



PS45
THE JOHN TYLER SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 31R045

ADDRESS: 58 LAWRENCE AVENUE, STATEN ISLAND NY 10310

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S.45 **SCHOOL NAME:** The John Tyler School

SCHOOL ADDRESS: 58 Lawrence Avenue Staten Island, NY 10310

SCHOOL TELEPHONE: 718-442-6123 **FAX:** 718-442-4141

SCHOOL CONTACT PERSON: Teresa Caccavale **EMAIL ADDRESS:** tcaccav@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lisa McKeon

PRINCIPAL: Teresa Caccavale

UFT CHAPTER LEADER: Julie Pleszewicz

PARENTS' ASSOCIATION PRESIDENT: Irene Gryzniec and Keri Peacock

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Laura Feijoo

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/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Teresa Caccavale	*Principal or Designee	
Nicole (Vitaliano) Vega	*UFT Chapter Chairperson or Designee	
Irene Gryzniec	*PA/PTA President or Designated Co-President	
Lisa McKeon	SLT Chair/Parent	
Diane Graffeo	DC 37 Representative, if applicable	
Marianne Siewers	Member/Parent	
Jennifer Patafio	Member/Parent	
Libby McPike	Member/Teacher	
Olta Minnena	Member/Teacher	
Elizabeth Vuoso	Member/Teacher	
Marilyn Averett	Member/Teacher	
Lisa Esposito Planzo	Member/Teacher	
Beth Elrod	Member/Parent	
Steve Minkoff	Member/Parent	
Vivian Porcu	Member/Parent	
Deidre Armitage	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Vision/Mission

Believe! Achieve! Succeed! The entire school community of P.S. 45 strives to enhance the educational experience of students at all learning levels through innovative teaching strategies and enrichment opportunities. We are committed to raising the level of learning in accordance with State and the New York City Department of Education standards. The entire faculty at P.S. 45 is deeply involved in furthering their own practice and continuing their own learning, which provides a real life model for students to do the same. Through the combined efforts of the home, school and community, each child unleashes his potential and develops a lifelong love for learning.

Contextual Information about the School's Community and its Unique/Important Characteristics

Built in 1927, P.S. 45, The John Tyler School, is located in the West Brighton community of Staten Island's North Shore. Our large student body is derived from a broad range of family structures, cultural experiences and socio-economic backgrounds. At over 120% utilization, P.S. 45 is committed to giving its multi-ethnic, multi-lingual student body with very diverse learning styles and special needs a child-centered education. Based on the principle that every child is gifted, it is through education that children can discover their own special talents and realize their full potential. Using a language-rich literature-based curriculum, P.S. 45 works to provide an orderly and positive environment which not only guides our children toward the highest possible academic achievement, but also engenders a lifelong love of learning.

Overview of Instructional Programs and Special Initiatives

1. To continue to integrate the use of technology throughout the curricular areas. Shana Covell will be here on one Thursday a month for the 2009-2010 school year to work with the teachers on infusing technology into their curriculum.
2. To continue the implementation of an integrated arts curriculum for the school community through a progressive skill based arts education from K-5. We received a grant for \$20,000 for the 2009-2010 school year from CASA. With this money the school will have an after school program for 3rd and 4th graders where the students create individual pieces of art.
3. To increase parent involvement and capacity that will support outcomes for all students.
4. To continue to engage teachers in meaningful Professional Development studies as an important part in the delivery of lessons in the classroom, as well as the continuation of units of study in curriculum areas, particularly comprehensive literacy, math, science, social studies, technology and the arts.
5. To meet the social and emotional needs of students through the "Stop and Think" program and

PBIS.

6. To expand the School Enrichment model by continuing with the enrichment clusters in the IIM model.
7. By June 2010 there will be an additional 3% increase in the academic achievement of the subgroup of Economically Disadvantaged students compared with other student subgroups, as measured by State and City standards assessments. Because many of our Economically Disadvantaged students are new to the country and have other issues related to poverty please note the following sub-goals:
8. To raise academic achievement as measured by NYSESLAT.
9. To improve academic achievement for students with disabilities through direct classroom instruction.
10. To improve speech/language delays/disorders, for example articulation, voice and fluency disorders, receptive and expressive language delays, auditory memory and auditory processing delays.

P.S. 45 will continue to implement the comprehensive instructional approaches and professional development opportunities for English Language Arts as prescribed by the Chancellor's initiatives for the 2009-2010 school year. Current strategies for improving instruction and student performance in English Language Arts include the ongoing implementation of Balanced Literacy. We plan to deepen our study of reading and writing across all grades through continued working relationships with top educational consultants. We will continue to improve guided reading along with comprehension strategies through a \$15,000 grant given by the Staten Island Foundation. P.S. 45 will also continue to implement additional reading support programs such as Wilson and Foundations. The principal and assistant principal will further support literacy instruction through informal and formal observations and staff development. Everyday Mathematics will continue to be the primary vehicle for math instruction in the school. A full-time math coach will continue to support this program through focused, on-site math development.

P.S.45 integrates the arts through residencies and an in house music program. Our music program consists of Band and Strings ensembles, Recorders and Percussion. The program has been enhanced through the implementation of the marching band. Residencies consist of Marquis Art Studios focusing on Circus Arts, Puppetry, movement, cultural and Visual Arts in grades K, 1, 2, and 5. Fifth graders also participate in a program with the American Ballet Theatre.

