



P.S. 004 MAURICE WOLLIN

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 004 MAURICE WOLLIN
ADDRESS: 200 NEDRA PL, STATEN ISLAND, NY, 10312
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R004 **SCHOOL NAME:** P.S. 004 Maurice Wollin

SCHOOL ADDRESS: 200 NEDRA PL, STATEN ISLAND, NY, 10312

SCHOOL TELEPHONE: 718-984-1197 **FAX:** 718-984-2324

SCHOOL CONTACT PERSON: Mr. Marc A. Harris **EMAIL ADDRESS** mharris@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brian Cohen

PRINCIPAL: Mr. Marc A. Harris

UFT CHAPTER LEADER: Michelle Piscopo

PARENTS' ASSOCIATION PRESIDENT: Tara Muscio

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER: Ramos, Nancy

SUPERINTENDENT: Margaret Schultz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Mr. Marc A. Harris	Principal	Electronic Signature Approved.
Maria Novak	UFT Member	Electronic Signature Approved.
Brooke Geosits	UFT Member	Electronic Signature Approved.
Diane Molloy	UFT Member	Electronic Signature Approved.
Lauren Delisio	UFT Member	Electronic Signature Approved. Comments: Unavailable to approve
Stacey Helt	UFT Member	Electronic Signature Approved.
Michelle Piscopo	UFT Chapter Leader	Electronic Signature Approved.
Theresa Roccanova	Parent	Electronic Signature Approved.
Michelle Kiernan	Parent	Comments: Unavailable to approve
Brian Cohen	Parent	Electronic Signature Approved. Comments: The development of this year's CEP has been a highly collaborative process by all the members of the P.S.4 School Leadership Team. Special thanks to the schools leadership for working so closely with the team in the development of this

		document.
Kim Liguori	Parent	Electronic Signature Approved.
Donna Tricarico	Parent	Electronic Signature Approved.
Kristin Nicholaou	Parent	Electronic Signature Approved.
Tara Muscio	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Angela Herold	Parent	Electronic Signature Approved.

*** Core (mandatory) SLT members.**

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 4 is located on the south shore of Staten Island. The school serves approximately 790 students in grades Pre-K through 5, and several special education programs. There are two Universal Pre-Kindergarten classes, one AM and one PM session.

In addition to our General Education classrooms, we have many programs to meet the needs of our students. There are four self-contained Special Education classes. P.S. 4 has one Collaborative Team Teaching class, and 2 Micro-Collaborative Team Teaching classes in Kindergarten through Fourth Grade. Each year we expand the programs to include the next grade. We participate in a District 75 inclusion program. The building houses many related service providers. These services include Speech, O.T., P.T., Hearing, Vision, and Adaptive Physical Education.

The Micro-CTT classes address the needs of children with Asperger's Syndrome and Autism Spectrum Disorders (ASD). We piloted the program on Staten Island and currently the program is growing in other boroughs. Each class is taught by two teachers, 1 General Education and 1 Special Education. The services provided to the identified children in each class are socialization development, speech, occupational therapy and counseling.

As the community has been changing, the student population has become more diverse. There has been an increase in the number of ELL students. This has resulted in the hiring of 2 part time ELL teachers. This allows us to provide a five day program for the students.

The number of students eligible for reduced price or free lunch has also increased. This resulted in the Title I designation for 2009-2010.

This year we have increased the number of arts programs offered. In addition to Visual Arts, we now have Drama and Vocal classes.

Situated at the end of a dead end street, and being bordered by a park belonging to a private housing complex, the school has no room for physical growth and must deal with its student population within the confines of the current building.

P.S. 4's standardized scores have consistently placed the school among the top schools in the district. The NYCDOE 2008-2009 Progress Report grade is a A. Our 2008-2009 Quality Review score is Proficient.

The school staff has changed over the last few years but, through careful recruitment, the staffing changes have had minimal effects. All of the teachers are highly qualified.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 004 Maurice Wollin				
District:	31	DBN #:	31R004	School BEDS Code #:	31R004

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	36	36	35		93.4	93.4	94.8		
Kindergarten	124	141	128						
Grade 1	116	117	144	Student Stability: - % of Enrollment					
Grade 2	127	125	117	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	112	129	130		95.6	98.1	97.36		
Grade 4	110	110	125						
Grade 5	134	116	110	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			95.6	98.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	3	3		
Grade 12	0	0	0						
Ungraded	5	5	3	Recent Immigrants: - Total Number					
Total	764	779	792	(As of October 31)	2006-07	2007-08	2008-09		
					3.0	0.0	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2006-07	2007-	2008	(As of June 30)	2006-	2007-	2008-		

		08			07	08	09
# in Self-Contained Classes	43	45	43				
# in Collaborative Team Teaching (CTT) Classes	25	49	68	Principal Suspensions	3	0	TBD
Number all others	66	58	60	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	20	26	33	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	1	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	53	72	81
				Number of Administrators and Other Professionals	7	20	21
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	13	12
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
American Indian or Alaska Native	0.1	0.6	0.9	Percent more than two years teaching in this school	66.0	62.5	67.9
Black or African American	2.0	1.7	1.5	Percent more than five years teaching anywhere	49.1	41.7	49.4
Hispanic or Latino	11.1	13.7	13.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.2	7.6	7.2	Percent Masters Degree or higher	92.0	92.0	94.0
White	80.6	76.4	76.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	98.4
Multi-racial							
Male	52.5	55.3	55.2				
Female	47.5	44.7	44.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<input checked="" type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	√			
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	68.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	10.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	43.3	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

After conducting a comprehensive review of our school's qualitative and quantitative data over the last three years (2006-2008) we have found a stagnant trend as noted in the chart below.

	2006-2007	2007-2008	2008-2009
Attendance	93.4%	93.4%	94.8%
Academic Expectations	7.5	8.4	8.5
Communication	7.1	7.9	7.9
Engagement	6.3	7.9	7.8
Safety and Respect	7.9	8.7	8.5
<u>ELA</u>			
% of students at proficiency	75.3 %	81.6%	79.6%
Median student proficiency	3.31	3.33	3.33
% of students making at least 1 year of progress	50.6%	56.5%	60.1%
Average change of school's lowest 1/3	.23	.35	.49
Average change of level 3 and 4 students	.04	.06	.02
<u>Math</u>			
% of students at proficiency	88.9%	88.8%	91.1%
Median student proficiency	3.81	3.77	3.76
% of students making at least 1 year of progress	52.2%	65.5%	79.8%
Average change of school's lowest 1/3	.11	.47	.42
Average change of level 3 and 4 students	.02	.05	.10

What have been the greatest accomplishments over the last couple of years?

- Implementation of the ASD program.
- Reduced class size in all grades K-5.
- Inquiry based weekly team meeting based on on-going data collection.
- Teachers in the ASD program attend 7 credit Hunter College ASD Training Program
- School gathers and interprets state data for individual students and classes.
- Exemplary proficiency gains for special education students and students in the lowest 1/3 citywide.
- Attendance has increased through the work of a school-wide attendance initiative.
- Sustained Reading Recovery and Leveled Literacy Intervention Teachers for the last 3 years.
- Implemented an After School Center program.
- Implementation of Teachers College Reading and Writing Project Assessment K-5
- Implementation of Handwriting without Tears program based on input from the OT Department.
- School-Wide progress reports
- Common grade preps for collaborative planning
- Purchased HSP Math and Storytown programs to address standards based implications
- Maintain Literacy Coach and Math Coach positions
- Smartboard Technology in most upper grade classrooms
- Increased opportunities for parent workshops through the efforts of the parent coordinator
- Departmentalized needs based extended time program
- In-house mentor program
- *Get REAL*- Lunch time enrichment program
- Creation of Tolerance Team
- Weekly PPT meetings
- *Parents as Art Partners* Grant
- *Move NYC* Grant
- *Picturing America* Grant
- *Parent Coordinator Best Practice* Grant
- *Reso A Smartboard Technology* Grant

Most Significant aids or barriers to the school's continuous improvement :

Aids

- Behavioral Consultant
- Speech Consultant
- Harcourt Reading and Math Programs
- Support from the ISC and PSO
- Student stability
- Dedicated staff
- Collaborative administration
- PTA support
- Full-time Math and Literacy Coach
- Reading Volunteers
- Grade-wide common preps
- Parent Coordinator
- Inquiry Team
- F-status Guidance Counselor
- Title I funding

