



**P.S. 1  
THE TOTTENVILLE SCHOOL**

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

**SCHOOL: P.S.1 31R001,  
ADDRESS: 58 SUMMIT STREET, STATEN ISLAND, NY 10307  
TELEPHONE: 718-984-0960  
FAX: 718-984-33889**

## TABLE OF CONTENTS

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

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot .....</b>	<b>Error! Bookmark not defined.</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS .....</b>	<b>12</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>14</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010.....</b>	<b>24</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....</b>	<b>Error! Bookmark not defined.13</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>28</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>17</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS .....</b>	<b>18</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT .....</b>	<b>23</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>Error!</b>
Bookmark not defined.	<b>24</b>
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS.....</b>	<b>25Error! Bookmark not defined.</b>
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10</b>	<b>Error!</b>
Bookmark not defined.	<b>35</b>
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>Error!</b>
Bookmark not defined.	<b>36</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 1      **SCHOOL NAME:** The Tottenville School

**DISTRICT:** 31      **SSO NAME/NETWORK #:** CEI-PEA # 6

**SCHOOL ADDRESS:** 58 Summit Street, Staten Island, New York 10307

**SCHOOL TELEPHONE:** 718-984-0960      **FAX:** 718-984-3389

**SCHOOL CONTACT PERSON:** Mrs. Diane Gordin, Principal      **EMAIL ADDRESS:** dgordin@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Mrs. Chipura

**PRINCIPAL**      Mrs. Diane Gordin

**UFT CHAPTER LEADER**      Ms. Cynthia Spellacy

**PARENTS' ASSOCIATION  
PRESIDENT**      Mrs. Coleen Ferenczi  
Mrs. Marie Caccese

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      \_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Mrs. Margaret Schultz  
\_\_\_\_\_

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

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Diane Gordin	*Principal or Designee	
Cynthia Spellacy	*UFT Chapter Chairperson or Designee	
Colleen Ferenczi	*PA/PTA President or Designated Co-President	
Eileen Chipura	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Amanda Gerardi	Teacher	
Ann Hutton	Teacher	
Hildy Krull	Teacher	
Marian Tessa	Teacher	
Antoinette Ciacciarelli	Parent	
Patricia Damiano	Parent	
Lori Gorman	Parent	
Linda Silver	Financial Liaison	

*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.

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The Tottenville School is celebrating 130 years of academic excellence. Many of our students can say that their parents, grandparents and great grandparents have graduated from this school. The parent involvement we have at P.S. 1 is exceptional. Our PTA works very hard to generously support our school. The dedicated PTA members and volunteers devote much of their time to the school. They organize two Book Fairs, the Holiday Fair, Picture Day, the Spring Fair, and the Chinese Auction. The PTA also works closely with our Parent Coordinator to provide many wonderful extracurricular activities for the students and families at P.S. 1. These include the Talent Show, Senior Picnic, Carnival, and a Holiday Craft Program. In addition, they sponsor a partnership with the Staten Island Institute of Arts and Sciences, in which, the children produce works of art in the style of great artists through the centuries. Special assemblies are planned where visitors are invited to speak to the children. Every year we have a magic show, animal show, and other multi-cultural presentations that entertain and educate our students. The PTA also publishes a newspaper five times each year. In addition to general information the newspaper contains articles written by the principal, assistant principal, nurse, parent coordinator, and PTA President. Student work is also included in the newsletter.

P.S.1 is truly a family environment. At the annual carnival many of the staff will bring their own children to enjoy the evening as well. The PTA Installation Dinner is combined with the faculty year-end party and the staff and many parents socialize together. Many of the school year's activities are captured in pictures and displayed on the *Snapshot of Our Lives* bulletin board. The bulletin board is a work in progress as it represents a time line featuring all of the special events that take place. The children, parents and teachers love to visit it frequently.

Each year the children take part in a School Spirit T- shirt Contest in which they design the P.S. 1 logo. The winner of the contest has his/her signature displayed on the T-shirt. On Fridays, the students and staff wear the school shirt to show their school spirit. Children are happy to be a part of the warm, caring, and energized school climate of P.S.1. Each morning during the announcements a kindness quote is read. One can also see kindness demonstrated through the tremendous response to our toy, food and coat drives.

At P.S. 1 we recognize children who demonstrate excellent citizenship and continued effort to do their best (not necessarily the students with the highest grades). Each June, the staff gets to decide on choosing approximately twenty-five fourth graders who will be selected as next year's Young Ambassadors. The student's who are selected receive a medal and a certificate at the Young Ambassador Induction Ceremony and serve as school monitors. Last year we had Councilman Tobacco speak at the assembly. We also have monthly special assemblies for each class for the Student of the Month. The names of these students are displayed on a bulletin board in the main lobby for all to see.

