respective ELA performance Standards through a seamless and unified curriculum. Objectives: By June 2010 at least 90% of students in grades 3 – 5 will achieve levels 3 or above on the New York State ELA test. By June 2010 at least 90% of students in grades K-2 will achieve benchmark proficiency levels
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	on the New York City ECLAS 2 assessment
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>To implement an extended day program for literacy, as part of our comprehensive program for the provision of Academic Intervention Services, that will result in a minimum 15% increase in the number of 3rd, 4th, 5th, 6th, and 7th graders scoring below grade level.</p> <p>Identified students in general education, special education students.</p> <p>Theme-based instruction, aligned with State and City standards, will provide opportunities for social interaction, observation, questioning, reflecting and drawing conclusions. The after-school program will be aligned with the regular school day program. Experiences will be planned that will engage students in speaking, listening, questioning, reading and writing. Home/school sharing of ideas, strategies and materials will allow for reinforcement of concepts learned in school. The AP and Grade Leaders will work out alignment issues. The ELA, Math and Science Teachers will collaborate on theme-based instruction. The Parent Coordinator, in consultation with the Parents' Association President, will develop a plan for home/school sharing of ideas. Assistant Principal, ELA, Math, and Science Teachers, Parent Coord</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Resources: 1-2 teachers per grade, 1 administrator, materials</p> <p>Cost: \$ 50,000 Funding Sources: Tax Levy, Title I</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Start Date: Week beginning September 27, 2009 Frequency: Five days per week – M-Th and Sat.</p> <p>Duration: Two hours per day – from 3:00 P.M. – 5:00 P.M. 9:00 A.M. – 1:00 P.M. Minimum 15% increase in the percentage of all graders scoring at or above Level 3 on the ECLAS and EPAL Assessment administered in Spring 2010. Evidence of growth in reading – fluency, stamina, vocabulary, range of genre, quality of reader response, as measured by ongoing teacher assessment. Evidence of growth in writing – length of piece, skilled use of language conventions, variety in genre, increasing independence as a writer, achievement of personal goals as per writing survey, as measured by a quarterly review of student portfolios.</p>

Subject Area
(where relevant) :

Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Math: All students in Goldie Maple Academy/Network team will meet and/or exceed their respective Mathematics Performance Standards through a seamless and unified curriculum.</p> <p>By June 2010 at least 90% of students in grades 3 – 7 will achieve levels 3 or above on the New York State Mathematics test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By June 2010 at least 90% of students in grades 3 – 7 will achieve levels 3 or above on the New York State Mathematics test and 98% of students in grades K – 2 will meet or exceed the New York State Standards in Mathematics.</p> <p>All studentsk-2,3-7 Implement Network Team Mathematics Prototype</p> <p>Create Interdisciplinary lessons aligned with pacing calendar and monthly thematic units</p> <p>Provide students with mathematical research projects that incorporate technology</p> <p>Program all students for at least 90 minutes of mathematics per day</p> <p>Maintain small class size ratio of no more than 20 students per class</p> <p>Provide after school, before school and Saturday instruction for students not meeting academic standards.</p> <p>Use Coach and Everyday Mathematics Curriculum as a basis for instruction</p> <p>Conduct study groups to review and assess data to determine direction of instruction Start Date: September 2009Frequency: five days per week</p> <p>Duration: 90 minutes per day</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: All teachers, Principal, Assistant Principal</p> <p>Cost: 55,000 per teacher, 90,000 per assistant principal, textbooks 7,500, materials manipulatives 3,000 and 75,000 per coach</p> <p>Funding Sources: Tax Levy, Title I, class size reduction, NYSTL, Special needs funding and SWP</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increase the number of students achieving state and city benchmarks in the area of mathematics,</p> <p>Evidence of implementation will be determined through growth on State and City interim examinations, Assessment tools: Coach, Everyday Mathematics Unit Assessments and Quarterly Assessments, New York State Mathematics Exam</p> <p>Principal, Assistant Principal, all teachers</p>
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**Subject Area
(where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Social Studies: All students in Goldie Maple Academy/Network Team will meet and/or exceed their respective Social Studies performance Standards through a seamless and unified curriculum.</p> <p>Objectives: By June 2010 at least 90% of students in grade 5 will achieve levels 3 or above on the New York State Social Studies test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All Kindergarten – 5th grade students</p> <ul style="list-style-type: none"> • Creating units that are aligned with the Core Knowledge Curriculum and New York State Social Studies Standards <ul style="list-style-type: none"> • o Student writing samples and project based activities • o Technology serving as source for information • o Guest speakers as primary sources • o Interdisciplinary instruction aligned with State Standards and monthly thematic units • Thematic trips for instructional curriculum enrichment
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Start Date: September 2009 Frequency: Two-Three days per week</p> <p>Duration: 45 minutes per day Resources: Early childhood Teachers, AIS Teacher, Literacy Coach, Administrators</p> <p>Cost: 55,000 per teacher; 90,000 per administrator and 75,000 per coach</p>