Barriers

- Lack of time for Professional Development
- Budgetary concerns
- Inappropriate placement of students
- Lack of growth in our proficient students
- In relation to our school's peer horizon group, we fall in the lower quartile
- As our ELL population continues to grow, teachers are in need of PD pertaining to meeting the needs of ELL students.
- As our Special Education population continues to grow, teachers are in need of PD pertaining to meeting the needs of special education students.
- Lack of parental involvement during the school day, due to an increased number of working parents.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>By June 2010, we will raise the number of students performing at Level 3 and Level 4 resulting in an overall annual increase of 3% , as demonstrated by NYS ELA for grades 3-5 and TCRWP for grades K-5.</p>	<p>Our 2008-2009 Progress Report indicates that only 79.6 percent of our students are performing at a proficiency level of 3 or 4. This puts us at 78.4% relative to the City Horizon but at only 32.5% relative to our Peer Horizon. Our Action Plan includes a focus on differentiated instruction targeting our higher performing students.</p>
<p>By June 2010, we will increase the average change in student proficiency in mathematics for Level 3 and Level 4 students in grades 4 and 5, as demonstrated by performance on the NYS Math Test.</p>	<p>Our 2008-2009 Progress Report indicates an average change in proficiency of 0.10 for Level 3 and 4 students in grades 4 and 5. Although this puts us at the 90.%ile of our Peer Horizon and the 91.2%ile of the City Horizon, our Median Student Proficiency of 3.76 is low at 24.1% in comparison to our Peer Horizon and 71.8% compared to the City Horizon.</p>
<p>By June 2010, all classroom teachers will provide data driven, differentiated instruction in the form of guided reading groups and guided math groups to all students as evidenced by an overall increase in student performance as indicated in results from state exams, TCRWP and classroom assessments.</p>	<p>Our 2008-2009 Progress Report indicates a lower than desired number of students performing at Level 3 and Level 4 in both ELA and Mathematics in relation to our Peer Horizon. Additional data collected from items such as formal observations, grade conferences, inquiry team findings and professional conversations indicated that guided instruction was not being utilized frequently or effectively enough to impact performance.</p>
<p>By June 2010, 80% of teachers will be engaged in a structured professional collaboration on teams using an inquiry approach as evidenced by team meeting minutes and attendance records.</p>	<p>The inquiry work done by our core inquiry team over the past two years and has been preparation for the transition to school wide inquiry based learning communities.</p>
<p>By June 2010, the frequency and quality of communication between the school and parents that directly reflects student achievement and success will increase and improve resulting in an increased LES score.</p>	<p>Our 2008-2009 LES indicates a score of 6.7 for the item, "The school contacts me to tell me about my child's achievements and successes." While this score is up by .3 from the previous year, there is still a clear indication that parents desire increased contact regarding achievement and success.</p>

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will raise the number of students performing at Level 3 and Level 4 resulting in an overall annual increase of 3%, as demonstrated by NYS ELA for grades 3-5 and TCRWP for grades K-5.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Beginning September 2009 and ongoing, Harcourt Story Town will be implemented as the balanced literacy program for all grades K-5. This program addresses the need for organization and availability of appropriate materials to enable teachers to more efficiently differentiate instruction for all students. The focal point of this program will be guided reading. All teachers will be required to conduct guided reading groups on a daily basis. Differentiated instruction will be provided for all students with a particular emphasis on higher performing students. 2. Ongoing from 08-09 school year, professional development will be provided for all teachers by representatives from Harcourt, CEI-PEA literacy consultant, coaches, and administrators. Participation in grade based inquiry teams will also serve as professional development. 3. Beginning September 2009 and ongoing through June 2010, we will conduct ongoing strand analysis of all ELA tests and assessments available throughout the school year including '09 ELA, TCRWP, and classroom assessments. Teachers will be trained in the use of ARIS. Teachers will use data to form groups to strengthen and enhance skills. Teachers will use data to develop differentiated instruction and activities for all students with a focus on high performing students. Teachers will use data to identify areas of weakness for low performing students and to target

areas for enrichment for high performing students.

4. Beginning November 2009 and ongoing each grade will work as a team (Learning Community), using an inquiry based approach to study the needs of high performing students and devise and implement appropriate instructional strategies.

5. Beginning February 2010 through June 2010 we will institute a voluntary Test Prep Academy during extended day for students performing at levels 3 and 4.

6. Ongoing from the 08-09 school year, all teachers will use TCRWP as the standard assessment to track reading levels and progress. This will provide a consistent means school wide and across all grades for tracking student progress through running records and early reading skills assessments.

7. Ongoing from the 08-09 school year, Renzulli Learning.com will be available for use in all classrooms. Students will also have access from home. This resource will allow teachers to differentiate and individualize instruction using students' strengths and interests to enhance skills and develop areas of weakness as indicated by assessment data. 8. Ongoing, we will continue to implement intervention through Orton-Gillingham, Leveled Literacy Intervention, Reading Recovery, At-Risk SETSS and Extended Day instruction.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Harcourt StoryTown Materials
- Harcourt Consultant
- Literacy Coach
- Literacy Consultant
- AIS Teachers
- Classroom teachers TL, FSF and EGCSR State
- Per diem days and Per session hours for Professional Development
- Inquiry Team

	<p>Renzulli</p> <p>Learning.com</p> <p>Reduced class sizes in grades 3, 4 and 5 funded, in part, by Title I ARRA SWP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>TCRWP Assessments - Sept, Nov, March, June</p> <p>Classroom assessments - ongoing throughout the year 2010 NYS ELA</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will increase the average change in student proficiency in mathematics for Level 3 and Level 4 students in grades 4 and 5, as demonstrated by performance on the NYS Math Test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Beginning September 2009 and ongoing, HSP Math will be implemented as our school wide math program. This program addresses the findings of the Math Inquiry team which indicated a lack of many standards based strands of instruction in the EveryDay Mathematics Program. This program addresses the need for development of a concept over time as opposed to the rapid spiraling of EDM. 2. Beginning October 2009 and ongoing, daily guided math groups will be conducted in all classrooms as part of the math lesson. These groups will be data based and target needs of participants. There will be an emphasis on providing more challenging and enriching activities for higher performing students. 3. Beginning September 2009, formal and informal classroom observations will focus upon the goals of providing guided math instruction and differentiation to meet the needs of high performing students.

- 4. Ongoing from 08-09 school year, professional development will be provided for all teachers by representatives from Harcourt, math coaches and administrators. Teachers will also receive professional development through participation in grade based inquiry teams and through feedback from administrators based on classroom observations.
- 5. Beginning September 2009 and ongoing through June 2010, conduct ongoing strand analysis of all Mathematics assessments available throughout the school year including '09 NYS Math Test and classroom assessments.
Teachers will be trained in the use of ARIS.
Teachers will use data to form groups to strengthen and enhance skills.
Teachers will use data to develop differentiated instruction and activities for all students with a focus on high performing students.
Teachers will use data to identify areas of weakness.
- 6. Beginning November 2009 and ongoing, each grade will work as a team (Learning Community), using an inquiry based approach to study the needs of high performing students and devise and implement appropriate instructional strategies.
- 7. Ongoing, parent workshops presented by Math Coach will have a focus on the new HSP Math program, using Think Central as an online math resource, test prep and other topics as indicated by our data.
- 8. Ongoing, Intervention strategies will be implemented during Extended Day instructional periods. Teachers will dedicate 2 days per week of Extended Time session to strengthen math skills. Additional intervention will be provided for some students through At-Risk SETSS.
- 9. Ongoing, Renzulli Learning.com will be available for use in all classrooms. Students will also have access from home. This resource will allow teachers to differentiate and individualize instruction using students' strengths and interests to develop areas of weakness as indicated by assessment data.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- HSP Math Materials
- Harcourt Consultant
- Math Coach

	<p>Classroom teachers TL, FSF and EGCSR StateS</p> <p>ETSS Teachers</p> <p>Per diem days and Per session hours for Professional Development</p> <p>Inquiry TeamRenzulliLearning.com Reduced class sizes in grades 3, 4 and 5 funded, in part, by Title I ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>NYS Math Test Classroom tests and assessments</p>

**Subject Area
(where relevant) :**

Guided Group Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all classroom teachers will provide data driven, differentiated instruction in the form of guided reading groups and guided math groups to all students as evidenced by an overall increase in student performance as indicated in results from state exams, TCRWP and classroom assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning September 2009 and ongoing Harcourt math and balanced literacy programs will be implemented in all classrooms. These programs both include a guided group instruction component. All materials needed for guided group instruction are included in the program. Beginning September 2009 and ongoing professional development in the implementation of guided reading and math groups will be provided by Harcourt representatives, CEI-PEA consultants, math and literacy coaches and administration.</p> <p>Beginning September 2009 and ongoing, teachers will receive training in the use of ARIS to gain data that will help drive instruction.</p> <p>Beginning September 2009 and ongoing, teachers will use data from period assessments and classroom assessments to design/determine target lesson planning in the form of guided group instruction for high performing students.</p>

	<p>Beginning September 2009 and ongoing formal and informal observations will focus upon the presentation of guided instruction in math and/or reading. Conferences following these observations will focus on the differentiation of instruction within the guided groups, data used to determine students' placement in groups, strategies and activities used to challenge high performing students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding will be from, but not limited to, TL FSF, TL Children First Inquiry Team and Data Specialist, TL Children First PSO Support and TL One Time Allocations.</p> <p>Harcourt Story Town materials</p> <p>Harcourt HSP Math materials</p> <p>Harcourt Consultants</p> <p>CEI-PEA Literacy Consultant</p> <p>AIS Teachers</p> <p>Classroom Teachers</p> <p>EGCSR</p> <p>Per diem days and per session hours for professional development</p> <p>Inquiry Team</p> <p>Renzulli</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>TCRWP Assessments will be administered in September, November, March, and June with projected increases of: 1 level for the first two interims combined and 1 level for the final interim for 80% of kindergarten students; 2 levels for each interim for 80% of grade 1 students; 1 level for each interim for 80% of students in grades 2-5. Instructionally Targeted Assessments will be administered in November and March for students in grades 3-5, with a projected increase of 3% in the number of students scoring in the third and fourth tier combined.</p> <p>Mathematics tests will be administered by all classroom teachers following each unit of instruction therefore intervals may vary. It is expected that the percentage of students</p>

performing at level 3 and level 4 combined will increase by 1% each quarter.