In order to facilitate the transition of our students from early childhood to elementary programs, we provide Open House tours for families zoned to P.S. 45, and we also sponsor a Kindergarten Orientation, Family Literacy Night and Family Math Evening. We have expanded the Kindergarten orientation for parents to include a tour of the plant facility.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet standards. Three (3) full time teachers provide additional small group support to Level 1 and Level 2 students. We also have at-risk resource room and slip-speech support as well as two Reading Recovery teachers.

Professional Development is coordinated by a team which includes the Principal, Assistant Principal, Mathematics Coach, Data Specialist, UFT Chapter Leader, Guidance Counselor and Grade Leaders, who work together to combine ideas on effective planning for teachers on ways to assess learning, to develop curricula, to disseminate instructional materials, and to assess teachers' needs for professional development. A monthly professional development meeting is held with the team and all teachers,

either as a comprehensive meeting or in small groups. In addition, teachers are notified of and encouraged to attend outside workshops.

The Federal, State and Local programs for which our school receives allocations are as follows: Tax Levy, Title I, PCEN, Chapter 53, ERSSA Special Needs/AIS, IDEA Special Needs/AIS, State Magnet Grant and Part 154 Bi/LEP.

Strategic Collaborations and Partnerships (e.g., include partnerships with other schools, community-based organizations, businesses/corporations, colleges/universities, cultural institutions, etc.)

1. There is a continuous effort to make parents partners in their children's educations. After school activities such as Family Literacy Night, International Night, Family Science Night, the Talent Show and the Halloween Boo Bash and our annual talent show bring families in for evenings that are fun and educational. The School Leadership Team and P.T.A. newsletters are important links in the home-school partnership. Instructional workshops were provided to parents on the new curriculum, city and state testing standards, and "a walk through your child's day." In addition more focused and specific workshop topics were added including two three hour Saturday Parent /Child workshops conducted by the Assistant Principal and our Third, Fourth and Fifth Grade teachers concerning the ELA & Math State Assessments in order to help meet the needs of our students. The Parents as Art Partners Grant we received during the 05-06 school year enabled parents to attend free workshops with their children including Music (Kindergarten), Self Portraits (First and Fourth Grades), Drama (Second Grade) and Meet the Author/Career Awareness (Third Grade).
2. Our ELL students will continue to benefit from small group instruction offered to them through our ELL Instructional Program, Reading Volunteer program, and special ELL programs for both students and parents after school.
3. Technology is an integral part of learning at P.S. 45 with a Library Media Center housing 6 new Dell networked computers, 16 laptops, an LCD projector and six digital cameras. Through generous gifts from the Merrill Lynch Corporation and our Parent Teacher Association, several classrooms have received SMART Board Interactive Whiteboards with LCD Projectors. In addition recent funding has enabled classrooms to receive additional laptop computers to supplement the existing laptops in upper grade classrooms. During the 2009-2010 school year we plan to provide technology professional development to our teachers and hope to increase the use of technology in grades K-2.
4. In addition to our Reading Volunteer Program, and our Parents as Art Partners Program in association with Marquis Art Studios, at P.S. 45, we continue to work with the local office of the Council on the Environment which provided an interdisciplinary Community Tree Project to which incorporated science, math, writing and local history.
5. Marquis Studios will be working with grades K, 1, 2 and 5 on hands on art study.
6. Richard Tudor will be providing professional development to the science team on selected Thursdays throughout the 2009-2010 school year.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 045 John Tyler						
District:	31	DBN:	31R045	School BEDS Code:	353100010045		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	35	36	29		92.6	92.9	94.0
Kindergarten	151	177	173				
Grade 1	180	152	166	Student Stability - % of Enrollment:			
Grade 2	152	181	159	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	150	144	148		93.9	94.3	95.5
Grade 4	154	144	148				
Grade 5	164	155	147	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		46.5	47.7	45.6
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		1	11	18
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	986	999	999	(As of October 31)	2006-07	2007-08	2008-09
					0	1	2
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	11	13	21	Principal Suspensions	81	42	79
# in Collaborative Team Teaching (CTT) Classes	29	58	60	Superintendent Suspensions	1	7	12
Number all others	47	48	41				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	51	39	46	Number of Teachers	55	61	66

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	8	12	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	6
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	54.5	67.2	74.2
				% more than 5 years teaching anywhere	50.9	52.5	53.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	82.0	80.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.0	100.0	97.9
American Indian or Alaska Native	0.6	0.4	0.9				
Black or African American	25.0	23.2	21.8				
Hispanic or Latino	29.9	30.7	32.1				
Asian or Native Hawaiian/Other Pacific Isl.	5.7	6.0	5.9				
White	38.7	39.6	39.1				
Male	49.9	50.8	52.0				
Female	50.1	49.2	48.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		6	6	5	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:	73.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	6.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	44.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

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				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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?
-

Summary of School Performance Trends

A notable improvement in School Performance for the 2008-2009 assessments in English Language Arts and Mathematics can be contributed to the many school wide initiatives that included not only after school remediation and enrichment programs, but also school wide initiatives in staff development where teachers looked deeper into student work to create meaningful instructional policies. There also was a strong emphasis on student behavior initiatives which helped improve student achievement.