	Funding Sources: Tax Levy, Coach Allocation, Title 1, Class Size Reduction, AIS
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Monthly Current Events discussions. Increase in Social Studies accountable talk in whole class and small group. Unit assessments aligned with Core Knowledge Curriculum Community Outreach Program in grades 3 – 5 Principal, Assistant Principal, all Teachers

Subject Area
(where relevant) :

Foreign Language

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Foreign Language:: All students in Goldie Maple Academy/District 27Q, will meet and/exceed their respective Spanish Performance Standards through a seamless and unified curriculum. All gifted and talented students will receive Spanish instruction. Objective: By June 2010, grades 6 and 7, will achieve or surpass the noted measurable objectives in preparation for the 8th grade regents examination at or above performance level 2 on State Education Department exam.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	All Kindergarten – 7th grade students <ul style="list-style-type: none"> · Creating theme based units that are aligned with the Core Knowledge Curriculum and State Standards · Providing the student with opportunities to explore and research spanish materials through the internet · Conduct monthly spanish projects to broaden the students level of understanding that incorporates technology, writing and reasoning skills · Provide professional development opportunities for classroom teacher to incorporate New

	<p>York State Core Curriculum in Spanish</p> <p>Provide forum for oral presentations such as assembly programs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Start Date: September 2009 Frequency: One-Two days per week Duration: 45-90 minutes per day</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Resources: All Teachers, Assistant Principal, Principal, Foreign Language Teacher, Cost: 55,000 per teacher; 90,000 per administrator, per session equipment and supplies Funding Sources: Tax Levy, Title 1, Class Size Reduction, AIS and Small Learning Communities Grant Monthly assessment of Spanish writing samples, portfolio entries and research projects Increase in the number of students achieving New York State Regents Standards in Spanish on the all grade levels Kindergarten – 7th grade Principal, Assistant Principal, Spanish Teacher, Core Knowledge Coordinator</p>

**Subject Area
(where relevant) :**

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Technology: Goldie Maple /Network Team will assure that all instructional staff and students have frequent opportunities to use technology support in the instructional program.</p> <p>Objectives:</p> <p>By June 2010, all pedagogical and administrative staff at Goldie Maple Academy/Network Team will have the opportunity to participate in Professional Development Activities and support involving the instructional use of technology</p> <p>By June 2010, approximately 90% of teachers will be integrating technology into classroom teaching and learning</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students, Staff of Goldie Maple academy / Network Team Provide access to technology in classrooms and lab</p> <p>Provide professional development opportunities for staff that focuses in incorporating technology into classroom activities</p> <p>Creating multidisciplinary activities that incorporate technology into research project</p> <p>Training staff on components on Balanced LiteracyT</p> <p>raining staff on Four Square Writing Model</p> <p>Collaborating with teachers to create monthly interdisciplinary thematic units</p> <p>Establishing teacher portfolios that exhibit best practice materials</p> <p>Training staff to implement Mathematics Instructional Program effectively</p> <p>Familiarizing staff with technology while identifying ways to incorporate computers into core subject</p> <p>Promoting teachers centered workshops</p> <p>Start Date: September 2009 Frequency: five days per week for classroom instructional component; weekly for professional development component</p> <p>Duration: daily</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Administrators, Teachers, computers and technical equipment</p> <p>Cost: 55, 000 per teacher, 90,000 per administrator 20,000 for equipment/computers</p> <p>Funding Source: Tax Levy, Small Learning Communities Grant</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Increase in staff computer usage</p> <p>Technology Increase in output of student computerized reports</p> <p>Students and teacher creating Multimedia presentation Principal, Assistant Principals, Teachers, Core Knowledge Coordinator</p>
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**Subject Area
(where relevant) :**