**Subject Area
(where relevant) :**

Inquiry

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 80% of teachers will be engaged in a structured professional collaboration on teams using an inquiry approach as evidenced by team meeting minutes and attendance records.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning November 2009 monthly grade conferences will be dedicated to collaborative inquiry focused on issues related to the implementation of the Harcourt Story Town program and the Harcourt HSP Mathematics program.</p> <p>Beginning September 2009 a core inquiry team will be established and meet regularly to follow the progress of a target group of students, discuss progress and plan next steps.</p> <p>Beginning September 2009 and ongoing, 6 members of the core inquiry team will act as liaisons to their respective grades to share the work of the core team and serve in a leadership role in guiding the work of the grade level teams.</p> <p>Ongoing, members of the ASD team will meet weekly to case conference individual students in the ASD Nest program. Conferences include an inquiry based approach to the development of strategies, behavior plans, academic interventions, etc. to further the progress and development of individual students. Team meetings also include collaborative professional development.</p> <p>Beginning November 2009 a CTT case conference team, comprised of CTT teachers, administrators, following the model used the ASD team will be initiated. Teachers will participate in individual student case conferences and professional discussions on issues of importance to the program.</p>

	<p>Ongoing, members of the Pupil Personnel Team will meet weekly to case conference individual students in our school's general and special education population. Conferences include an inquiry based approach to the development of strategies, behavior plans, academic interventions, etc. to further the progress and development of individual students.</p> <p>In July 2009, programming of the school schedule included blocks of time for teams to be used for meetings and common planning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding will be from, but not limited to, TL FSF, TL Children First Inquiry Team and Data Specialist, TL Children First PSO Support and TL One Time Allocations. Title I ARRA SWP funds will be used to partially fund an Assistant Principal to facilitate professional development. Per session and per diem costs for teachers to facilitate professional development in this area will be funded by available and appropriate funding sources.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Minutes from meetings of various teams will be taken. Teams will share out at monthly faculty conferences.</p> <p>Increased performance by target students and/or groups as indicated by:</p> <p>ELA and Math test scores,</p> <p>Periodic assessments and classroom tests and assessments,</p> <p>Decrease of undesired behaviors as noted in data tracking forms and through observation,</p> <p>Increase of desired behaviors as noted in data tracking forms and through observation</p>

Subject Area
(where relevant) :

Parent Communication

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the frequency and quality of communication between the school and parents that directly reflects student achievement and success will increase and improve resulting in an increased LES score.</p>
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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.

1. Beginning in October 2009, use of a Progress Report will be implemented in all classes grades 1-5. This report is a result of the work of our 2008-2009 CAT (Communication Assessment Team) which was comprised of teachers and parents. It will be used between report card periods to keep parents informed of academic progress.
2. Ongoing, teachers will track communication with parents regarding academic progress.
3. Beginning in October 2009, all parents will be informed and encouraged to use the Aris Parent Link as a resource to track their child's academic progress. Workshops will be offered to parents throughout the year. Informational materials regarding Aris will be sent home to all parents.
4. Beginning in October 2009, parents will receive access to ThinkCentral, the online link to our math and ELA programs. This website gives parents access to all math and ELA curriculum materials and subject matter. It includes materials for enrichment and remediation. Workshops will be provided for parents throughout the year. Informational materials about ThinkCentral will be sent home to all parents.
5. Beginning in October 2009, teachers will increase the frequency at which assessment/test results are sent home to parents.
6. Beginning in October 2009, we will increase the number of teachers using email to communicate with parents.
7. Beginning October 2009 and ongoing throughout the year, all materials developed for workshops and Parent Support will, when possible, be sent home via electronic means.
8. Ongoing, parents will receive weekly email blasts alerting them to the latest news, reminders, and school and community events/activities. Email blasts will also be used throughout the school week, when needed, to bring important information or reminders to parents' attention.

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

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

Very little funding is required for this action plan. If there are any costs involved, funding will be drawn from available and appropriate sources which may include, but not be limited to, TL FSF and TL One Time Allocations.

Indicators of Interim Progress and/or Accomplishment

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

Increase of 10% in the Learning Environment score for the category, "The school contacts me to tell me about my child's achievements and successes."

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	17	17	N/A	N/A	4			
1	50	27	N/A	N/A	10			
2	82	43	N/A	N/A	11			
3	28	28	N/A	N/A	19			
4	48	48	19	19	20			
5	43	42	14	14	10			
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Leveled Literacy Intervention-small group(no larger than 3) reading instruction which targets the at risk population in grade 2 30 minutes each day during the school day and the additional 371/2 minutes Mon-Thurs.</p> <p>Reading Recovery-small group reading instruction which targets the at risk population in grade 1-30 minutes each day during the school day and the additional 371/2 minutes -Mon. -Thurs.</p> <p>Reading Volunteers- 1:1 pull out phonics and reading program for K-2 that takes place during the school day.</p> <p>Wilson- small group(in class) - this program is a multi-sensory approach to internalizing the sound/symbol relationship. This is used both during the school day and in the additional 371/2 minutes in grades K-2 on a as needed basis.</p> <p>Foundations- is used to build students' phonological/phonemic awareness, phonics and spelling skills. This program is used in class(small groups) both during the school day and in the additional 371/2 minutes in grades K-2 as needed by students.</p> <p>Guided Reading- small group instuction used to teach students how to independently use reading strategies to become better readers. Used during the school day and in the 371/2 minutes in grades K-5.</p> <p>ELA Coach- small group instruction to help struggling readers get explicit instruction needed to develop reading skills. Small group done both during the school day and in the 371/2 minutes in grades K-5.</p> <p>Angling for Words- a step by step approach for learning reading and spelling decoding skills. This is done in the additional 371/2 minutes -Mon-Thurs in small groups.Students in grades 1 and 2 are eligible for the program based upon classroom teacher recommendation and a follow up assessment.</p>

	<p>Recipe for Reading- teaches letter sounds, vowel digraphs, consonant blends, and spelling rules in sequential cumulative order. This is done in small groups during the additional 37 1/2 minutes - Mon.- Thurs. with students in grades 1 and 2 based upon teacher recommendation and a follow up assessment.</p> <p>Orton Gillingham- a multi-sensory approach to teaching reading. Done in small groups during the additional 37 1/2 minutes -Mon.-Thurs. with students in grades 1 and/or 2 based upon teacher recommendation and a follow up assessment.</p> <p>SETTS- at risk students work with the teacher for remediation in reading. This is done during the school day, either pull out or push in, for 50 minutes each day. It services students in grades K-5 based upon referral from PPT.</p> <p>Extended Day- students stay for an additional 37 1/2 minutes- Mon-Thurs. and the teachers address their individual needs in groups no larger than 10 in general education or 5 for special education.Grades K-5</p> <p>Reduced Class Size- all classes on every grade have reduced enrollment so that we may better meet the needs of all of our students daily.</p>
<p>Mathematics:</p>	<p>Math Coach- small group instruction to help struggling students get explicit instruction needed to develop mathematical skills.Small group done both during the school day and in the 37 1/2 minutes in grades K-5.</p> <p>Extended Day- students stay for an additional 37 1/2 minutes Mon.-Thurs. and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p> <p>SETSS- at risk students work with the teacher for remediation in math. The students meet for 50 minutes daily in a small group(pull out or push in). This services students in grades K-5 based upon recommendation of the PPT.</p> <p>Math Games-small group done during the day and during extended day to provide alternative activities to reteach a concept/skill.</p> <p>Reduced Class Size- all classes on every grade have reduced enrollment so that we may better meet the needs of all of our students daily.</p> <p>Math Manipulatives- one to one instruction or small group during the day and in extended day as needed, to allow students to work on a concrete level to better develop understanding of concepts.</p>