Our students consistently meet and exceed standards, and this includes our special needs and ELL students. We strive to ensure that each child has the best possible education, in the best possible environment. Two years ago we implemented the School-Wide Enrichment Model Program for our students in grades 3-5 and held our second annual career day. This year we are expanding the School-Wide Enrichment Model Program to grade 2. Our music teacher, Mrs. Cavallo, brings the joy of music to all of our students. Our school is a safe and happy place that children look forward to coming to each day. The students and the faculty take pride in the work they do everyday.

We are all very proud to be associated with PS 1; it is a very special school.

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 001 Tottenville								
District:	31	DBN:	31R001	School BEDS Code:	353100010001				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	34	26		94.5	94.9	TBD		
Kindergarten	88	89	86						
				Student Stability - % of Enrollment:					
				(As of June 30)	2007-08	2008-09	2009-10		
Grade 1	98	84	92		98.6	97.1	TBD		
Grade 2	81	92	85						
Grade 3	78	77	95						
Grade 4	84	76	78						
Grade 5	87	88	76						
				Poverty Rate - % of Enrollment:					
				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		16.2	18.6	TBD		
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
				Students in Temporary Housing - Total Number:					
				(As of June 30)	2007-08	2008-09	2009-10		
Grade 10	0	0	0		0	3	TBD		
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	1	0	0						
				Recent Immigrants - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	553	540	538		4	0	4		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	7	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	24	24	48	Superintendent Suspensions	7	0	TBD		
Number all others	46	52	43						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	35	34	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	18	19	23						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	5	Number of Administrators and Other Professionals	6	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	94.3	91.2	TBD
				% more than 2 years teaching in this school	62.9	58.8	TBD
				% more than 5 years teaching anywhere	65.7	67.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	91.0	97.0	TBD
American Indian or Alaska Native	0.7	0.9	0.6		97.4	97.3	TBD
Black or African American	0.5	0.7	1.5				
Hispanic or Latino	9.8	10.9	11.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.1	1.3				
White			0.2				
Male	49.0	50.7	49.3				
Female	51.0	49.3	50.7				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				N	N	N	N
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>				<u>Category</u>		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	√	√					
Multiracial							
<b>Students with Disabilities</b>	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	73.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>					Quality Statement 1: Gather Data		
School Environment:	11.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals		
School Performance:	17.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise		
Student Progress:	42.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.5						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

We are pleased to report that our schools scores in ELA and math have made continuous improvement.

### Math

In the 2008-2009 school year we improved our math scores from 98% of students meeting standards to 99%. No student scored a level 1 and 56% of all students in grades 3-5 scored at level 4. 96% of special education students in grades 3-5 scored a level 3 or higher. We believe these scores are directly attributed to the work of our data teams, the individualized and differentiated use of the *Everyday Math* program and on- going professional development in differentiation of instruction in mathematics.

### ELA

ELA was our focus area for our inquiry team this year. In the 2007-2008 school year 90% of students in grades 3-5 met standards. In the 2008-2009 school year we improved with 91% of students meeting standards. 10.5 % of students scored level 4 and only 1 student scored a level 1. 69% of special education students met standards. ELA will once again be the focus of our inquiry team for the 2009-2010 school year as we feel we can continue to improve upon the rate of students meeting or exceeding standards.

In our early childhood grades we closely monitored DRA results, writing samples and *Everyday Math* tests. We are pleased to report an increase in all grades on our *Monitoring for Results* and math scores. Using data we implemented a system for tracking writing progress using on-demand writing samples and monitoring for results in writing. We also developed *Everyday Math* unit checklists to track progress and areas of weakness.

This year we have CTT classes in grades 2-5. Our data has shown that our special education students do significantly better when they are supported with a CTT model. We are also extending our successful grade 3-5 SEM (School- wide Enrichment Model) program to grade 2.

We credit these gains to several factors:

- The intense work of our Inquiry Team
- On-going professional development in math and ELA
- The use of assessment tools
- The implementation of the *School-wide Enrichment Model*

Given our current math scores we will be focusing our inquiry team work on ELA. We have identified the students and trends. We will also be continuing PD in math and ELA with continued data analysis in reading, writing and math. We continue to use the computerized version of the DRA tracking system and developed our own report cards to help accurately assess and report data. We will continue to individualize computer assignments for in class at home remediation and/or enrichment.