English Language Arts

A review of winter 2009 assessments indicated that 77.7% of all tested students met levels 3 and 4 in English Language Arts. This is an increase of 5% over the winter 2008 ELA assessments. Specifically in grade 3 there was an increase of 3.1% from 67.5% to 70.6% of all tested students scoring a level 3 or above. In grade 4 there was an increase of 8.7% from 69.2% to 77.9% of all tested students scoring a level 3 or above. In grade 5 there was a 4.8% increase from 81.2% to 86% of all tested students scoring a level 3 or above. A review of the winter 2009 assessments indicted that there was a notable increase in the number of special education students who met level 3 and 4 on the English Language Arts assessment. 45.8% of Special Education students met levels 3 and 4 in English Language Arts which is an increase of 11.1% from the winter 2008 ELA assessment. Specifically in grade 3 there was an increase of 21.4% from 28.6% to 50.0% of special education students scoring a level 3 or above. In grade 4 there was an increase of 22.8% from 25.0% to 47.8% of special education students scoring a level 3 or above. In grade 5 there was a 10% decrease from 50% to 40% of special education students scoring a level 3 or above.

Using the Item skills Analysis for the 2009 New York State ELA test we are able to see areas in need of improvement. These areas are aligned specifically with the performance indicators of our NYS standards. This data is of our current fourth and fifth grade students. Teachers teaching these students this year can use this data productively when preparing to teach these concepts. Third and fourth grade teachers should also look at the skills and indicators that our students are struggling with so that you can spend a little more time in these areas when teaching these skills the first time around.

Areas of Need:

Evaluate the content by identifying important and unimportant details (45%)

Make predictions, draw conclusions and make inferences about events and characters (49%)

Implications:

Whole Group Mini-lessons for Reading Comprehension:

Unit II: Story Elements and Prediction and Inference

Looking at “Test Talk”

Using Reading Responses as Guiding Marks for Conferences and Shares

Shared Reading

Read Aloud/Think Aloud Strategies: (Stop and Jot)

Small Group Work

Writing Response

Possible Per Session/Inquiry Group Study

Editing

Findings from Item Skills Analysis Grade 4 ELA 2009

Areas of Need:

Collect and interpret data, facts and ideas from unfamiliar texts (51%)

Understand written directions and procedures (59%)

Use specific evidence from stories to identify themes, describe characters, their actions, their motivations: relate a sequence of events (47%)

Implications:

Whole Group Mini-lessons for Reading Comprehension:

Writing Unit: Literary Essay

Looking at Janet Angellou’s “Writing about Reading”

Small Group Work

Stop and Jot Throughout Week, One Day to Synthesize in Response

Creating a Balance between Reading and Response

Using the Share Effectively

Editing

A review of the Predictive Acuity Assessments from May 2009 indicates the following:

In grade 3 ELA, the strengths were main idea, story elements, character traits, author’s purpose, making predictions and synonyms. The challenges for grade 3 ELA were inference, context clues, identifying details, and vocabulary. The implications would be to teach multiple meaning words, build stamina in reading, and teach previewing questions/skimming (test taking strategies) high level vocabulary to transfer to independent work.

In grade 4 ELA, the strengths were context clues, main character/traits inferred, and using character dialogue to infer traits. The challenges for grade 4 ELA were characteristics of a poem, support conclusions using passage details, interpreting the moral/theme of a story. The implications would be to teach a unit of reading poetry, standard based book reports, literacy essays, and citing text through book discussions.

In grade 5 ELA, the strengths were fact/opinion, inference, simile and sequencing. The challenges for grade 5 ELA were main idea, informational text/features, and character traits. The implications would be working with main idea and non fiction text in reading workshop and guided reading.

Mathematics

In Mathematics, the winter 2008 results indicate that 91.8% of all tested students met levels 3 and 4. This is an increase of 2.5% over the winter 2008 Mathematics assessments. Specifically in grade 3 there was a 3.3% increase from 89.2% to 92.5%. In grade 4 there was a .8% decrease from 89.3% to 88.5%. In grade 5 there was a 5% increase from 89.5% to 94.5%. In the winter 2009 mathematics assessment our special education students showed a marked decrease in meeting levels 3 and 4. 65% of special education students met levels 3 and 4 which is a 6% decrease from the winter 2008 mathematics assessment results. Specifically in grade 3 there was an increase of 5.4% from 67.9% to 73.3% of special education students scoring a level 3 or above. In grade 4 there was a decrease of 1.7% from 60% to 58.3% of special education students scoring a level 3 or above. In grade 5 there was a 19% decrease from 85.7% to 66.7% of special education students scoring a level 3 or above.

Using the Item skills Analysis for the 2009 New York State Math test we are able to see areas in need of improvement. These areas are aligned specifically with the performance indicators of our NYS standards. This data is of our current fourth and fifth grade students. Teachers teaching these students this year can use this data productively when preparing to teach these concepts. Third and fourth grade teachers should also look at the strands and indicators that our students are struggling with so that you can spend a little more time in these areas when teaching these concepts the first time around.

Areas of Need Grade 3

Understanding place value (74%)

Estimating #s up to 500 (75%)

Telling time to the minute using digital and analog clocks (72%)

Identify and construct lines of symmetry (69%)

Develop fluency with single digit multiplication facts (74%)

Areas of Need Grade 4

Use a ruler to measure to the nearest standard unit (53%)

Formulate conclusions and make predictions from graphs (53%)

Explore equivalent Fractions (55%)

Select appropriate computational and operational methods to solve problems (41%)

Select tools and units appropriate to what is being measured (58%)

A review of the Predictive Acuity Assessments from May 2009 indicates the following:

In grade 3 Math, the strengths were measurement tools, addition word problems, less than/greater than and numeral form. The challenges for grade 3 Math were telling time, unit fractions and numerators/denominators. The implications would be to practice telling time, using manipulatives and visualization when teaching fractions and more mental math practice.