	<p>Grades K-5.</p> <p>Great Leaps- a math intervention program (one to one) in which paraprofessional works with students on their specific weaknesses. This is done during the school day based upon individual needs of students.K-2.</p> <p>New York State March to March - number sense and operations</p> <p>Scantron/Acuity - individualized assigned tasks are administered during the school day and extended day for all students in grades 1-5. Students also do the on-line tutorials on Scantron/Acuity</p> <p>Intergration of Math and ELA- classroom teachers have access to math libraries to help intergrate literacy and mathematics instruction for better understanding by the students.</p> <p>Math Assessments-math groups are formed based on informal and formal assessments, and the individual needs of each student are addressed during the math block in small groups or one on one during the school day in grades K-5. These groups can vary in size and frequency depending upon the individual needs of the students.</p>
<p>Science:</p>	<p>There are 3 science cluster classroom laboratories. A blended program using Foss and Harcourt, are used with all our at risk students. Foss involves hands on experiments using the scientific method and inquiry approach. In addition, Harcourt is used in conjunction with Foss to further assist the students to understand the experiments and content explored. Harcourt provides the students with storybooks that are used by the classroom teachers to support science content instruction during the literacy block. The students do follow up science investigations, which are assigned to the students according to their ability. There are three levels of investigation, varying in difficulty.</p> <p>Extended Day- students stay for an additional 37 1/2 minutes Mon.-Thurs. and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
<p>Social Studies:</p>	<p>Students are exposed to maps, graphs, pictures, trade books and leveled text to cover content in the classroom during the day.</p> <p>Extended Day- students stay for an additional 37 1/2 minutes Mon.-Thurs. and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling is provided to students at risk, in small group, classroom instruction or individually . The guidance counselors work with students referred by teacher or parent. PPT provides names of at risk students and families who may need additional support. Peer mediation, conflict resolution, and crisis intervention are also provided to at risk students on an as needed basis during the school day. Social worker meets with parents to get social history of children at risk.</p>

<p>At-risk Services Provided by the School Psychologist:</p>	<p>Psychologist provides crisis intervention as needed. He makes contact with parents of at risk students. He consults with school personnel about at risk students. He does Behavioral Intervention Plans and Manifestation determination reviews. He does full evaluations to determine what, if any, services at risk students needs and then consults with school personnel to collaborate on a plan of action to assist the at risk students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Provides family counseling and referral services for families in crisis who are experiencing social and/or emotional difficulties. Works with students individually and in groups to address their difficulties with anxiety, family situations, social skills, etc. Will provide push in sessions to observe a child based upon request by PPT, teacher and/or parent. Will also push in to observe and offer assistance with behavior management. If and when a situation arises (bereavement, bullying, illness, etc.) whole class presentations are done during the school day.</p>
<p>At-risk Health-related Services:</p>	<p>Workshops are provided to students for diabetes awareness and asthma management. Students are screened for vision and hearing to determine if there are any problems that would hamper their academic progress.</p> <p>Height and weight are monitored for children in grades K-5. Students' fitness levels are assessed based on what is optimal for good health. The assessment measures components of health related physical fitness that have been identified as important to overall health and function: aerobic capacity; body composition; and muscular strength, endurance, and flexibility. These assessments are done by our physical education teachers for all students in grades 4 and 5.</p>

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

NCLB/SED requirement for all schools

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

MAURICE WOLLIN ELEMENTARY SCHOOL

Public School 4

200 Nedra Lane

Staten Island, New York 10312

(718) 984-1197

fax (718) 984-2324

LANGUAGE ALLOCATION POLICY

2009 - 2010

PS 4 is located on the south shore of Staten Island in an area in which there is ongoing building and growth. Our ELL population has seen a steady increase over the past few years.

PS 4 serves grades pre-K through 5. Each grade, kindergarten through fifth, has between 5 and 8 classes on the grade which are heterogeneously grouped. We are comprised of a variety of classes including general education classes, general education classes with District 75 students, CTTs with ratios of 12:15, 4:8 and 4:12, 12:1:1 classes and a 12:1 class. The building houses many related service providers including Speech, OT, PT, Hearing, Adaptive Physical Education and Counseling.

The student population of PS 4 is 79.10 % White, 1.26% Black, 11.71% Hispanic, 6.67 Asian, and 1.26 % other. Our pedagogical staff of 99 teachers is 100% certified and licensed. 74 % of our teaching staff has more than five years of teaching experience. In 2009, 79.6 % of our students met/exceeded the state and city ELA standards in all tested grades 3-5. 91.1 % of the students met/exceeded the state and city Math standards.

PART I: SCHOOL ELL PROFILE

PS 4's Language Allocation Policy Team is composed of Marc Harris, Principal; Suzanne DiMitre, Assistant Principal; Alice Braunstein, Parent Coordinator; Jen Mondone, Literacy Coach; and Diane Milgrom and Mariel Covino, New York State Certified ESL Teachers (see chart below).

There is a total of 793 students enrolled at PS 4. 30 of our students are ELLs, or 4% of our student population (see chart below).

A. Language Allocation Policy Team Composition

SSO/District CEA-PEA	School PS 4
Principal Mr. Harris	Assistant Principal Ms. DiMitre
Coach Ms. Mondone	Coach
ESL Teacher Ms. Covino, Ms. Milgrom	Guidance Counselor

Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Ms. Braunstein
Related Service Provider	SAF
Network Leader Nancy Ramos	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	n/a	Number of Certified NLA/FL Teachers	n/a
Number of Content Area Teachers with Bilingual Extensions	n/a	Number of Special Ed. Teachers with Bilingual Extensions	n/a	Number of Teachers of ELLs without ESL/Bilingual Certification	n/a

C. School Demographics

Total Number of Students in School	793	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	3.7%
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PART II: ELL IDENTIFICATION PROCESS

ELLs are identified at PS 4 through the following process. At registration, parents are administered the HLIS in the parent's language of choice. An ESL teacher and parent coordinator is present to explain the HLIS to the parent. The ESL teacher conducts an informal interview with the parent and child to identify those students who may possibly be ELLs. Staff who are fluent in the family's native language are also present to conduct an informal interview in the native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. Through this process, the ESL teacher is able to identify those children who may possibly be ELLs. Next, the ESL teachers administer the LAB R to students that are eligible for testing.

On the first day of the school year each September, the ESL teachers obtain the NYSESLAT Exam History Report from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Based on this information, ELLs are grouped by proficiency and begin receiving pull out services.

On the first day of the school year each September, the ESL teachers obtain the NYSESLAT Exam History Report from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Based on this information, ELLs are grouped by proficiency and begin receiving pull out services.

On the day that it has been determined that the child is an English Language Learner based on the score the child received on the LAB R, the parent receives the Entitlement

Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation.

The ESL teachers and Parent Coordinator conduct the Parent Orientation. Parents view the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teachers and Parent Coordinator to ensure that all parents understand all three program choices. Staff that are fluent in the home languages of the parents are present to interpret if necessary. The parents then complete the Survey and Program Selection Form and submit it to the ESL teachers.

If a parent is unable to attend the scheduled Parent Orientation, the ESL teachers contact the parent by phone and a make-up session is scheduled for the earliest date that is convenient for the parent. At the make up session, the parent views the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teachers and Parent Coordinator to ensure that the parent understands all three program choices. Staff that are fluent in the home languages of the parents are present to interpret if necessary. The parent then completes the Survey and Program Selection Form and submits it to the ESL teachers.

The ESL teacher prepares and distributes the entitlement letters and Parent Survey and Program Selection forms. It is indicated on the Program Selection side of Appendix D that the form is to be returned to the ESL teacher on the day of the scheduled Parent Orientation. Since PS 4 does not have sufficient numbers of students to sustain a Transitional Bilingual Education program, students whose parents do not return the form are placed in our Freestanding English as a Second Language program until a make-up session can be scheduled and the parent can make an informed decision about program choice.

Once an ELL has been identified, the parent attends the Parent Orientation and is informed of the three program choices available in their native language if requested. When a parent selects ESL, the child is grouped with other children of similar proficiency for pull out services.

When parents indicate that their preference is a bilingual program, they are explained that the school does not have a bilingual program. The parents are given the options to either A) keep their child in the school with the understanding that the child will receive

ESL services in place of bilingual instruction or B) transfer their child to a school that has an open seat in a bilingual program. If a parent did choose to have their child transferred to a school with a bilingual program, the Parent Coordinator would assist the family in finding a school.

Parent Orientation was held on September 24, 2009. The ESL teacher showed the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. The parents completed the required surveys and questionnaires. Any questions that parents had were addressed. Parent workshops are provided by the parent coordinator throughout the school year to help parents of ELLs address the needs of their children. Make up sessions were scheduled for parents who were unable to attend the September 24th orientation.

During the 2008-2009 school year, the trend in program choice that parents requested was ESL. In the 2009-2010 school year, the trend continued, with 6 out of 8 families selecting ESL as their primary program choice. The only program model offered at this point in time is ESL, which is aligned with the overwhelming majority of our parent requests (see chart below).

Program Choices, 2008-2010

	ESL	TBE	DL
2008-2009	17	0	0
2009-2010	7	0	8

PART III: ELL DEMOGRAPHICS

There are 30 ELLs enrolled at PS 4, in grades Kindergarten, Grade 1, Grade 2, and Grade 4. 26 of the 30 ELLs are newcomers and 4 of which have been receiving services for 4-6 years. These students receive services through a combination of push in / pull out services. Five of the 30 ELLs are in Special Education classes. X coded students are serviced as per IEP, with classroom teachers employing ESL strategies to support those students. Our ELLs range in proficiency from Beginner to Advanced Level. The native languages spoken among our ELLs include Spanish, Chinese, Russian, Arabic, Polish, Albanian, Slovakian, Italian, and Greek (see charts below).