The ARTS

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>The Arts</p> <p>Goal: Goldie Maple Academy/Network Team will implement diverse integrated interdisciplinary arts programs through a variety of instructional and cultural initiatives for all students.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>All students</p> <p>Creating an environment that is conducive to the arts</p> <p>Provide the necessary training to create interdisciplinary project</p> <p>Create quality partnerships with artistic institutions</p> <p>Incorporate teaching artist into daily class instruction</p> <p>Identify monthly culturally related class/grade trips related to thematic unit</p> <p>Select Consultant to provide services to all students including special needs and ELL students</p> <p>Notify all staff regarding Region and city arts contest and festivals</p> <p>Creating interdisciplinary units with an arts component</p> <p>Providing materials and supplies needed to created arts projects</p>

	<p>Sponsoring trips to cultural events</p> <p>Identify consultant to provide arts instruction related to monthly thematic units</p> <p>Create monthly assemblies to display arts projects, perform musical and theatrical productions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Start Date: September 2009 Frequency: 1-2 days per week</p> <p>Duration: 42 minutes per day</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Resources: All Core Subject Teachers, Arts Teacher, Core Knowledge Coordinator, Administrators</p> <p>Cost: 55,000 per teacher; 90,000 per administrator, 75,000 per coach, consultants fee 25,000 and 406 for supplies</p> <p>Funding Sources: Tax Levy, Coach Allocation, Title 1, Project Arts Funding.</p> <p>Monthly assessment of project</p> <p>Crate art gallery to display exemplary work</p> <p>Assemblies during Spring/Fall concerts</p> <p>Music Festivals</p>

**Subject Area
(where relevant) :**

Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Physical Education Goal: Goldie Maple Academy/Network Team will implement diverse integrated interdisciplinary physical education programs through a variety of instructional and cultural initiatives for all students. By June 2010, all students of Goldie Maple Academy will participate one or more specific Physical Education activity.</p>
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	<p>By June 2010, all the students of Goldie Maple Academy participate in Fine Arts Festival to include dance, sports and games.</p> <p>To educate, challenge and encourage all young people in the knowledge ,skills and attitudes for a healthy fit life.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students</p> <ul style="list-style-type: none"> - Implement the New York State Learning Standards for the Physical/Health Education to guide unit based and performance-oriented instruction. - Incorporate Health education into the core curriculum - Incorporate mathematics and literacy-based skills into Physical/Health education.- Develop lessons/aims or topics that will enable students to meet or exceed grade level and developmentally appropriate benchmarks in Physical/Health Education. . - Coordinate and participate in, school based, regional and citywide field activities- After school Physical/Health education clubs. - Instructional trips that coincide with the Physical/Health Education New York State Standards. - Align physical education needs to our Core Knowledge Curriculum- Implement Differentiated instruction to meet the needs of all students
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Physical/Health Education Teacher, Administrators</p> <p>Cost: 55,000 per teacher; 90,000 per administrator,</p> <p>Funding Sources: Tax Levy, Coach Allocation, Title 1, Class Size Reduction, AIS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increase the number of students achieving at or above grade level on the New York State physical/health education standards.</p> <p>Increase accountable talk about the physical/health education units and how they relate to the core Curriculum.</p> <p>Increase the number of students who are able to achieve at or above grade level in</p>

	performance based activities.
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**Subject Area
(where relevant) :**