In grade 4 Math, the strengths were statistics, measurement, probability, inequalities/equations, geometry, calendar and expanded notation. The challenges for grade 4 Math were algebraic terminology, measurement of weight, compare/order fractions and decimals. The implications would be to focus in on variables and expressions, geometric properties and relationships and number systems.

In grade 5 Math, the strengths were patterns, elapsed time, feet and yards, percentage to decimal, factors and division. The challenges for grade 5 Math were algebra, estimation and variables. The implications would be to focus on variables and expressions and equations/inequalities.

Science & Social Studies

A review of spring 2009 Science assessments indicated that 85% of all tested students met levels 3 and 4. This is an increase of 5% over the spring 2008 Science assessments. We credit this improvement to the addition of the brand new science lab. Students visit the science lab weekly and participate in hands on science experiments.

In Social Studies, the fall 2008 results indicate that 86% of all tested students met levels 3 and 4. This is an increase of 7.7% over the fall 2007 Social Studies assessments. We credit this significant improvement to the staff development our fifth grade teachers received in helping students answer and interpret document based questions. We will continue to support our teachers and students during the 2009-10 school year in order to not only increase students' knowledge in social studies but also to increase students' ability to be able to critically interpret and respond to document based questions.

The 2008 School Report Card indicates that P.S. 45 has met its Annual Yearly Progress (AYP) targets in reading, math, science and social studies.

Progress Report Data

Our 2008-2009 Progress Report data revealed that PS45 was rated a "B" in student performance, an "A" in Student Progress and a "C" in School Environment. Overall we were rated an "A." For the school environment section, we improved .1% in academic expectations, .2% in communication, .3% in engagement, .3% in safety and respect and 1.1% in attendance. For the student progress section, in ELA the % of students making at least 1 year of progress improved 7.4% from 58.8% to 66.2%. The % of students in the lowest 1/3 making at least 1 year of progress improved 14% from 80.8% to 94.8%. In math, the % of students making at least 1 year of progress improved 4.4% from 62.2% to 66.6%. The % of students in the lowest 1/3 making at least 1 year of progress improved 11.6% from 59.8% to 71.4%.

Quality Review Data

The 2008 quality review recommendations were to:

- Meet the learning needs of all subgroups, particularly high achievers, and ensure that all students make good progress in all subjects.
- Set suitably challenging individual goals for all students, in all core subjects, in order to accelerate learning and maximize their potential.
- Continue to develop the use of differentiation across the school so that it is consistently used and becomes firmly embedded in to school best practice.
- Further develop strategies to ensure a safe and respectful learning environment and increase attendance

ECLAS Data

Kindergarten: In the 2008-2009 school year we had 174 kindergarten students. Spring 09 ECLAS 2 data is as follows:

As a grade students' strengths were in rhyme recognition, syllable clapping, alphabet recognition and listening comprehension. Students were weak in writing expression, blending, segmentation and decoding.

First Grade: In the 2008-2009 school year we had 168 first grade students. Spring 09 ECLAS 2 data is as follows:

As a grade students' strengths were in phonemic awareness, spelling, reading accuracy and comprehension, and listening and writing. Students were weak in decoding, vocabulary, sight words and fluency.

Second Grade: In the 2008-2009 school year we had 158 second grade students. Spring 09 ECLAS 2 data is as follows:

As a grade students' strengths were in phonemic awareness, decoding, sight words, and reading accuracy. Students were weak in spelling, vocabulary, reading comprehension, fluency, listening and writing.

Third Grade: In the 2008-2009 school year we had 170 third grade students. Spring 09 ECLAS 2 data is as follows:

As a grade students' strengths were in decoding, sight words, reading accuracy and comprehension, oral expression and fluency. Students were weak in spelling, vocabulary, listening and writing.

Schools Strengths and Major Accomplishments over the Last Few Years:

The Inquiry Team collects data through ARIS, Acuity, State Assessment results and meets weekly to analyze actionable information, including assessment results and attendance data, to provide a complete view of learning

outcomes and needs of individual students and grouping of students. We have used Excel Spreadsheets for Math and ELA Test Scores to disaggregate our bottom 3rd students in ELA and Mathematics.

Teachers are keeping data binders to inform instruction and bring these binders to monthly grade level meetings. We collect a wide range of information relating to individual students' progress and performance. This includes Standardized tests, Periodic Assessments (Acuity), E-clas, E-Pal, Monitoring for Results, Unit Assessments, Running Records, Notes about reading and writing conferences (differentiated individual instruction) and goals that arise out of them, Informal day-to-day assessments, and continuous assessment while teaching as well as observations of students' participation and performance. The literacy coach and math coach work effectively with classroom teachers to enable them to get the most from data collection to plan instruction. In math, teachers are using the unit assessment tests as well as assessments and checklists to plan instruction.

We are using data to more effectively to track individual progress over time and to identify trends and achievements by different groups, classes, subjects and grades. We focus our analysis on the learning outcomes and needs of all sub-group students.

AIS students are identified in June so they can begin being serviced between the third week of September and first week of October. AIS teachers meet with classroom teachers to jointly set goals and objectives for students. We keep very detailed folders and progress reports for AIS services. This information is used to identify students' special needs, track their progress over time and take action when necessary if a child begins to fall behind.