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total

Arabic	1	2	1	0	1	1	0	0	0	5
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	1	0	0	0	0	0	0	1
Albanian	1	2	0	0	0	0	0	0	0	3
Other	0	1	3	0	1	0	0	0	0	5
TOTAL	5	12	6	0	7	1	0	0	0	31

Ps 4'S ELLs are serviced through a combination of pull out and push in services to ensure that the specific mandate for each student is met. Our students are serviced through a combination of pull out and push in services. Students are grouped by proficiency within a two grade span for pull out services. Each group receives one period of pull out each day. The remaining minutes for students who are mandated to receive 360 minutes of services per week are met through push-in services. See the chart below for a sample student schedule. All ELA work done at PS 4 is presented in workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs.

CR Part 154 (A-7)

SAMPLE STUDENT SCHEDULE ELEMENTARY SCHOOL 2009-2010

Student Proficiency Level: Beginning

Grade Level: Kindergarten

School District: 31

School Building: P.S. 4

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:20 To: 9:07	ESL	ESL	ESL	ESL	ESL
2	From: 9:10 To: 9:57	Writing	Reading	Drama	Reading	Reading
	From: 10:00	Math/Push In ESL	Gym	Writing/ Push In ESL	Math	Art

3	To: 10:47					
4	From: 10:55 To: 11:42	Reading	Writing	Lunch	Lunch	Lunch
5	From: 11:55 To: 12:42	Lunch	Lunch	Math	Writing	Math
6	From: 12:45 To: 1:32	Science	Math	Reading	Music	Social Studies
7	From: 1:35 To: 2:22	Centers	Centers	Centers	Centers	Push In ESL

In order to move our current ELLs into a push-in model for the 2010-2011 school year, administration plans to structure next year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teachers may service the majority of students through a push-in model.

The ESL teachers are state certified in ESL instruction (see chart below). In addition, they are licensed in Early Childhood and Elementary Education by New York State. The current instructional program includes the use of Avenues, a Hampton Brown literacy series for ELLs, as well as resources that align with Harcourt Story Town to reinforce what the children are learning in class. Additional materials include an ESL library, pictures, flashcards, manipulatives, realia and computer programs that support for ELLs. All resources correspond to the age and grade levels of our students. The ESL teachers also employ a broad range of strategies such as sheltered instruction in the content areas, TPR, hands-on activities, visual cues, music and movement and literacy strategies to support the ELL student. All of these approaches and methods make content comprehensible to enrich language development, thus facilitating the acquisition of content and language. Instruction is differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The coaches offer assistance in differentiating instruction to meet the needs of a multi-age class.

Number of Teachers 2009-2010	Number of Teaching Assistants	1.0
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Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
0 Bilingual Program	.6/.4 ESL Program	0 Bilingual Program	0 ESL Program	0 Bilingual Program	0 ESL Program	

We are currently not servicing any SIFE or Long Term ELLs. In the event that we need to service to a SIFE student or Long Term ELL, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, academic intervention programs, inclusion in the extended day program, parent support workshops or other available support services.

In the event that a student is in need of special education services, he or she will be appropriately evaluated and placed in accordance with his/her IEP, which will indicate specific ESL instruction in addition to any special education services needed.

Newcomers receive targeted instruction in the four modalities through push in and pull out services. For pull out services, newcomers are grouped as a distinct group across a two grade span. If necessary, newcomers who will take the ELA will receive support through participation in the extended day program or other intervention services that are available at the school. Parent meetings will also be conducted to ensure that parents are aware of the testing requirements. Newcomers who will take the ELA will also receive the testing accommodations mandated for ELLs.

Data driven instruction is provided to all students. Analysis of NYSESLAT and ELA performance is conducted and results are used to drive instruction in the ESL program. The four skills of listening, speaking, reading and writing are included everyday. Examination of students' results in the four modalities as assessed by the NYSESLAT indicates that the area of least proficiency for ELLs receiving 4-6 years of service is writing. Targeted instruction in this area will be delivered to these students. Teachers, including the ESL teachers, will work in collaboration with the literacy coach to improve ELL progress in writing by developing individual goals for each of these students based on analysis of performance on the NYSESLAT and classroom performance. Both the ESL teacher and classroom teacher will provide instruction designed to enable each student to make individual goals. Additional services may be provided as well if necessary, such as inclusion in the extended day program.

ELLs in need of targeted academic intervention will receive services based upon

their needs. PS 4 offers Reading Recovery to first grade students and Leveled Literacy for second grade students. ELLs in need of any of the services provided by these targeted intervention programs may participate.

Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ ESL strategies in the classroom. In addition, these students are entitled to the mandated two year extension of testing modifications.

Regarding new academic programs that have been implemented for the 2009-2010 school year, PS 4 has purchased Story Town, a comprehensive literacy approach program by Harcourt. This program has a strong emphasis on supporting the ELL student as well as the teacher. Resources that align with the program will be used by the ESL teachers to reinforce what the students are learning in class. PS 4 continues to provide the same programs and services for ELLs that have been in place from previous years. Whenever possible, efforts are made to obtain books and materials in students' native languages.

All programs support and services correspond to the age and grade levels of our current students. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as parent workshops, program review, and access to supplemental materials appropriate for the child are made available.

PS 4 provides Professional Development and support for all school staff. Each ESL teacher will develop a personal professional development plan for the 2009-2010 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, formal observation conferences and afterschool workshops. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training through participation in Professional Development sessions with issues related to ELLs. Administrators, teachers, and paraprofessionals will participate in ongoing Professional Development sessions with issues related to the Core Curriculum and how ELLs may gain access to the Core Curriculum. Topics may include, but are not limited to:

- Core Curriculum in Reading – Balanced Literacy for ELL students
- Core Curriculum in Math – Mathematics for ELL students
- Readers' Workshop for ELL students
- Instructional Standards for ELLs

The ESL teachers, math and literacy coaches and other qualified school – based staff will conduct interactive sessions. Our staff will work in collaboration to incorporate ESL strategies and techniques into the curriculum. In addition, staff may participate in

professional Development workshops presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC. Staff members will participate in Professional Development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school.

Below is a tentative calendar of professional development scheduled for the 2009 - 2010 school year:

Month	Topic	Audience
September - October	Incorporating ESL strategies into instruction in the classroom	Classroom teachers, paraprofessionals and administrators
March - April	Strategies for preparing ELLs for upcoming state exams, including NYS ELA, NYS Math, NYS Science, NYS Social Studies, and NYSESLAT	Classroom teachers, paraprofessionals and administrators
June	Strategies for assisting ELLs maintain progress throughout the summer break	Classroom teachers, paraprofessionals, administrators, and parents of ELLs

Parents of ELLs are supported by PS 4 and encourages to take part in parental involvement activities. Parents of ELLs are invited to participate in the PTA, parent-teacher conferences, and parent coordinator workshops. PS 4 partners with the Snug Harbor Cultural Center, the John Noble Maritime Museum, and Learning Through Expanded Arts Programs (LEAP), all of which offer activities that are open to ELL parents. Parent needs are evaluated through utilizing the Learning Environment Surveys and Parent Coordinator Surveys, which are offered in English as well as the home language. Based on the needs of the parents as indicated in the Learning Environment Survey and Parent Coordinator Survey, parental involvement activities are created to educate and encourage parents in supporting their child's education at home.

PART IV: ASSESSMENT ANALYSIS

An analysis of the data patterns across proficiency levels in the four modalities on the LAB R and NYSESLAT and grades reveal that Reading is the area of least proficiency for the majority of our K-2 ELLs while Writing is the area of least proficiency for the majority of our 4th grade ELLs. The implications for the school's LAP is to focus instruction in the ESL program and in classrooms with ELLs towards

reaching all four modalities with the greatest emphasis on reading for the K-2 ELLs and writing for the 4th grade ELLs (see charts below).

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	3	1	0	3	0	0	0	0	9
Intermediate(I)	0	6	1	0	2	0	0	0	0	9
Advanced (A)	3	3	4	0	2	1	0	0	0	13
Total Tested	5	12	6	0	7	1	0	0	0	31

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/SPEAKING	B	2	0	1	0	2	0	0	0	0
	I	0	0	0	0	0	0	0	0	0
	A	3	3	1	0	1	0	0	0	0
READING/WRITING	B	2	3	1	0	3	0	0	0	0
	I	0	6	2	0	2	0	0	0	0
	A	3	3	3	0	2	1	0	0	0

- PLEASE NOTE * 9 First Grade Students, 4 Second Grade Students, 4 Fourth Grade Students, and 1 Fifth Grade student scored "Proficient" in Listening/Speaking on the 2009 NYSESLAT.

The following charts indicate the level of performance of our current ELLs on state exams administered during the 2008-2009 school year. Please note that none of our current ELLs took the NYS exams in Science or Social Studies last year.

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0

NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0
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There is no basis for comparison of ELLs who have taken state exams in English as compared to the native language, as only one student during the 2008-2009 school year had taken a state exam in her native language. Later that school year, the student went on to score Proficient on the NYSESLAT.