Enrichment Goals

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Enrichment Goal: By June 2010, all students of the Goldie Maple Academy will be provided with an enrichment opportunity that will expand their knowledge base, explore their unique talents and skills and develop an appreciation for project based learning.</p> <p>Objectives: By June 2010, all students including ELLs and students with disabilities will participate in at least one enrichment experience in each subject area.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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	74	74	N/A	N/A				
1	78	78	N/A	N/A	10	1	1	
2	69	69	N/A	N/A	8			
3	46	46	N/A	N/A				
4	51	51	2	10	11	1	1	
5	36	36	7	5	3			
6	20	20	5	2				
7	30	30	5	2				
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Early morning, after school instruction, one to one tutoring, small group pull out instruction. Beginning September 2009 - June 2010. Early morning start time gives students more "time on task".</p> <p>Reduced Class size</p> <p>Small group instruction</p> <p>Computer assisted lab instruction.</p> <p>Remedial Literacy instruction for identified students-daily during the day and after school. After school sessions meet twice a week for two hrs. per session 3:00 PM - 5:00 PM. One to one tutoring occurs during the day and small group pull out instruction is 3x per week during the day.</p> <p>Monthly assessments to determine direction of instruction. Acuity, Core Knowledge, Options and Coach materials are used.</p> <p>Skill driven literacy instruction for identified students – daily during the day and after school. Small teacher student ratio</p> <p>Reduced student teacher ration enabling small group and individualized, differentiated instruction.</p>
Mathematics:	<p>Early morning, after school instruction, one to one tutoring, Saturday instruction and small group pull out instruction. Beginning September 2009 - June 2010.</p> <p>After school meets twice per week from 3:00 PM - 5:00 PM. Saturday session is from 9:00 AM - 1:00 PM. One to on tutoring is weekly during the day and and small group pull out occurs 3x per week during the day.</p> <p>Instruction based in assessed needs for targeted instruction that is skills based, using Acuity, Coach, Options and teacher made materials.</p>

<p>Science:</p>	<p>After school, one to one tutoring, small group pull out and Saturday instruction for identified students beginning September 2009 - June 2010.</p> <p>After school tutoring is twice per week from 3:00 PM - 5:00 PM. Saturday session is from 9:00 AM - 1:00 PM. One to one tutoring is weekly during the day and small group pull out instruction occurs 3x per week during the day.</p> <p>Skills based and Lab (hands on) approach using FOSS, DSM, Delta and Coach Science materials and activities.</p>
<p>Social Studies:</p>	<p>Early morning, after school, one to one tutoring, small group, pull out instruction, and Saturday instruction for identified students. Early morning provides students with more "time on task" and all sessions reflect reduced teacher/ student ratios. Beginning September 2009 - June 2010.</p> <p>After school meets twice per week from 3:00 PM to 5:00 PM. Saturday session is from 9:00 AM - 1:00 PM. One to one tutoring is weekly during the day and small group pull out occurs 3x per week during the day.</p> <p>All sessions are skills based, as well as, using the inquiry driven model. Materials used are Core Knowledge, and DBQ scaffolding format.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>ERSSA provider facilitates students and/or groups. On-going support/counseling sessions for "at risk" students identified with social/emotional issues interfering with school performance; provide information, support and direction for staff and parents concerning procedures and processes for evaluation of "at risk" students Offer referral services to community agencies and coordinate the services to apply to improved personal/social/academic functioning. Sessions vary based on individual student needs. Program begins in September 2009 - June 2010.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>IN class support Push in model. Provide assistance for students at risk. Conducts sessions with teacher to discuss alternative behavior strategies that could reincorporate into the class. Work one to one with students in class to discuss positive behavior choices. Frequency: session vary based on individual student needs.</p> <p>Beginning September 2009 - June 2010</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Push in model - Provide assistance for students at risk. Conducts sessions with teacher to discuss alternative behavior strategies that could be incorporated into the class. Work one to one with students in class to discuss positive behavior choices. Frequency: sessions vary based on individual student needs.</p>

	<p>Program begins in September 2009 - June 2010</p>
<p>At-risk Health-related Services:</p>	<p>Improving self esteem and peer relationships. Girls Club and Boys Club - Weekly group sessions to discuss similar issues. Beginning September 2009 - June 2010.</p> <p>Asthma Awareness Committee - Monthly meetings with school Nurse and school liaison with students who have asthma. Do you Know your triggers? Beginning November 2009 - June 2010.</p> <p>Nutrition Committee- Monthly meetings with representatives from School Food Services, administration and student representatives. Discuss health and wellness, eating healthy, reviewing monthly menus . Students provide feedback about food choices and make suggestions regarding proposed menus. Beginning September 2009- June 2010.</p>

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

NCLB/SED requirement for all schools

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

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

Form TIII - A (1)(a)

Grade Level(s)

k,1,3,5

Number of Students to be Served:

LEP 8

Non-LEP 527

Number of Teachers 0

Other Staff (Specify) 1

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.