We engage in an open exchange of information with students and families about students learning needs and outcomes, including assessment results and attendance data. During the month of September each grade has a Curriculum Conference inviting all parents to understand the learning goals for the specific grade level. Each parent is given a packet of materials to help support their child at home. This year we added a Curriculum Evening for working parents allowing a second opportunity for parents to meet their child's teacher and receive the important materials in helping their child to succeed. In addition, the parent coordinator has created files of each grade's packet so as new students are admitted to PS 45 they receive these important materials to insure their child's success. On September 23, 2008, the principal presented the Progress Report outcomes at the SLT and PTA meetings. Parents are aware of what contributed to our grade of C and we specifically discussed student attendance. The PTA gives awards each month to students who have perfect attendance, weekly attendance rates are posted by class and students with 100% attendance for the month receive a merit tag.

We communicate high expectations to all students and families, involving students in their learning goals and plans and taking their next learning steps. During the 2008-2009 school year we developed the following strategies to promote parental involvement and interest in their child's individual learning and are continuing these initiatives during the 2009-2010 school year:

1. Parents are given the opportunity to observe and participate in their child's Everyday Math Program in the classroom on a monthly basis. In this way they can participate on their individual child's goal and progress while gaining a deeper understanding of the Math Program. In addition parent math workshops were provided in the evening.
2. Upon publication of each writing unit of study, parents are invited into their child's classroom to celebrate their child's finished piece and learn about the goals and strategies the child used to create the piece.
3. Using funds from the Parent as Art Partners Grant, a teaching artist from Marquis Studios conducted a series of evening family art workshops that built upon the daily art curriculum.
4. Prior to ELA and Math testing, families participate in mock testing workshops to educate them on New York State Standardized Tests. They get to take the test with their child and see the challenges that arise for their individual child.
5. With the use of Title I funding, parents collaborate with teachers to plan on-going parent/child activities such as reading clubs and trips to museums.
6. To engage our ELL families, parents of English Language Learners are provided with training in the English language while their children attend an ESL after school program.

All students are also given a Summer Reading Assignment opportunity for parents to collaborate with their child on specific strategies and skills in literacy as well as artistic responses to literature. These assignments are shared the first month of school and are displayed proudly on classroom walls. In addition, we host an annual "Barnes and Noble Day" at Barnes and Noble where parents and teachers work together to match kids with books based on the students' interests and reading levels.

Over the past year we have worked as a team to organize and analyze student performance using a variety of data including logging on to Acuity to assess and track student progress. We have provided parent workshops on how they can do the same and also distributed individual letters to parents with their child's log in code.

In addition we track e-clas data and reading progress for all students in grades K-3 by item skills analysis on excel spreadsheets and these spreadsheets are given to teachers for their STAR Binders and are used each month during grade level instructional meetings to develop differentiation strategies to meet the needs of all students. We track reading progress using Monitoring for Results in Grade K-5 and use this data to target struggling readers during AIS instruction as well as 37.5 minutes of instruction. Individual student data is filtered into future class lists so the following year teachers can get a clear picture of what reading levels their individual students are reading at.

At PS 45 we deliver challenging and engaging curricula in core subjects, including the arts that are aligned to State Standards. We use the City mandated curriculum in Literacy, Mathematics, Science and Social Studies. In addition we have worked closely with consultants in both literacy and mathematics to support us in our efforts. All staff is involved in curriculum development as we review and evaluate the impact of our teaching and of new programs and units of study. We have revised our pacing calendars (June 2009) and curriculum maps and are sticking to pacing and alignment by reviewing them during monthly grade meetings. Teachers work together in grade level meetings to align the curriculum, to evaluate students' progress, to discuss professional development planning and to review student goals. We have placed a strong emphasis on the development of writing and have been successful in creating our own literacy curriculum. Teachers have become proficient in conferring, recording student progress, and supporting student progress. We provide field trips, cultural opportunities, leadership experiences, character education and service to others to support students' social and academic development.

PS 45 is also enriched by an extensive art and music program which includes specific visual art, percussion, drama and dance residencies in grade levels one through five. Students in grade K-2 have vocal music and movement once a week, students in grade 3 receive instruction in song flute, and students in grade 4 receive music theory instruction. In addition many 4th and 5th grade students participate in the enrichment band or strings program. Students who achieve high academic standards in grades two and three can also participate in a violin enrichment program once a week.

Teachers at PS 45 plan and teach lessons that are differentiated to meet the needs of individual students and are designed to help all students to reach their learning goals. In addition teachers use the available classroom data from interim assessments and individual conferring effectively to differentiate instruction to meet the needs of all students. During the 2007-2009 school years upper grade teachers and AIS providers used Acuity and Scantron and were able to access up to date information through the ARIS system. Teachers used their data binders to plan for and articulate individual students instructional needs.

Primary teachers look at the data gathered in E-clas to form guided reading groups and offer students additional support in phonics through the Foundations program. We also support struggling students during the 37.5 minutes of instruction. We are extending these best practices into the 2009-2010 school year according to appropriate time frames.

The administration at PS 45 makes strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to meet their learning goals. The principal is creative in the use of the budget, staffing and scheduling decisions to direct resources towards area of need dictated by analysis of data. For example, additional faculty members have been added to assist struggling students in reading and math

as well as socially and emotionally, classrooms are well resourced with materials and funds are allocated to provide enrichment and extension activities to challenge all students.