PS 4 has opted not to conduct the ELL Periodic Assessments. The success of our ESL program is evaluated based on student performance on the NYSESLAT as well as in the classroom

English is the language of instruction in our ESL program. However, bilingual dictionaries, books, and other materials in the students' native languages are available in the classroom for students to reference, borrow, or use independently.

Early literacy skills are assessed by the classroom teachers. Data collected on ELLs is then shared with the ESL teachers. TCRWP is used to assess concepts of print, including book orientation knowledge, understanding of principles involving directional arrangement of print, and understanding of important reading terminology. TCRWP is also utilized to assess letter recognition, sound recognition, primary spelling inventory, and high frequency word inventory. Fountas and Pinnell is used to assess reading level. Data collected from these assessments is used to inform instruction for ELLs in both the classroom and in the ESL program.

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)

Kindergarten - Grade 4

Number of Students to be Served:

LEP 30 LEP students

Non-LEP 0 Non-LEP students

Number of Teachers 1 ESL teacher

Other Staff (Specify) 1 Teaching Artist

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.

PS 4 is planning to implement an after school program that would be open to all 30 of our ELLs, who range in grade level from Kindergarten through 4th grade.

Title III funds would be used to purchase ELL workshop sessions through Learning through an Expanded Arts Program (LeAp), a DOE contracted program. LeAp's Building Vocabulary through Dance Program is conducted by a professional teaching artist in English. This

program has been selected as it would hone students' listening and comprehension skills, as well as build vocabulary through music and movement.

Building Vocabulary through Dance would be operated from 3:15-4:15 on Mondays, Wednesdays, and Fridays for a total of 50 sessions from mid-December through the beginning of May. The program would be conducted by a LeAp teaching artist with assistance from the ESL teacher.

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.

The ESL teacher will meet with the teaching artist prior to sessions in order to plan instruction.

Form TIII – A (1)(b)

-

School: P.S. 004 Maurice Wollin
BEDS Code: 353100010004

Title III LEP Program
School Building Budget Summary

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$2,100.00	\$2,100.00 has been budgeted for Professional Salary (50 hours of per session pay at a cost of \$42.00 per hour for one ESL teacher = \$2,100.00).
Purchased services - High quality staff and curriculum development contracts	\$12,000.00	\$12,000 has been budgeted for the purchase of services through LeAp (50 LeAp sessions at a cost of \$240.00 per session = \$12,000.00)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$900.00	\$900.00 has been budgeted for the cost of supplies and materials to be used by the students in the LeAp program.
Educational Software (Object Code 199)	\$0.00	\$0.00 has been budgeted for the purchase of Educational Software.
Travel	\$0.00	\$0.00 has been budgeted for travel expenses.
Other	\$0.00	\$0.00 has been budgeted for other expenses.
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Parent Coordinator gathers home language surveys each September to determine translation and interpretation needs. The ESL teachers inform the Parent Coordinator of any new families that may be in need of translation and interpretation throughout the school year.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We currently have 30 ELLs and need to provide translation and interpretation in 10 different languages. The Parent Coordinator presented this information to the School Leadership Team. Periodic reminders of translation/interpretation services are included at public meetings and in the Parent Coordinator's monthly newsletter.

Part B: Strategies and Activities

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

We are working to build a resource of staff and community volunteers to translate written information for parents. When possible written translations of school notices, class notices, notices to individuals, etc. will be provided. School personnel will have translations of the phrase, "This information is important to your child's education. Please have it translated." These translations are in multiple languages and

encompasses the 10 languages we have identified in our school community. Staff will also have access to and be directed to use the phone numbers for the DOE translation hotline.

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

Oral interpretations will be provided by school staff and/or community volunteers. The DOE translation hot line will also be utilized as it is needed.

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

Parents who require language assistance will be notified in writing of their rights regarding translation and interpretation in the appropriate covered languages. A sign will be posted in the school lobby indicating covered languages and directing eligible parents to the Parent Coordinator for further assistance.

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:	0	\$242,945	\$242,945
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,429.45	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$12,147.25	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$24,294.50	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
98.7%

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.

By the end of the coming school year, the one teacher who is not highly qualified will either be assigned to an area for which she is highly qualified or she will have obtained appropriate certification or licensure.

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

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

Title I Parent Involvement Policy

I. General Expectations

P.S. 4 R agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of Section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with Section 1118(b) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -
 - a. that parents play an integral role in assisting their child's learning.
 - b. that parents are encouraged to be actively involved in their child's education at school
 - c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees
 - d. the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The *P. S 4R* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - *Notification of open seats available to join the District Parental Involvement Planning Team as provided to the school.*
2. *P. S 4R* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - *On going implementation of School Leadership Team;*
 - *Quarterly Principal meetings with PTA and Executive Board;*
 - *Notification of release of results of School Report Card, Quality Review, School Progress report and Learning Environment Survey.*
3. *P. S 4R* will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through notification of meetings from Community Education Council and other Community Based Organizations as provided to school.
4. *P. S 4R* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies through Parent Coordinator program, using Community Based Organizations, as appropriate and available.

5. *P. S 4R* will use the School Leadership Team and the Title I, Parent School wide Programs Committee to conduct, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. *P. S 4R* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. Parent Teacher Conferences, Progress Reports, Report Cards
 - b. Parent Coordinator Workshop Programs;
 - c. School Leadership Team supported Family Fun Nights;
 - d. Community Based Organization presentations;
 - e. Home School communication through Weekly Email Blasts, newsletters, and handouts, and monthly calendars;
 - f. ASD (Autism Spectrum Disorder) Parent Support Groups, as necessary
 - g. The school will provide assistance to parents of children in understanding topics including, but not limited to:
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - iv. Supporting Curriculum information
 - v. Health, Fitness and Safety
 - vi. The Arts
 - h. *P. S 4R* will provide materials and training to help parents work with their children to improve their children's academic achievement, to foster parental involvement by:
 - **ARIS, Acuity, and other assessment systems*
 - **Renzulli Learning Systems at home access*
 - **Parent Coordinator Workshop programs and handouts*
 - **NYCDOE and NYS provided handouts, as available*
 - i. *P. S 4R* will ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through handouts, newsletters, and PS 4 Email Blast.

III. Discretionary School Parental Involvement Policy Components

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

P.S. 4R will incorporate this parental involvement policy into its school improvement plan:

Parents can, and do, make a significant contribution to the environment and functioning of our school. Parents are encouraged to attend monthly PTA meetings that will be held at times that are convenient for parents. Our school supports and encourages parent volunteerism. The school will provide full opportunities for the participation of parents with limited English proficiency, and parents with disabilities including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

Professional Development:

Monthly professional development for parents provided by P. S. 4R's Parent Coordinator and teachers. This professional development will focus on school life for students, curriculum standards, assessments, health, and home-school support for families. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family, social and educational issues.

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

ELL Professional Development: ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students With Disabilities/Professional Development : Monthly professional development will be made available to all parents of students with disabilities.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the P.S. 4R on (mm/dd/yyyy) _____TBD_____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Principal's Signature: _____

Date _____

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.

P.S.4R , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 4R will:

1. Utilize the Balanced Literacy Program from Harcourt Publishing, Storytown along with Harcourt Mathematics, HSP Math New York. as a base line for high quality curriculum. P. S. 4R will integrate this with classroom technology, hands-on Science program, State Standard Social Studies Program, Physical Education, and the arts to ensure a well rounded, flowing learning environment.
2. Schedule PTC twice during each school year in November and March. Additional ongoing conferences are held as the request of parent and/or teacher.
3. Provide parents with the following reports on child's progress:
 - * Report cards distributed in November and March with final report cards sent home on the last day of school.
 - * Beginning in 2009, Progress Reports will be sent home in October, January, and May to increase parental involvement and academic communication.
 - * Curriculum conferences with classroom teachers in early fall.
 - * Formal notification regarding possible holdover in January.
 - * Acuity data available to parents as each is provided with a user password.
 - * ELA, State Math, Social Studies and Science scores distributed upon receipt by school.
 - * Parent/Teacher requested meetings.
 - * Parent/teacher reports made by phone, e-mail, notes and scheduled appointments.
4. As delineated above, parents have access to staff during PTC both formally and informally throughout the school year.
5. *Provide parents opportunities to observe and participate in their child's classroom during Open School Week, traditionally held in the early Fall of each year.
 - *Encourage parents to participate in Publishing Celebrations, Science Fair, class trips, read to the class as a guest reader, assist in classroom projects.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any school-wide program plan (for SWP schools), in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to

parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

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

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

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

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the title I.

Parent Responsibilities

We as parents will support our children's learning in the following ways: (Blue color indicates required)

- . supporting my child's learning by making education a priority in our home by:
 - . making sure my child is on time and prepared everyday for school;
 - . **monitoring attendance;**
 - . talking with my child about his/her activities every day;
 - . scheduling daily homework time;
 - . providing an environment conducive for study;
 - . **making sure that homework is completed;**
 - . **monitoring the amount of television my children watch;**
- . **volunteering in my child's classroom;**
- . **participating, as appropriate, in decisions relating to my children's education;**
- . participating in school activities on a regular basis;

- . Promoting positive use of my child's extracurricular time.
- . staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- . Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- . reading together with my child every day;
- . providing my child with a library card;
- . communicating positive values and character traits, such as respect, hard work and responsibility;
- . respecting the cultural differences of others;
- . helping my child accept consequences for negative behavior;
- . being aware of and following the rules and regulations of the school and district;
- . supporting the school's discipline policy;
- . Express high expectation and offer praise and encouragement for achievement.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Name	Signature	Date
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School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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.