We will also be continuing and expanding our very successful *School-wide Enrichment Model* program.

Performance in both ELA and Math have steadily risen in the past three yea for general education, special education and ELL students..

In conclusion we have been very successful in identifying students at risk, in reversing downward trends, and in the overall improvement of student scores. Our most significant barriers will continue to be a lack of funding for more individualized programs such as, reading recovery, and to support additional enrichment activities through the arts. We are also aware that we have a significant number of at-risk students entering our CTT classes and we will have to provide many supports if we are to achieve the results we have had this past year.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Goal 1- A minimum of 50% (or 18) of the 36 special education CTT students in grades 3-5 will improve their reading level by 1 year on the DRA \*( 2 levels equals a years progress in grade 4 and 3 levels equals a years progress in grades 3 & 5).**

We have found our CTT classes to be especially successful in improving the academic performance of our special education students, and therefore have set a goal for our special education students to progress at the same rate as our general education students. Careful data analysis by our inquiry team helped us to identify the group of students at risk.

**Goal 2- 80% (or 145) of grade1 and 2 students will receive a level 3 or higher on all Everyday Math unit tests.**

We have done a great deal of professional development in the area of differentiation of math lessons.

While there is no standardized math test for students in first or second grade we closely monitor the results of our math assessments and therefore, we have set this goal to ensure that are students are meeting the math standards at all grade levels.

**Goal 3- A minimum of 60% (or 18) of the thirty identified students in the ELA focus group will make a minimum of 1 years progress as measured by the DRA. \*(2 levels equals a years progress in grade 4 and 3 levels equals a years progress in grade 5).**

Our Inquiry team has worked very diligently to identify the thirty lowest performing studnts in ELA in our school. We have developed action plans for all of the identified students and continue to monitor their progress on a regular basis. We have set the above goal for their progress.



**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):** Goal 1- ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>A minimum of 50% (or 18) of the 36 special education CTT students in grades 3-5 will improve their reading level by 1 year on the DRA *( 2 levels equals a years progress in grade 4 and 3 levels equals a years progress in grades 3 &amp; 5)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Staffing</b> <ul style="list-style-type: none"> <li>○ <b>Principal</b></li> <li>○ <b>Assistant Principal/Data Specialist</b></li> <li>○ <b>Coach</b></li> <li>○ <b>ELL Teacher</b></li> <li>○ <b>Technology Teacher</b></li> <li>○ <b>Special and General Education Teachers Of The Third, Fourth and Fifth Grade CTT Classes</b></li> <li>○ <b>Test Coordinator</b></li> <li>○ <b>Third -Fifth Grade General Education CTT Teachers</b></li> </ul> </li> <li><b>Scheduling of Inquiry Team meetings</b> <ul style="list-style-type: none"> <li>○ <b>Programming was done to allow for bi-monthly data team meetings</b></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>After-school meetings</b></li> <li>○ <b>Monthly meetings with SAF</b></li> <li>○ <b>Professional day meetings</b></li> <li>○ <b>Per diem coverage for full day Inquiry Team work</b></li> <li>○ <b>Literacy Foundation Grant</b></li> <li>○ <b>Emphasis on small group instruction differentiated through the use of data</b></li> <li>● <b>Scheduling for training to support Inquiry Team Work</b> <ul style="list-style-type: none"> <li>○ <b>ARIS, Acuity, training by all Inquiry Team members on and off site</b></li> <li>○ <b>On-going on site professional development for teachers in the use of ARIS, Acuity, and differentiation of instruction</b></li> <li>○ <b>CTT students scheduled for small group instruction</b></li> <li>○ <b>ELL students scheduled for instruction with ELL teacher</b></li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● <b>Funding for Inquiry Team Activities</b> <ul style="list-style-type: none"> <li>○ <b>Inquiry Team funding</b></li> <li>○ <b>Data Specialist funding</b></li> </ul> </li> </ul> <p style="text-align: center;"><b>CEI-PEA professional development hours</b></p>