We do not have any Title III funds. Therefore, we are unable to create a program for limited English proficient students.

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.

After the students are identified, the teachers will be told of the student's status. The students schedule will be reviewed to determine the appropriate time for ELL instruction to occur. During the school year, all teachers will receive information regarding professional development opportunities

Form TIII – A (1)(b)

-

School: Goldie Maple Academy

BEDS Code: 342700010333

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	450.00	The Tax Levy Translation allocation will be used to pay a staff member per session to translate documents such as monthly calendars, PTA flyers, daily memos etc for our bilingual parents. The staff member will utilize these funds when ever the need arises for a document to be translated that can not occur during normal school hours.

Purchased services - High quality staff and curriculum development contracts	0.00	Due to the low number of ELL's in our school, we did not receive an allocation specifically for this purpose.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	86.00	Non provided due to lack of funds
Educational Software (Object Code 199)	0.00	Non due to lack of funds
Travel	0.00	None due to lack of funds.
Other	0.00	This amount will be used to pay for ink that will assist in providing parents with translated information. The allocation category, Title 1 Translation and Interpretation will be used to support our efforts to inform parents about our curriculum and upcoming events.
TOTAL	536	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school used the various tools including parent language surveys, ATS system as well as Acuity to determine the language needs of the parents and students. The School Leadership Team in conjunction with the Parent Association members determined the forms that needed to be translated throughout the year.

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.

The school has less than fifteen parents that require the translation and interpretation services. The committee determined that the following documents at minimum needed to be translated during the year: progress reports, report cards, monthly calendars, units of study for each grade, parent memos and lunch menus. This information was conveyed to parents during the Meet the Teacher Night, which occurred during the first month of school. It will be further discussed at all parent activities and disseminated to parents in their native language.

A staff member is always on hand to translate for parents during the school day. Our parent teacher conferences are staffed as well with at least one Spanish translator for parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School funds will be use to pay a staff member to translate all required documents for the parents. The documents will be sent to the parents as well as displayed throughout the school.

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.

The school will ask for the Interpretation and Translation Unit to translate our application

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>.

All parents will receive notices discussing the school efforts in fulfilling A-663.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	264,619	22411	287,030
2. Enter the anticipated 1% set-aside for Parent Involvement:	2466.19		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2466.19	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12330.95		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		12330.95	
6. Enter the anticipated 10% set-aside for Professional Development:	24661.90		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		24661.90	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100

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

N/A

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

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

1. PS 333, Goldie Maple Academy will take actions to involve parents in the joint development of it's school parental involvement plan under section 1112 of the ESEA.
2. PS333, Goldie Maple Academy will conduct the following actions to involve parents int he process of school review and improvement under section 1116 of the ESEA.

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

- The school will provide training and information to help families understand their childrens development and how to support the changes their children undergo.
- The school will reach out to provide parents with information about school programs and student progress, using consultations and progress reports
- The school will provide the parents individual information on the level of achievement of the parent's child in each of the state academic assessments.
- Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school.

- Ps333, Goldie Maple Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Core Knowledge, Gifted and Talented, Universal Pre-K, Targeted Pre-K, through the following activities:

1. Our school will encourage parents to attend workshops, events, and activities coordinated by our parent coordinator and PTA. The workshops will provide helpful information on learning activities parents can provide at home (library cards, reading corner, resources, book sales, following directions, etc.)

2. The parent coordinator and other school staff will help parents gain access to support services by other agencies such as health care, supplemental educational services, Academic Intervention services, continuing adult education programs, and childcare programs

- The school will provide assistance to parents of children served by the school in understanding topics such as

1. State academic standards in each content area

2. State achievement standards

3. State and local academic assessments including alternate assessments, the requirements, how to monitor their child's progress, how to work with educators

- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient to parents
- Outreach will be made to parents of students in temporary housing so that these families will be involved in all parent/school activities
- school publications will be used to apprise parents of important upcoming events including testing dates, school events, and open school.
- The school calendar will be disseminated each month to all parents

School Visitations:

Parents with children attending PS 333, Goldie Maple Academy are encouraged to visit their child's school as often as possible. Parents can also visit their child's school at the following conveniently scheduled meetings and events.