Needs Assessment

Over the course of the current school year, we have conducted extensive and ongoing needs assessments as a stand part of our administrative practice in relation to the work of the Inquiry Team, professional development and supervision of instruction. The types of needs assessments and their subsequent implications are indicated below:

- . Analysis of student performance data from School Progress Report, Predictive Assessments and Instructionally Targeted Assessments.

- o Implications in ELA indicate trends of weakness in thematic, use of graphic organizers, determining relevant and irrelevant information, drawing conclusions and using context clues.
- o Implications in Mathematics indicate a need for increased focus on multiplication, place value in relation to fractions and decimals, measurement, and problem solving, particularly in these areas.
- o Implications for Special Education students indicate higher performance than anticipated leading to the provision of a less restrictive setting with additional academic support for many students.
- . Analysis of student performance data from informal sources including Performance Series Assessments, Teacher's College Reading Assessments, and teacher made tests and assessments indicate the same trends of weakness in both ELA and Mathematics as stated above.
- . Analysis of performance of students participating in both Reading Recover and Leveled Literacy Intervention.
 - o Implications indicate that the majority of students show an increase in reading performance while participating in Reading Recovery or LLI. There is a trend of a decrease in performance once students complete the program and are supported only by the classroom teacher.
- . Analysis of the results of the Teacher's College Reading Assessments.
 - o Implications indicate an increasing number of students in grades 2-5 who are fluent readers with significantly lower performance in comprehension.
- . Formal classroom observations
 - o Implications indicate a weakness in the area of data collection and use. More specifically, while many teachers show strength in differentiating the products students produce, many would benefit from additional support focusing on preparing lessons that are differentiated in content and process, and that address different learning styles.
- . Review of Learning Environment Survey
 - o Analysis of attendance data indicates that we remain at the low end of our Peer Horizon in regard to our attendance rate in spite of initiatives take in the previous school year, resulting in the need for a new action plan.
 - o Analysis of Parent survey indicates a need to improve school to home communication regarding students' learning needs and outcomes.
- . Review of the Learning Environment Survey in addition to informal conversations with teachers and grade conferences
 - o Implications indicate: a desire on the part of teachers for a more structured literacy program; dissatisfaction with the Everyday Math Program and more specifically with the spiral pacing and omission of many standards based strands of instruction; a struggle to explicitly meet the needs of each individual student; a desire for more professional development in individualized areas.
- . Inquiry Team Work
 - o Mathematics performance data prompted an in depth analysis of the Everyday Math Program for comparison of lesson objectives from grades K-5 to specific state standards for grades K-5. Analysis data indicated that numerous instructional strands were either omitted entirely from the curriculum on a particular grade or not sufficiently developed. These omitted/insufficiently developed strands coincide with one or more area indicated as weak by our current data.
 - o ELA Inquiry Team action research is currently indicating that teachers are not spending enough time developing individual skills and concepts. Rather, in an effort to cover extensive curriculum, they are moving quickly through many skills, developing some more extensively than others.
- . Accountability Overview Report/School Report Card
 - o Assessment of data indicates:

- . An increase in ELL enrollment over a four year period.
- . A consistent attendance rate that is significantly lower than our Peer Horizon, over a three year period
- . All identified students groups made AYP
- . With one exception, looking at a breakdown by grade (3-5) and year (06/07 and 07/08) economically disadvantaged students scored lower in both ELA and Mathematics. (Exception: Grade 3 math 06/07)
- . Scores among economically disadvantaged students by grade and by year as indicated above show inconsistent patterns for decline and growth in both ELA and Mathematics
- . NYSESLAT data indicates consistently higher scores in the Listening and Speaking sub-tests for all grades.

2. Schoolwide reform strategies that:

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

We will provide:

- o Increase the amount and quality of learning time through use of extended time.
- o Provide an enriched and accelerated curriculum through Harcourt Storytown and HSP Math.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but with a particular emphasis on progress for Level 3 and 4 students.
- o Are consistent with and are designed to implement State and local improvement, if any.

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

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

Emphasis on differentiated instruction to ensure that all students, including students with special needs and English Language

Learners receive exposure to grade-appropriate, standards-based curricula, using sound instructional strategies, proven methods and have sufficient opportunities to master State content standards.

- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous high-quality

curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.

- Use of available data, including disaggregated State and City assessments grades 3-5, the Acuity Assessments, TCRWP assessments, and multiple classroom-level measures, to monitor students' progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science and social studies.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English Language Learners (ELL/LEP) and special needs students.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All teachers hired at P. S. 4R for the 2009-2010 school year will be "highly qualified" as defined in NCLB.

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.

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.

P.S. 4R will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc; support and training for administrators; parent workshops; and specialized training for School Leadership Team member and Parent Coordinator.

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.

P. S. 4R will describe in its CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school has a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, P.S. 4R will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in, instructional initiatives.
- Parent Coordinator workshops.
- Reading Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees.
- Family support resources in the community in the areas of health, the arts, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement in problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

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.

N/A

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

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

During the 2008-2009 school year our school created an Inquiry team that consisted of the principal, two assistant principals, the literacy coach, the math coach, along with at least one teacher representative from each grade k-5. During our weekly meetings we actually confirmed the findings that were seen throughout classrooms both within the city and the state by the New York State Department of Education audit team. As an Inquiry team we delved into our curriculum maps and saw that we in deed covered everything that was mandatory, however, we too saw trends of vulnerability in the seven different areas of reading and the five areas of writing. We collaboratively looked at literacy based programs that would build on what we know and love about the comprehensive literacy approach to teaching and at the same time would further give our teachers more support for the curriculum. We reached out to many schools so they could share their best practices with us in terms of what literacy programs were working in their schools. We then had various representatives come to show the staff a multitude of possible programs that were aligned with our scope and sequence and the standards. We were interested in a research-based program that would include all the necessary components that a teacher would need to engage and differentiate instruction for each and every child.

By moving to the research-based, developmental reading and language arts program created by Harcourt, we will be guaranteeing that our school supports our teachers and ensures that all of our students become life-long readers and writers. The foundation of the program is its high-quality children's authentic literature as well as informational texts. Harcourt's program is completely aligned with the NYC scope and sequence and NY State standards and is more relevant to the needs and interests of our students. Our students will be engaged daily with differentiated activities that coincide with thematic units of study, individualized small group instruction in decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read along with comprehension strategies suited to different types of learners and classroom settings. Throughout the Reading and Writing workshop, the children will be exposed to both direct and indirect instruction, modeling, guided practice and application. With on-going conferencing, this will further assist our students in academic growth as well as formulate a sense of community and uniformity within our school building. The standards of Listening and Speaking are strongly present within our newly adopted literacy program through reader's theater, presentations, speeches, and share fairs. Our ELL students are also targeted by the amount of support that is present within the Harcourt program. Each classroom teacher has an abundance of material that supports what is being taught to the rest of the students in a manner that modifies the material so that each ELL child will comprehend the concept being taught. The ELL teachers also have the material that is necessary in achieving success for our students. In all, the curriculum is rich and addresses in great detail some of the areas that our students have shown difficulty with through various forms of collected data.

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?

As a school community we have found through both formative and summative data that there were trends of vulnerability within our usage of the CAB and State Standard books that were utilized during recent school years. Through analysis Of New York State exams , ITA's and predictive assessments the Inquiry Team noted implications that we were not directly addressing in depth the New York State Standards. As a school our committment has been and will always be to meet and exceed the standards in a manner that is benefical for all our students; thus moving to a literacy program that adhears fully to both the Scope and Sequence as well as New York State Standards.

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.

The finding was applicable and our school addressed this issue by meeting with the staff frequently and discussing what we think we need to further assist all of our students. Our growing Inquiry team will contine to look at what and how we are teaching all the components of literacy and with the collaboration of all staff we will modify it to best meet the needs of our students. Implementation of the new literacy curriculum will be supported by professional development that will be given to the teachers on all PD days as well as during weekly common preps. Supervisors will ensure proper and appropriate implementation of the new curriculum at monthly grade meetings with the teachers. The literacy coach will provide additional professional development through co-planning, articulation, co-teaching, and modeling. Staff is given a surplus of material that is to be utilized for differentiated instruction throughout the literacy block. The teachers will have access to an interactive on-line site where they can research questions or concerns that may arise. There is also a hotline that can be called from 8:00 am to 11:00 pm for further assistance. Using the Design Your Own process, appropriate interim assessments will be developed in line with NY State Standards and the NYC Scope and Sequence. Pacing calendars from the Harcourt program will be reviewed and revised as needed to ensure uniformity of instruction on each grade. The administration and coaches within the building will review the implementation of the material to ensure that it is being used in a manner that is beneficial for all of the students and consistent with our identified goals and objectives. We do not need any additional help for central.