	<ul style="list-style-type: none"> <li>• <b>Other:</b> <ul style="list-style-type: none"> <li>○ <b>Classroom teachers are scheduled for bi-monthly professional development sessions to enhance their skills in ELA content knowledge and differentiation of instruction</b></li> <li>○ <b>On-going professional development scheduled into teacher programs</b></li> <li>○ <b>Professional development in literacy provided by the Literacy Support Group funded through the Staten Island through the Staten Island Literacy Foundation Grant</b></li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Monitoring for results in reading is done three times per year to evaluate students progress on the DRA, in addition results of the periodic assessments (ITA's and predictive exams) are used to evaluate progress on a regular basis( as indicated in the periodic assessment calendar. Our inquiry team reviews the results of all data including classrooms assessments and student portfolios to update individual student action plans as necessary. Evaluation of data is done at regularly scheduled Inquiry team meetings as well as during grade meetings, and professional development sessions. Interim progress is determined by progress on periodic assessments and DRA levels. All identified students have individual goals identified in their action plan and it is expected that 25% of their goals are met each quarter which will lead to their meeting of the annual goal.</b></p> <ul style="list-style-type: none"> <li>○ <b>List of Inquiry Team Members</b></li> <li>○ <b>List of Identified Targeted Students</b></li> <li>○ <b>ITT</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Longitudinal achievement data/standardized and informal assessments portfolios of student work</li> <li>○ Identified targeted strategies employed and assessed for success published results of study shared with the staff (faculty conference and Collaborative Team Room Site located on ARIS)</li> <li>○ Acuity assessments and the use of differentiated instructional resources</li> <li>○ Monitoring for Results in reading (DRA reports) 3x per year</li> <li>○ Teacher assessment binders</li> <li>○ ELA state exam results</li> </ul>
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**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):** Goal 2- Math

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>80% (or 145) of grade1 and 2 students will receive a level 3 or higher on all Everyday Math unit tests</b>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Staffing;**

- **Principal**
- **Assistant Principal/ Data specialist**
- **Teacher center lead mathematics coach**
- **Coach**
- **First and second grade general education teachers, SETSS teacher, Ell teacher, and grade 2 Special education CTT teacher**
- **Scheduling**
  - **On-going on site professional development for teachers in differentiation of instruction and math strategies**
  - **SETSS teacher scheduled for push in math program two times per week with identified students**
  - **CTT students scheduled for small group instruction**
  - **ELL students scheduled for instruction with ELL teacher**

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- **Funding**
  - **Teacher Center professional development  
CEI-PEA professional development hours**
  -
- **Other:**
  - **Classroom teachers are scheduled for bi-monthly professional**

	<p><b>development sessions to enhance their skills in differentiation of instruction</b></p> <ul style="list-style-type: none"> <li>○ <b>On-going professional development scheduled into teacher programs</b></li> <li>○ <b>Professional development in math/ literacy connections funded through the Staten Island Literacy Foundation Grant</b></li> <li>○ <b>Emphasis on small group instruction differentiated through the use of data</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Analysis of data will be done after each unit is completed and will include progress made, and need for further differentiation and/or professional development. We expect 75% of all students that did not meet standards on the Everyday math unit assessment to meet standards on the Re-teach exam. This is measured and determined after completion of each unit leading to our annual goal of 80% of all students in grades 1-2 meeting standards.</b></p> <ul style="list-style-type: none"> <li>○ <b>Everyday Math unit test collected bi-weekly</b></li> <li>○ <b>Re-teach unit test results collected bi-weekly</b></li> <li>○ <b>Student portfolios</b></li> <li>○ <b>Individualized student goals and reflection in math</b></li> <li>○ <b>Math conferences</b></li> </ul>