1. Back to school parent orientation
2. Parent teacher conferences
3. PTA/PAC and SLT meetings
4. Student of the month celebrations
5. Be a student for a day at GMA
6. Attendance celebrations
7. Class Presentations
8. Culminating celebrations marking their child's success at the school

Professional Development:

PS 333 and Goldie Maple Academy will help parents become equal partners with educators in improving their childrens academic achievement.

Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, Core Knowledge curriculum, monitoring their child's progress, understanding performance data (ARIS), and health and social issues.

Professional Development is provided for parents on the School Leadership Team in order to assist team members in making informed decisions about school matters.

Students with Disabilities/Professional development: Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about the NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Project Funding:

The focus of expenditures for Title I parent involvement funds is on building the capacity of parents of Title I participating children to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objectives, and activities detailed in the Comprehensive Education Plan.

Parents must be consulted regarding Title I expenditures before any expenditures are made.

PS333, Goldie Maple Academy will set aside a minimum of 1% of the project funds for the usage of parent involvement activities and outreach.

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

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

PS 333 Goldie Maple Academy Will:	The Parent/Guardian will:
<p>PS 333, Goldie Maple Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the states high standards</p> <p>PS 333, Goldie Maple Academy will: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the states student achievement standards as follows: We have incorporated the Core Knowledge curriculum, which is a nationally recognized, research based model. Teachers and parents participate in professional development through out the year, which is designed to enrich the learning experience of all our students and enable them to achieve mastery level on the NYS standards. Parent-Teacher conferences will be held twice during the year. "Meet the Teacher Night" will be held in September.</p> <p>PS 333, Goldie Maple Academy, will</p>	<p>Describe the ways in which the parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • promoting positive use of the child's extracurricular time • making sure that the children wear the school's uniform every day • monitoring attendance and lateness • making sure that homework is completed and signed every day • volunteering in my child's school • participating as appropriate, in decisions relating to my children's education • communicating with the school by promptly reading all notices from the school or school district and responding as appropriate • Serving, to the extent possible on policy advisory groups <p>Describe ways in which the students will support their academic achievement, such as: Student responsibilities: We as students, share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:</p> <ul style="list-style-type: none"> • Do my homework every day and

provide progress reports in addition to the mandated student report cards. Parents will also receive updates through phone calls and day to day contact with the teachers.

Parents will be provided with the opportunities to volunteer and participate in their child's class

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

Provide information to parents of participating students in an understandable and uniform format, including alternate formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels the students are expected to meet.

Provide to each parent an individual student report about the performance of their child on the State assessment in the least math, language arts and reading.

ask for help when I need to. I will have my parent sign my homework every day

- Read at least 30 minutes each day outside of school time
- give my parents or the adult who is responsible for my welfare all notices and information received by me from my school each day
- Complete my community service as described in the criteria for graduation from Goldie Maple Academy (beginning in third grade)
- Wear my uniform every day
- Come to school every day, on time, and ready to learn

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

At Goldie Maple Academy, our goal is to achieve mastery learning in all content areas. Our curriculum spirals the topics through each grade level. Therefore, the students need background and prior knowledge on the material taught to them in order to have complete comprehension and success in learning in each content area. Students who enter our school must perform on grade level in relation to State academic content and student academic achievement standards. Students who have not previously attended Goldie Maple Academy need to acquire the prior knowledge in each of these content areas. Also, Goldie Maple Academy emphasizes real life experiences and hands on learning. We use field trips and hands on learning materials as another strategy to form prior knowledge for topics in the curriculum.

2. Schoolwide reform strategies that:

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

At Goldie Maple Academy, each student is provided the opportunity to meet the state's proficient and advanced levels of student academic achievement. Tutoring for those students not meeting state standards and school curriculum proficiency is held after school. We also have intervention tutoring services provided during the school day for students who are at risk. All students are eligible to participate in the homework club after school. This provides students with a quiet place to complete homework after school.

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

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

Students at Goldie Maple Academy have the opportunity to be involved in after school tutoring and test preparation classes. These tutoring groups are also held on Saturdays. Teachers are using differentiation in order to meet the needs of their small groups.

o Help provide an enriched and accelerated curriculum.