At PS 45 we maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults. Common preparation time for teachers to plan and collaborate at each grade level is part of the schedule. Teachers are encouraged to loop their classes (teach the same cohort of students two years in a row) The practice of looping helps teachers to know the students very well and know where they left off the previous year.

We encourage students to contribute to the community through acting as student monitors and becoming involved in fund raising. We strive to help all students work together and be considerate and helpful.

The administration use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher's instruction, with a special focus on new teachers. The administration often chooses to observe a particular grade over a couple of weeks. This offers the administration insights into pacing and alignment across classes. In this way the administration can address individual teacher's instructional goals. It also insures that all students on a particular grade are receiving quality instruction. New teachers are often observed earlier in the year to help them develop individual learning goals. New teachers are mentored by an on-site mentor on the National Performance Standards. They are also supported by the literacy and mathematics coaches.

The administration encourages teachers to take part in Inquiry Teams and other structured professional collaboration (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning. The entire staff at PS 45 has participated in frequent meetings and study groups informed by the examination of student work, assessment outcomes and their own peer observations long before the structure of the Inquiry Team (DOE 2007-2008) was put in place.

Teachers have a common preparation period weekly to encourage consistent and active teacher participation as collaborative groups to examine student work and assessment outcomes and improve student learning. A Best Practice at PS 45 for the past three years has been the Lab Site Learning Model in which a consultant works with teachers in collaborative groups to inquire into specific skill and strategies primarily in reading, writing and mathematics but also Science and Social Studies.

During the 2007-2008 school year the PS 45 Inquiry Team established a strategy for using data to raise student achievement for specific students. We collected substantial data in data binders aligned with systematic conference notes provided realistic but challenging goals for the targeted groups of English Language Learners and students with special educational needs. We discussed these goals at weekly meetings and adjusted individual goals in order to keep specific students firmly on track. The progress and outcomes of the Inquiry Team was shared with the entire faculty during our professional development day in June 2008.

The administration provides professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes. Professional development for teachers is strategically designed to meet both school and individual needs. The objectives, which are set out at faculty meetings, are systematically followed up in lesson observations and regular walkthrough. All faculty participate in professional development initiatives that are embedded within the instructional day. This structure assures that all teachers receive the training and support needed to enhance the instructional program. PS 45 has a strong partnership with Literacy Support Systems. Literacy consultants work alongside teachers in their classrooms during reading and writing workshops to model lessons at every grade level in the school. Teachers have an opportunity to plan and then debrief these lessons with the staff developer to help improve their expertise. In addition, PS 45 has had training in the School Enrichment Model and some additional training in using technology in the classroom.

At PS 45 school leaders and staff work collaboratively to implement a comprehensive guidance plan that includes internal and external support services that connect with students and their families to enhance student personal and academic growth. First and foremost the internal Pupil Progress Team has grown in its capacity, over the past two years to review student referrals and to plan and provide assistance and support to teachers, students and their families. The PPT sets school wide expectations for supporting students including academic and behavioral learning objectives. Over the past two years the team has reduced referral rates, improved attendance and school engagement and helped students improve academic performance. The team works closely with administration to utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students. For example; Greg Bowen Safety Administrator has been a guest speaker at SLT Meetings and Faculty Conferences. PS 45 also has a part time intervention specialist who supports teachers with differentiating instruction and also works closely with our LSO to support us in working with students using PRIM strategies. In addition, PS 45 has a full time guidance counselor who is an active member of the PPT and is the liaison to outside organizations that support us in supporting students behavioral and learning needs. These organizations include Wagner College Student Nurses Anti Bullying Program, Staten Island Mental Health Reading Volunteer Program, JCC ESL Partnership Program, College of Staten Island Student Teachers and Teaching Scholars. In addition we were recently accepted into a grant to become a PBIS School.

We also let our local government officials know our needs and over the past five years we have been given discretionary funds that have built a science learning lab, upgraded technology, constructed a beautiful new playground from the Out2 Play Organization and wiring for air conditioning.

The school community embraces a continuous improvement model to assure that there is no complacency. Parents, teachers and administrators carefully review annual achievement data and other indicators when the school leadership team comes together each spring to review progress in meeting current year goals and setting priorities for the following year.

Over the past year more effort has been made to have ongoing communication with parents through monthly reports given by the principal, teachers and school leadership team at the PTA meetings. In addition, during the 2008-2009 school year teachers have become contributing authors to The Messenger, the monthly newspaper of the PTA. The focus of these pieces is instructional news.

School leaders use data to regularly evaluate the effectiveness and modify organizational decisions, structured professional collaborations and teacher improvement strategies. PS 45 uses its data about individual student progress to measure how well programs and interventions are being implemented. Outcomes of monitoring are used to make necessary adjustments and revisions throughout the year to meet students' particular needs. For example, over the past two years we have continued to evaluate the effectiveness of the academic intervention services, which led to a new model plan, beginning at the classroom level, to assure that struggling students' needs are being met.

We use the progress report, the quality review, the learning environment survey, findings from the inquiry team, student work, and interim and other assessments, attendance data and disciplinary data to evaluate the effectiveness of organizational decisions and modify them as required.