**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):** Goal 3-ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>A minimum of 60% (or 18) of the thirty identified students in the ELA focus group will make a minimum of 1 years progress as measured by the DRA.</b> <b>*(2 levels equals a years progress in grade 4 and 3 levels equals a years progress in grade 5)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Staffing</b> <ul style="list-style-type: none"> <li>○ <b>Principal</b></li> <li>○ <b>Assistant Principal/Data Specialist</b></li> <li>○ <b>Coach</b></li> <li>○ <b>ELL Teacher</b></li> <li>○ <b>Technology Teacher</b></li> <li>○ <b>Special and General Education Teachers of the second, third, fourth, and fifth Grade CTT Classes</b></li> <li>○ <b>IEP/AIS Teacher</b></li> <li>○ <b>SETSS Teacher</b></li> <li>○ <b>Third-Fifth Grade General Education Teachers</b></li> </ul> </li> <li><b>Scheduling of Inquiry Team meetings</b> <ul style="list-style-type: none"> <li>○ <b>Programming was done to allow for bi-monthly data team meetings</b></li> <li>○ <b>After-school meetings</b></li> <li>○ <b>Monthly meetings with SAF</b></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Professional day meetings</li> <li>○ Per diem coverage for full day Inquiry Team work</li> <li>● Scheduling for training to support Inquiry Team Work <ul style="list-style-type: none"> <li>○ ARIS, Acuity, training by all Inquiry Team members on and off site</li> <li>○ On-going on site professional development for teachers in the use of ARIS, Acuity, and differentiation of instruction</li> <li>○ SETSS teacher scheduled AIS periods weekly with identified students</li> <li>○ CTT students scheduled for small group instruction</li> <li>○ ELL students scheduled for instruction with ELL teacher</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● Funding for Inquiry Team Activities <ul style="list-style-type: none"> <li>○ Inquiry Team funding</li> <li>○ Data Specialist funding</li> </ul> </li> <li>● Other: <ul style="list-style-type: none"> <li>○ Classroom teachers are scheduled for bi-monthly professional development sessions to enhance their skills in ELA content knowledge and differentiation of instruction</li> <li>○ On-going professional development scheduled into teacher programs</li> <li>○ Professional development in literacy provided by the Literacy Support Group funded through the Staten Island Literacy Foundation Grant</li> <li>○ Emphasis on small group instruction differentiated through the use of data</li> <li>○ CEI-PEA professional development hours</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitoring for results in reading is done three times per year to evaluate students progress on the DRA, in addition results of the periodic assessments (ITA's and predictive exams) are used to evaluate progress on a regular basis( as indicated in the periodic assessment calendar. Our inquiry team reviews the results of all data including</p>

classrooms assessments and student portfolios to update individual student action plans as necessary. Evaluation of data is done at regularly scheduled Inquiry team meetings as well as during grade meetings, and professional development sessions. Interim progress is determined by progress on periodic assessments and DRA levels. All identified students have individual goals identified in their action plan and it is expected that 25% of their goals are met each quarter which will lead to their meeting of the annual goal.

- **List of Inquiry Team Members**
- **List of Identified Targeted Students**
- **Student and teacher interview data**
- **ITT**
- **Longitudinal achievement data/standardized and informal assessments portfolios of student work**
- **Identified targeted strategies employed and assessed for success published results of study shared with the staff (faculty conference and Collaborative Team Room Site located on ARIS)**
- **Acuity assessments and the use of differentiated instructional resources**
- **Monitoring for Results in reading and writing (DRA reports) 3x per year**
  - **Teacher assessment binders**
  - **ELA state exam results**



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	11	0	N/A	N/A	0	0	0	0
1	10	3	N/A	N/A	0	1	0	0
2	12	5	N/A	N/A	0	0	0	0
3	16	3	N/A	N/A	0	0	0	0
4	15	6	2	0	0	0	0	0
5	15	6	1	1	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Types: Small group instruction (push-in and pull-out), after school program</b>  <b>Leveled literacy Instruction, Guided reading strategy groups,</b>  <b>In -After school test preparation program(Kaplan, Coach and Schoolwide Inc. programs)</b>  <b>Great Leaps, LIPS (Speech program) Acuity on-line tutorials in ELA , Good Habits Great Readers program</b></p> <p>AIS is given during the school day</p>
<b>Mathematics:</b>	<p>Everyday math program, Acuity on-line tutorials, Kaplan, Coach test prep materials            After school and in-school small group push in and/or pull out programs.            AIS is given during the school day</p>
<b>Science:</b>	<p>Reading in the content area small group instruction provided during the school day is used to address this area of need, in addition to small group differentiated instruction during science cluster program. After school test preparation program in science is also offered.</p>
<b>Social Studies:</b>	<p>Reading in the content area small group instruction provided during the school day is used to address this area of need, in addition to small group differentiated instruction during social studies cluster program</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	

<b>At-risk Health-related Services:</b>	
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

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**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)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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

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**Form TIII – A (1)(b)**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

We look at the HLIS of our students to determine which languages are spoken at home. When students first arrive at our school we meet with the parents to determine whether or not written translations and/or interpretation are required for the school year. We have letters, informational packets and all ESL information in many different languages to provide timely understanding of our school and its programs.

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 majority of students in need of written translation and oral interpretation are Spanish speaking. The school community has been made aware of these needs and is continuously using school resources to provide families with school, community and student information.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. All identification and entrance forms for the school year are on hand in other languages. We also use the DOE Legal Interpreting Services for written translation of letters and or information packets given to parents during the school year.

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

We use the Legal Interpreting Services (LIS) from the DOE to interpret for our parents during parent-teacher conferences and meetings. We also have a bilingual Pre-k social worker whom is in the building once a week. When necessary the LIS also provides phone services if an emergency occurs.