Those students who are meeting or exceeding grade level standards have the opportunity to receive differentiated instruction to further their understanding of the content areas. Also, activities, projects, and presentations are planned for these students and built into the school day so that they continue to use higher order thinking skills.

- o Meet the educational needs of historically underserved populations.

Students at Goldie Maple Academy are assessed and their assessment data is analyzed in order to improve teaching practices and strategies for historically underserved populations. Differentiated instruction in the classroom and pull out intervention services for at risk students are processes that Goldie Maple Academy has put into place in order to meet their educational needs.

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

Goldie Maple Academy strives to meet the needs of all low academic achieving children and those at risk of not meeting the State academic content standards both during the school day and after school. During the school day, there are at risk intervention services and a time set aside for differentiated instruction within the classrooms. We also provide counseling and college awareness activities/visitations. Students learn in multiple styles, therefore Goldie Maple Academy utilizes technology as a means to teach content area subjects as well. After school and on Saturdays, students can be involved in small group tutoring sessions, Test preparation courses, and homework club. Each of these programs is designed to utilize differentiated instruction and support for students who are at risk.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

100% of the staff is certified in the area they are teaching.

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.

Staff and parents are provided with professional development to assist them in providing students with best teaching strategies in areas such as differentiation, guided reading, behavior management, hands on activities, utilization of technology, and use of data analysis programs.

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

At Goldie Maple Academy we begin recruitment for highly qualified teachers early in the year, for the following school year. Perspective teachers undergo an interview and are asked to write an interdisciplinary lesson plan. The teacher will then teach the lesson to students in a grade that is equivalent to the position the teacher is interviewing for.

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

Goldie Maple Academy and the PTA will work together to increase parent involvement. Each month there will be a family night at the school to distribute information on the Core Knowledge curriculum and celebrate student achievements. Parents are trained and encouraged to volunteer in the school. Workshops are provided to promote involvement, decision making, and distribute information to help parents with the content in the curriculum.

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.

Teachers are involved in grade meetings and curriculum meetings to involve teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program. Teachers use formative assessments and analyze the data to put best teacher practices and strategies in place.

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

Teachers receive data regarding student achievement on a timely basis. Students who are experiencing difficulty in mastering proficient or advanced levels of academic achievement are provided with in-class differentiation. These students can also be recommended to attend tutoring groups or at risk services in order to address their needs.

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.

Goldie Maple Academy will utilize violence prevention programs: The Leadership Program, and The Urban Arts Program. These programs will be coming into the school to teach violence prevention within the curriculum that the students are learning.

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.

n/a

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

n/a

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;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

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

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

Goldie Maple Academy uses the Core Knowledge Curriculum in all content areas except for Mathmematics. The curriculum's scope and sequence is spiraled (vertical alignment) from Pre-K through grade eight. Horizontal alignment is attained as content requirements are the same across grade levels. However, the delivery and implementation vary. New York State performance indicators are reviewed at at every grade level. In addition to the Core Knowledge literacy, balanced literacy, which includes a Guided reading component, ensures movement and mastery over time. Teachers' plans reflect learning objectives in all areas of instruction. Students know and articulate expectations. Differentiation is planned for and implemented. Grade level rubrics are used for all content area work. All students in grades 2-7 use handwriting books to practice manuscript. Cursive writing is required starting at the end of third grade. Periodic assessments (ECLAS-2, DIBELS, Woodcock Johnson, Acuity, formal/informal teacher assessments, Core Knowledge unit tests, running records etc.) provide teachers with drilled down data, which results in item skills analysis. Instruction is then differentiated and focused, based on student strengths and weaknesses which allows for a greater degree of skill mastery. The Core Knowledge curriculum is challenging and addresses Literacy through the content areas. However, our ongoing focus is aligning areas of the NYS Social Studies, Science and ELA standards to Core Knowledge. This is accomplished during study groups, grade conferences and during common planning times among teachers. Greater emphasis on projects based, oral presentations (grades 2-7), notetaking (listening skills) and writing across the content areas, including Mathematics is required at all grade levels. ELL's are in special needs classrooms with one to one bilingual paraprofessionals. Instruction is based on strengths and weaknesses of individual students and teacher plans reflect the differentiation. However, the content is the same across grade levels.