. The most significant aids or barriers to the school's continuous improvement:

- The school is over 110% utilization and the school population continues to grow.
- Teachers are committed to their own professional development, participating in staff development before, during and after school hours.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL GOAL	DESCRIPTION
1. By June 2010, the number of all tested students achieving Levels 3 and 4 in ELA will increase by 3% or more as indicated on the School Progress Report.	As reported by the NYC DOE, our 2009 NYS ELA Test results indicate that out of 465 students tested, (361 students) 77.8% received Levels 3 or 4 in ELA. Our School Progress Report indicates a need to improve student performance by increasing the percentage of students performing at Levels 3 and 4. Based on 2009-2010 population: - 503 students will be tested - Additional 3% of 503 = 15 students - Therefore, 81.8% (77.8% + 3%) of 503 students = 411 students will achieve Levels 3 and 4
2. By June 2010, the number of all tested students achieving levels 3 and 4 in Math will increase by 2% or more as indicated by the School Progress Report	As reported by the NYC DOE, our 2009 NYS Math Test results indicate that out of 469 students tested, (432 students) 92.1% received Levels 3 or 4 in Math. Our School Progress Report indicates a need to improve student performance by increasing the percentage of students performing at Levels 3 and 4. Based on 2009-2010 population: - 503 students will be tested - Additional 2% of 503 = 10 students - Therefore, 94.1% (92.1% + 2%) of 503 students = 473 students will achieve Levels 3 and 4

3. By June 2009, there will be an increase of 5% or more of our Special Education students achieving Level 3 (or better) in ELA, as indicated on the School Progress Report and NYS Test results.

As reported by the NYC DOE, our 2008 NYS ELA Test results indicate that 45.8% of Special Education students met levels 3 and 4 in English Language Arts which is an increase of 11.1% from the winter 2008 ELA assessment. By increasing the % of special ed population achieving a level 3 or better in ELA to 50.8%, we will be working on closing the achievement gap.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of all tested students achieving Levels 3 and 4 in ELA will increase by 3% or more as indicated on the School Progress Report</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Professional development for teachers through grade level meetings and after school opportunities on how to differentiate instruction using appropriate data, guided reading, Tier intervention strategies, Acuity, Scantron and ARIS. 2. Professional development through specialists Carl Anderson (writing), Ted Kessler (Reading Comprehension for level 3 & 4 readers) and Shana Covell (Technology). Teachers will collaborate with an educational consultant in reading and writing to help implement comprehension skills in reading workshop 3. *90% of the entire staff will be involved in the inquiry team process this year, looking at ways to improve student achievement. Staff will receive PD about inquiry on Election Day and follow the process on Thursday afternoons from 2:50-3:27. As a whole staff, the teachers will meet again in March and December to report on the findings of inquiry work. 4. Teachers will be given ongoing support about inquiry from administration, the math coach and the data specialist. Teachers will meet during grade level meetings to analyze grade strengths and weaknesses and to set measurable goals for grades, classes and all students. plan comprehension skills which align with reading workshop. 5. Individual teachers will meet with inquiry team, AIS providers and resource room providers on an on-going basis to plan for and discuss progress for identified students. Intervisitations will be set up for teachers to learn how to use data to set up differentiated instructional centers for all students. 6. Throughout the 2009-2010 school year further develop teacher competencies in analyzing and using data from State tests, Acuity, Eclac, DRA, Monitoring For Results, and teacher