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

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

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?

**Our curriculum maps are: standards based, detailed with resources and teaching points, assessments are done and analyzed on regular basis and professional development is aligned to student data and curriculum needs. Rubrics are used in many areas of instruction, student portfolios contain reflective as well as evaluative pieces and all teachers have assessment binders with relevant data to inform instruction.**

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.

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## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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

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

**Most of the findings refer to middle schools and high schools. We do use Everyday Math and in addition we reviewed student data (formal and informal), pacing guides, and professional development content**

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?

**Professional development sessions, use of rubrics, additional teaching materials focused on problem solving, professional development focused on differentiated instruction, student data (98% of students meeting standards in math with 50% scoring level 4 and 0% scoring level 1).**

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

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

Applicable  Not Applicable

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

**Formal and informal observations on a regular basis and professional development sessions that focus on the workshop model, Differentiated and small group instruction ensure that teacher directed lessons are not the norm. In addition we have a *School-Wide Enrichment Model* program in grades 3-5 that is projected based and based upon student interest.**

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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.

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?

**Formal and informal observations on a regular basis and professional development sessions that focus on the workshop model, differentiated and small group instruction ensure that teacher directed lessons are not the norm.**

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.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

**We have very little turn-over in our school. Retirement is the only reason that most teachers leave.**

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?

**The only teachers that have left PS 1 in the past six years are those that retired and one that was not granted tenure.**

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.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

**Through the use of needs assessments and questionnaires.**

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?

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.

**Training for classroom teachers is limited, although we do provide a great deal of training to our ELL teacher who turn keys as much as possible. Some training was done for the entire staff, but more could be done. We have a very small ELL population and they based upon our data these students are meeting or approaching standards in all areas. Our professional development focus on differentiated instruction will now address specifics for ELL students**

### **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.

#### **Review of Data**

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?

**Our Data team includes our ELL teacher and all teachers in the school are aware of the data that is analyzed and discussed at Data Team meetings. Scores and all other relevant information is disseminated to all teachers that instruct our ELL students.**

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

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

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

Please respond to the following questions for Key Finding 6:

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

**Review of professional development sessions, needs assessment.**

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?

**I am a former special education teacher and training specialist. All classroom teachers and special education teachers are familiar with the IEP, pupil progress meetings are held for all special education and at-risk students. Our data team includes two special education teachers and all relevant information and data is disseminated to staff. Professional development on special needs students, differentiated instruction and testing accommodations is regularly done. Special education teachers push in to classes and share best practices, staff often observe our CTT classes to view first hand differentiated instruction for special needs students.**

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.

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

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

Please respond to the following questions for Key Finding 7:

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

**Review of IEP's, curriculum, and assessment**

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?

**While our IEP does not always contain specific accommodations or modifications for the classroom, teachers are aware of accommodations. Often services are of a push-in or CTT model to ensure the needs of our special education students are met. We don't have any students that receive NYSAA and therefore they must take grade level exams in ELA, math, science and social studies. This is beyond our control. No special needs student scored a 1 on either the ELA or math exam last year. The vast majority of our special needs students meet standards in ELA and math. We strive for the LRE and provide push-in services and CTT classes. We also have an autistic child and a deaf child in general education classes with a Para; both have meet or exceeded standards in all areas.**

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

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

## **ELL Identification Process**

### **1. Describe the steps followed for the initial identification of those students who may possibly be ELL's.**

When parents first come to the school to register their child they fill out a HLIS. The ESL teacher is called to meet with new parents and informally interview them. During this time the ESL teacher determines whether or not a student will be tested based on the HLIS and the interview with the parent. If the parent is in need of an interpreter, we set up an appointment to have a formal interview and explain the process which will take place. If a student is eligible for testing an entitlement letter is sent home to the parent letting them know that their child according to the LAB-r will now be receiving services. If the child is not eligible a non-entitlement letter will be sent home letting the parents know that according to the LAB-r their child will not be receiving services.

The first week of school the ESL teacher looks at the NYSESLAT scores from the spring before. According to the scores the ESL teacher sends home letters to the parents informing them that their child will either be continuing with services or not due to the NYSESLAT (continued entitlement letter or non-entitlement/transition letter).