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.

During the 2008-2009 school year, a Math Inquiry Team was formed which was made up of the Principal, Upper Grade Assistant Principal, Math Coach, and Teacher Representatives from grades 2-5. The sole purpose of this team, was to analyze the Everyday Mathematics program and determine if it was directly aligned to the NYS Math Standards, and if the foundations, skills and strategies needed to succeed were addressed in enough depth for students across all ability levels. Through close and careful analysis of the program, as well as implications made based on standardized test scores and teacher feedback, we found that the Everyday Mathematics program was not only lacking many of the NYS Standards, but it was not addressing the needs of our diverse learners. We reached out to many schools so they could share their best practices with us in terms of what other supplemental math programs were working in their schools. We then had various representatives come to show the staff a multitude of possible programs that were aligned with the standards. We were interested in a research-based program that would include all the necessary components that a teacher would need to engage and differentiate instruction for each and every child. After more analysis and research, the decision was made to apply for a Math Waiver to exempt our school from the use of Everyday Mathematics, and to purchase NY HSP Math. NY HSP Math is a balanced program focusing on numerical fluency, conceptual understanding and problem solving. It covers all standards in depth, which are identified in the Teacher's Edition, Student Book and NYC Fast Track Pacing Calendar. The fundamental processes and tools are incorporated across the lessons and algebraic thinking is developed at all levels. Mathematical concepts begin w/a check of pre-requisite skills, introduced and modeled to build conceptual understanding, developed with practice for fluency and are interconnected with problem solving and reasoning. All lessons include tools to adapt the curriculum for ELLs,

advanced learners, and students below grade level. Strategic and On-Level Interventions in each chapter and lesson assist teachers in differentiating instruction to meet individual needs. The on-line component provides resources and curricular components that are directly aligned to the standards. A variety of standards based assessments including entry-level quizzes, progress monitoring and summative assessments are provided. Implications from these assessments allow teachers to make informed instructional decisions and to track students' progress toward mastery of the NYS standards via Think Central. Mixed Review and Test Prep in each lesson provide mixed review of previously taught objectives and exercises that use standardized test format. Practice for the NYS Test is presented at the end of each chapter, by providing review by strand for all May to May material.

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?

As a school community we have found through both formative and summative data that there were trends of vulnerability within our usage of the CAB and State Standard books that were utilized during recent school years. Through analysis of New York State exams, ITA's and Predictive assessments the Inquiry Team noted implications that we were not directly addressing in depth the New York State Standards. As a school our commitment has been and will always be to meet and exceed the standards in a manner that is beneficial for all our students; thus moving to a standardized based math program that adheres fully all New York State Math Standards.

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.

The school-wide implementation of HSP New York Math will be supported by professional development that will be given to the teachers on all PD days as well as during weekly common preps. The math coach will provide additional professional development through co-planning, constant articulation, co-teaching, and modeling. The teachers will have access to an interactive on-line site where they can research any questions or concerns that may arise in using the program. There is also a hotline that can be called from 8:00 am to 11:00 pm for further assistance. The administration and coaches within the building will be constantly reviewing the material to ensure that it is be utilized in a manner that is beneficial for all of the students.

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.

During the 2008-2009 school year both the school instructional team as well as the Inquiry Team analyzed various forms of summative and formative data through various lenses. This included surveys, transcripts, implementation of various research programs throughout the building, and observations. All of our findings indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in our school; there is indication of limited use of best practices and research-based practices, including differentiated instruction. Keeping this in mind we then decided to restructure our Inquiry team to two separate teams, that would focus on these findings separately. As a result of the process noted in Key Finding 1, we were afforded a waiver by the DOE, and are currently implementing Harcourt's Storytown Comprehensive Literacy 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?

Due to our findings, thus we adopted a standards based comprehensive literacy program, that is based on explicit and systematic instruction that is clear, straight forward and logically sequenced. The program provides ample practice and application of both skills and strategies. It utilizes a variety of meaningful tools and activities suited to different types of learners and classroom settings.

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.

The finding was applicable and our school addressed this issue by meeting with the staff frequently and discussing what we think we need to further assist all of our students. Our growing Inquiry team will continue to look at what and how we are teaching all the components of literacy and with the collaboration of all staff we will modify it to best meet the needs of our students. Implementation of the new literacy curriculum will be supported by professional development that will be given to the teachers on all PD days as well as during weekly common preps. Supervisors and the literacy coach will provide additional professional development through co-planning, articulation, co-teaching, and modeling. The teachers will have access to an interactive on-line site where they can research questions or concerns that may arise in using the program. There is also a hotline that can be called from 8:00 am to 11:00 pm for further assistance. Using the Design Your Own process, appropriate interim assessments will be developed in line with NY State Standards and the NYC Scope and Sequence. Pacing calendars from the Harcourt program will be reviewed and revised as needed to ensure uniformity of instruction on each grade. The administration and coaches within the building will review the implementation of the material to ensure that it is being used in a manner that is beneficial for all of the students and consistent with our identified goals and objectives. We do not need any additional help for central.

2B – Mathematics Instruction

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

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

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

During the 2008-2009 school year both the school instructional team as well as the Inquiry Team analyzed various forms of summative and formative data through various lenses. This included surveys, transcripts, implementation of various research programs throughout the building, and observations. All of our findings indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in our school; there is indication of limited use of best practices and research-based practices, including differentiated instruction. Keeping this in mind we then decided to restructure our Inquiry team to two separate teams, that would focus on these findings

separately. As a result of the process noted in Key Finding 1, we were afforded a waiver by the DOE, and are currently implementing Harcourt's HSP New York Math 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?

Due to our findings, thus we adopted a standards based comprehensive math program, that is based on explicit and systematic instruction that is clear, straight forward and logically sequenced. The program provides ample practice and application of both skills and strategies. It utilizes a variety of meaningful tools and activities suited to different types of learners and classroom settings.

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.

The finding was applicable and our school addressed this issue by meeting with the staff frequently and discussing what we think we need to further assist all of our students. Our growing Inquiry team will continue to look at what and how we are teaching all the components of math and with the collaboration of all staff we will modify it to best meet the needs of our students. Implementation of the new math program will be supported by professional development that will be given to the teachers on all PD days as well as during weekly common preps. Supervisors and the literacy coach will provide additional professional development through co-planning, articulation, co-teaching, and modeling. The teachers will have access to an interactive on-line site where they can research questions or concerns that may arise in using the program. There is also a hotline that can be called from 8:00 am to 11:00 pm for further assistance. Using the Design Your Own process, appropriate interim assessments will be developed in line with NY State Standards and the NYC Scope and Sequence. Pacing calendars from the Harcourt program will be reviewed and revised as needed to ensure uniformity of instruction on each grade. The administration and coaches within the building will review the implementation of the material to ensure that it is being used in a manner that is beneficial for all of the students and consistent with our identified goals and objectives. We do not need any additional help for central.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

High teacher turn over is not an issue at P.S.4. We have a stable staff with teachers generally leaving only for childcare leave or retirement.

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?

Please see school Accountability and Overview Report - page 4.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Teachers were interviewed to determine whether or not the finding is relevant to our program.

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?

Teachers were generally unaware of professional development opportunities regarding instruction of ELLs.

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

The LAP team will monitor professional development opportunities and keep teachers informed of available opportunities.

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.

ESL teachers and classroom teachers of ELLs were interviewed to assess whether the finding is relevant to our school's educational program.

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?

Teacher created data files indicate that NYSESLAT scores were analyzed along side ELA scores. The data was shared between classroom teachers and ESL teachers and used to drive instruction throughout the school year.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

To determine whether this finding is relevant to our school's educational program, teachers were interviewed and PPT cases were examined to determine if referrals were made due to implications such as those in the finding,

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?

Responses to teacher interviews, follow up work of PPT, classroom observations.

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.

The school is addressing the issue through the following professional development strategies in: professional learning communities designed to study such issues, support for implementation of instructional and behavioral strategies from the PPT and other appropriately trained staff members, workshops for staff members, interclass visitations.

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.

Teachers were interviewed and a random sample of IEPs was analyzed to determine whether this finding was relevant.

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?

Analysis of the random sample of IEPs indicated that we support the findings in part. Our IEPs indicate a strong alignment between goals, objectives and modified promotional criteria and the content on which these students are assessed on grade-level state tests.

The same sample indicates a need to include specific accommodations and/or modifications for the classroom environment.

Students with behavioral issues and concerns all have behavior plans in place. However, some samples did not actually include the behavior plans.

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.

Teachers, related service providers and the SAT have been made aware of need to include classroom accommodations/modifications and to include behavior plans in the IEPs.

As teachers and related service providers are preparing for annual reviews they will include classroom accommodations and/or modifications as appropriate. They will also include existing behavior plans at that time. If it is found that a student in need of a behavior plan does not have one, it will also be included in the IEP.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: For Title I Schools

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

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

We currently have no children that meet this criteria.

Part B: For Non-Title I Schools

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

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