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?

The Core Knowledge curriculum is a a core curriculum in English Language Arts, History and Geography, Science, the Fine Arts and Music. It is designed to ensure that children are exposed to the essential knowledge that establishes cultural literacy as they also acquire a broad, firm foundation for later (higher level) schooling. This curriculum is dedicated to teaching solid academic content and skills to all children. The schoolwide implementation plan along with implementation analysis ensures consistency in planning of and alignment of NYS standards for optimal effectiveness.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Teachers review scope and sequence of Every Day Math during common planning time. Teachers refer to NYS standards for alignment of pre March and post March concepts. Teachers bring concerns and questions during grade conferences and study groups about the effectiveness of the Math curriculum. Teachers and administrators conduct strategy sessions on how to better align curriculum to student needs.

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?

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Daily snapshots, daily walkthroughs, formal as well as informal observations, adherence to Literacy prototype and Core Knowledge curriculum.

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?

In Goldie maple Academy, the Core Knowledge Curriculum and balanced literacy creates an avenue for creative ways in which the curriculum is delivered.

Direct instruction is not the forefront of implementation. All classes have learning centers, as well as, Guided Reading and differentiation is a requirement in daily planning.

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

2B – Mathematics Instruction

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

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

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

Daily snapshots, daily walkthroughs, formal as well as informal observations, lesson plan implementation

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?

Flexible grouping, Interactive Math Centers in use and the teacher as facilitator.

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

As we scheduled each "Open House" and reviewed the number of applications, we estimated the number of probable new student admits for September. Teacher recruitment was based on the number of estimated classes for the next year.

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?

As a redesigned school, we have added new teachers each year. Initially, we were a Pre-K -3 school while phasing out the last year of eighth grade. Now we are a PreK - 7. This year we added an additional PreK class, as well as, other classes on each grade. Therefore, each year we find it necessary to hire new teachers to fill new class vacancies.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

This finding was not relevant to our school.

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?

ELL student was in Early Childhood self-contained classes with a one-one Paraprofessional. Early childhood language acquisition and oral language development strategies are uniquely successful with ELL children. Early childhood classes give children the necessary time and practice to build confidence. Consistency and repetition, and a focused curriculum create successful learners.

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

N/A

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

This finding does apply to our school. Student data was provided to teacher.

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

Applicable Not Applicable

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

ECLAS-2 data is used to support differentiated instruction of students. Teacher planning reflect the needs of the students and student work reflect growth. Oral language development strategies are continually used and incorporated throughout curriculum.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

A schoolwide focus of differentiated instruction was initiated at the beginning of the school year to address achievement for all students. All teachers who have contact with our Special Needs students have access to their IEPs.

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?

Bi-monthly Pupil Personnel Team meetings, Grade conferences, study groups and/or Faculty conferences on differentiating instruction including Bloom's Taxonomy. Core Knowledge and Network workshops assist in planning for diverse needs. In-class support of Guidance Counselor, as well as, work shops on behavior modification.

Some students are mainstreamed in certain content areas based on ongoing data to support changes.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Bi-monthly PPT meetings which consistently monitor the needs of the students and maintain compliance. Data from Periodic assessments, Core Knowledge assessments and teacher made assessments are reviewed in terms of student proficiency and frustration levels.

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?

Classroom teachers articulate with the IEP teacher, classroom (mainstreamed) teachers and coverage teachers to determine the effectiveness of programs and have strategy sessions that use data for further instruction. Student outcomes are reflective of curriculum changes and the strategies used to strengthen or challenge skills. Students have the opportunity to work in different settings and become successful.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: For Title I Schools

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

1

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

The services below will be provided to assist the STH population.

- 1) Academic programs and educational support services
- 2) Basic/emergency supplies
- 3) Extended library and technology hours access school programs
- 4) Counseling services

5) Parental involvement

6) Intervention programs

7) Transportation once the student is permanently housed

8) Outreach efforts to identify the STH population and help them

9) The work of the liaison

10) Research based programs that benefit highly mobile students

11) Data collection to assess the needs/progress of STH

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).

0

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

n/a

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.

n/a