### **2. What structures are in place at your school to ensure that parents understand all three program choices?**

Within the first ten days of school we have a parent orientation meeting and invite all parents whom have students that are eligible for services. Having already interviewed with the parents we are aware of anyone in need of an interpreter, if there is a need we hire one for the meeting. During the meeting we introduce the ESL teacher and the parent coordinator; we want parents to feel comfortable about coming to us if they have any concerns or questions in the future. We also play the orientation video in as many languages as needed. During the video we allow parents (while they are waiting) to ask any questions. When everyone has viewed the video we then go over the parent survey and program selection forms. Parents are informed that in our school we only have ESL; if they want another program we will do our best to find them a school that can accommodate them. We also inform them know that we keep these forms on file and if at any time there are 15 students in two consecutive grades requesting the same program we will inform them and a program may be started.

### **3. Describe how your school ensures that entitlement letters are distributed and Parent survey and program selection forms are returned?**

All parents receive an entitlement letter either in English or their native language the same week in which we assess the students. The parent survey and the program selection forms are filled out at the end of the orientation meeting. If a parent is not able to attend we set up a one on one meeting to explain the process and the three programs available. If the parents work during the day and they can not come to school we have a phone meeting and send the forms home to be filled at. We also have a follow up phone meeting to make sure they understand the forms and to also ensure their return.

**4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL programs.**

We use the parent survey and the program selection forms to decide which program the child will be placed in. Our school only offers ESL and our parents usually choose this as their first choice. We do however make them aware that in the future if the opportunity presents itself for us to open either a bilingual or dual language program they will be notified.

**5. After reviewing the Parent survey and program selection forms for the past few years, what is the trend in program choices that parents have requested?**

Our parent's choose the ESL program, many of our students have siblings and/or family members whom have had ESL in our school and they like this program. For a second choice the majority seem to pick bilingual.

**6. Are the program models offered at your school aligned with parent requests?**

Yes, we watch and keep track of parent' program choices for future program offerings. The ESL teacher has a copy of the forms and reviews them at the beginning of the year to see if other programs can be started.

### **Programming and Scheduling Information**

**1. How is instruction delivered?**

- a. **What are the organized models?** We have a pull out programs for all Ell students. The groups are 50 minute blocks. Our kindergarten group has 8 students. Our first and second grade group has 9 students and our upper grade group has 4 students. When possible in the future ELL's will be grouped in classes together to allow for the push-in model.
- b. **What are the program models?** As far as grades, 2 of our groups are heterogeneous. Our kindergarten group is all kindergarten students. The proficiency levels of the groups for the most part are heterogeneous.

- 2. How does the organization of the staff ensure that the mandated number of minutes is given?** Students are given mandated time according to the CR Part 154. To ensure this we have a full time ESL teacher.

- 3. Describe how content areas are delivered in each program model? Specify language, and instructional approaches to make content comprehensible to enrich language development.** The content areas of science and social studies are delivered by cluster teachers that have received professional development in ELS. Visual aids and materials in native languages are made available whenever possible. Cluster teachers have use of laptops and smartboards.

**4. How do you differentiate instruction for ELL subgroups?**

- a. **SIFE-N/A**
- b. **Plan for newcomers-** Our students are given the opportunity to take after school programs in literacy, ELA and math. We also have leveled reading programs that are used in all classrooms; these programs do have a Spanish component for those students that are native Spanish speaking.
- c. **Plan for ELL’s receiving service 4 to 6 years-** As stated in our extension of services, our ELL’s require additional help in writing and reading. Our ESL teacher has met with classroom teachers to collaborate goals for these students. We use individualized data to create assessments and practice exams for these students. We also provide after school literacy programs. In the ESL class students also use NYSESLAT prep materials.

**SAMPLE STUDENT SCHEDULE 2009-10 (ESL)**

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

School District:    31              School Building:    001   

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:830 To:920	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Math
2	From:925 To:1020	Subject (Specify) ESL	Subject (Specify) Literacy	Subject (Specify) Science	Subject (Specify) Literacy	Subject (Specify) ESL
3	From:1020 To:1110	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) ESL
4	From:1115 To:1210	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From:1215 To:105	Subject (Specify) Gym	Subject (Specify) Math	Subject (Specify) Literacy	Subject (Specify) Math	Subject (Specify) Literacy
6	From:110 To:200	Subject (Specify) Science	Subject (Specify) Technology	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Literacy
7	From:205 To:250	Subject (Specify) Social Studies	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Educational Centers	Subject (Specify) Literacy

**5. Targeted intervention for Ell’s in ELA, math and other content areas.**

- Ell’s in testing grades are part of our targeted group for the inquiry team
- They receive individualized acuity assessments and practice exams

- They receive informal observations by inquiry team members
- They are given small group instruction for guided reading writing and math
- After school programs for literacy and math
- Fundation program for grades K and 1
- Raz-kids computer program allows students to work in English and/or Spanish with a leveled library
- Words their way for ELL's is used during ESL class
- NYSESLAT prep materials
- School Enrichment Model program for grades 2-5

**6. Describe your plan for continuing transitional support for ELL's reaching proficiency.**

- Students receive AIS for literacy and math
- After school literacy and math programs are given once a week

**7. What new programs or improvements will be considered for the upcoming school year?** Classrooms have been set up with smart boards where children can go online and have more access to visual aids. Many materials are also available in their native language.

8. N/A

**9. How are ELL's afforded equal access to all school programs? Describe after school and supplemental services.**

- All ELL's are given the opportunity to attend all after school programs
- AIS is given to those students in need of additional help in literacy and math
- ELA and Math prep classes are given after school
- Literacy after school programs are available for grades k-2
- UAU is available after school for students whom need help with homework
- 

**10. What instructional materials, including technology, are used to support ELL's?**

- Smart boards, laptops and desktops are in all classrooms to increase the use of visual aids and language support
- 

**11. How is native language support delivered in each program model?**

- In ESL class as well as the school library students have access to a native language library
- Buddies are used to support beginning English students
- Computer programs in class and technology are used to support native language

**12. Do required services support, and resources correspond to ELL's ages and grade levels?** Yes

**13. Include a description of activities in your school to assist newly enrolled TLL students.** Newly enrolled students are identified at sign in. Parents are invited to workshops with an interpreter. Students are identified for assessment and enrolled in above programs as soon as possible.

**Dual Language Programs**

N/A

## **Professional Development and Support for School Staff**

### **1. Professional development for all staff.**

The ELL teacher as well as the classroom teachers is given training in ELL strategies by a turnkey process. Each year the ELL teacher attends 3-5 trainings regarding new and upcoming strategies to aid all staff in the academic enhancement of ELL's.

### **2. What support do you provide staff to assist ELL's as they transition from elementary to middle and/or to high school?**

We give the students a description of school choices and the programs they provide. Our neighboring school I.S. 34 also has a workshop for our teachers to help them guide the students.

### **3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.**

All of our senior staff members have had 7.5 hours of ELL training. Teachers new to the school this year have been asked if they have received training in the past. For those teachers that did not meet the requirement the ELL teacher will provide staff development appropriate to their grade and students needs.

## **Parent Involvement**

### **1. Describe parent involvement in your school.**

Parents are invited to many academic and social activities that take place at our school

- Publishing parties
- SEM fair
- Holiday fair
- Special assemblies
- Award ceremonies
- PTA meetings
- Parent workshops

### **2. Does your school partner with other agencies to provide workshops for ELL parents? J.C.C comes to our school twice a week in the morning and has ESL classes for parents that speak Spanish.**

### **3. How do you evaluate the needs of the parents?**

Parents are asked to attend orientation meetings where a translator is available. Parents are also asked if there are any specific concerns or needs that they may have.

### **4. How do your parental involvement activities address the need of the parents?**

We try to give parents many opportunities to be involved in their child's academic life. We provide translators when needed, send home notices in native languages when requested and encourage parents to contribute to our school in any way they can. Our goal is to build a school community and extend that to the Tottenville community through the help of our parents.

**After reviewing and analyzing the assessments data, answer the following**

**1. What is revealed by the data patterns across proficiency levels and grades?**

Our ELL students have revealed an increase of NYSESLAT grades consistently throughout previous years. Our ELL students also receive passing grades on state exams. On average our ELL students receive a score of a high 2 or 3 on math and the ELA. In content areas such as science and social studies our ELL students have all received a 3 on these state assessments.

**2. How will patterns across NYSESLAT modalities affect instructional decisions?**

As stated in the extension of services our students struggle most with writing. We have set up time for the ELL teacher and classroom teachers to meet and discuss specific strategies that will enhance the students writing skills. We also encourage our ELL students to participate in our after school literacy programs.

**3. For each program, answer the following:**

a. Examine student results.

Our students score 3's and high 2's on all state assessments. Our students take all assessments in English, they are not proficient readers or writers in their native language and taking an assessment in their native language would hinder their understanding and success.

b. N/A

c. N/A

**4. For dual language programs, answer the following:**

N/A

**5. Describe how you evaluate the success of your programs for ELL's.**

We have ongoing assessments to monitor the success of our students. We also have individualized acuity exams to ensure growth in trouble areas. Classroom teachers as well as the ESL teacher use this data to differentiate classroom instruction.