	<p>made tests to inform planning and track progress. By looking at Acuity Predictive Assessment's prediction of students' performance level on NY State test, we can identify and target students to move to the next level. Changes in instruction between the administration of the Acuity Predictive assessment and the NY State test can improve the students' actual scores on the NY State test.</p> <ol style="list-style-type: none"> 7. Set suitably challenging learning goals for all students in order to accelerate leaning and maximize their potential. 8. A stated in our 2008 quality review, what the school needs to improve section, <ul style="list-style-type: none"> • Meet the learning needs of all subgroups, particularly high achievers, and ensure that all students make good progress in all subjects. • Set suitably challenging individual goals for all students, in all core subjects, in order to accelerate learning and maximize their potential. 9. Teachers assign Acuity Instructional Resources based on Item Analysis for each child. 10. Level 3 and 4 students in Book Clubs. Using higher order questioning and alternate strategies, they are able to go deeper into comprehension skills. 11. Literacy Night and Barnes & Noble Day to motivate all students to read. 12. Regular communication with parents reinforces our efforts and steps towards academic rigor. Parents can review monthly grade goals in each curriculum area in our school newsletter. We hold workshops for parents on how to use Acuity Instructional Resources, which have been programmed specifically to target their children's instructional needs in ELA. Parent workshops in Literacy are held to provide parents with resources to help their children at home.
<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>	<ul style="list-style-type: none"> ●1 The schedule will include common planning time amongst the grades and a once a month grade level meeting with the administration and coaches. ●2 Monthly staff meetings will be the first Tuesday of every month in the library at 8:00am. ●3 Professional development from Literacy Support Services will train teachers on how to look at student work and develop lessons around the implications. ●4 The data specialist will receive training from the ISC on Acuity, Scantron and ARIS and will turnkey the information on to the inquiry team and teachers. ●5 The reading and math coach will receive ongoing biweekly trainings and support from coach meetings and will turnkey information to teachers.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> •1 By June 2010, 60% of all students in grades 3-5 (283 of 472 students) will perform at or above level 3 in the areas of comprehension and vocabulary on Acuity assessments •2 Teachers will develop knowledge of other forms of small group work during reading and writing workshop. •3 Teachers will exhibit professional growth in acquiring new strategies in the teaching of comprehension and vocabulary development. •4 Students will use the skills of prediction, retelling, questioning, summarizing, and inference to deepen their level of comprehension and word usage during discussion of texts. •5 Students will show progress in comprehending and vocabulary development through group discussions evaluated by a discussion continuum. •6 Students will keep a yearly portfolio in reading and writing to measure growth in the level of depth in reading and writing workshop. •7 Students will be able to answer 30% of vocabulary development questions in E-Clas-2 and Acuity Assessments •8 Use of STAR Assessment binder. •9 Use of assessment driven instruction in classrooms during informal and formal observations. •10 Evidence of assessment driven instruction in lesson plans. •11 Informal and formal observation reports. •12 Analyze and plan instruction using Monitoring for Results, E-CLAS-2 and Acuity assessments. •13 Monthly meetings with the principal, assistant principal, AIS coordinator and data specialist to track and discuss needs of students. We will administer Acuity ELA I.T.A.s in November 2009 and March 2010 and assess each student's achievement in the targeted areas of the test. These diagnostic tests will be used as indicators of interim progress, which teachers will use to differentiate instruction and plan to meet students' goals. Monitoring for Results data is collected and analyzed in October, February and June. At each collection, at least 20% of our students will show an increase of at least one reading level.
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Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p>By June 2010, the number of all tested students achieving levels 3 and 4 in Math will increase by 2% or more as indicated by the School Progress Report. Teachers will improve classroom mathematics instruction and (subsequently) student achievement by accessing and utilizing</p>
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<p><i>Time-bound.</i></p>	<p>various forms of data to inform and differentiate classroom instruction.</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>	<ul style="list-style-type: none"> • Teachers will administer standards based pre-assessments prior to teaching each Everyday Math unit that will inform them of their students' accessibility to upcoming lessons. <ul style="list-style-type: none"> • Teachers will plan differentiated math lessons based on the information from pre assessments. • All teachers in grades 3-5 and teachers that work with these grade levels will use the Acuity Tool to look at how their students are performing on periodic assessments and assign customized practice and instruction to individual students. • Classroom teachers will refer to ARIS to access each student's assessment history when making instructional choices. • AIS teachers will work with level 1 and occasionally level 2 students in a push-in, pull-out scenario based on the needs of students. • Teachers will use Standards and or Achievement checklists to keep daily track of student progress throughout each EDM unit. • Teachers will use results from State tests of previous years to identify their level 1,2,3 and 4 students. <ul style="list-style-type: none"> • Coaches will assist teachers in understanding the capabilities of Acuity and Aris • Coaches will assist teachers in creating tests (based on Acuity data) for specific needs. <ul style="list-style-type: none"> • Coach will create standards based pre-assessments for every unit in grades 2-5. • AIS teachers will use Scantron as an additional assessment to ascertain performance grade level and instructional Goals. <ul style="list-style-type: none"> • Teachers will make obvious classroom, small group and individual student goals encouraging students to take part in articulating and achieving those goals. • Teachers will conference with individual or small groups of students to assess how they are progressing with their action plan towards achieving their current math goals. <ul style="list-style-type: none"> • Teachers will institute that on alternating Fridays math workshop be devoted to (center/small group work, goal reflection, remediation/enrichment) and centered around student progress. • All teachers grade 3-5 will be involved in an inquiry study with colleagues on their grade level. These inquiries will be based on specific student needs as indicated from multiple forms of student data.

<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>	<ul style="list-style-type: none"> • Students will be given back their pre-assessments at the end of the unit as a post-assessment showing an increase in understanding of the skills on the pretest as evidenced by a higher number of correctly answered questions. • Classroom, Setts and AIS teachers will use pre assessments as a planning tool, creating similar problems and teaching into the standards being addressed within each unit. Students' ability to handle learned skills will increase. • Each student in grades 3-5 will have both instructional resources and customized test assigned to them on ACUITY. <ul style="list-style-type: none"> • Graphic organizers will illustrate student groupings based on data. • Inquiry studies will yield positive results of student progress and bring clarity to teachers instructional practices and decisions. • Frequent meetings with colleagues around inquiry will support teachers in adjusting their practices for increasingly positive results. <ul style="list-style-type: none"> ○ Improved student performance on end of the unit assessments. ○ There will be an increase in the number of students making at least one years progress as measured by the New York state math exam
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will be given back their pre-assessments at the end of the unit as a post-assessment showing an increase in understanding of the skills on the pretest as evidenced by a higher number of correctly answered questions. • Classroom, Setts and AIS teachers will use pre assessments as a planning tool, creating similar problems and teaching into the standards being addressed within each unit. Students' ability to handle learned skills will increase. • Each student in grades 3-5 will have both instructional resources and customized test assigned to them on ACUITY. <ul style="list-style-type: none"> • Graphic organizers will illustrate student groupings based on data. • Inquiry studies will yield positive results of student progress and bring clarity to teachers instructional practices and decisions. • Frequent meetings with colleagues around inquiry will support teachers in adjusting their practices for increasingly positive results. <ul style="list-style-type: none"> • Improved student performance on end of the unit assessments. <p>There will be an increase in the number of students making at least one years progress as measured by the New York state math exam</p>

Subject/Area (where relevant): ELA/Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, there will be an increase of 5% or more of our Special Education students achieving Level 3 (or better) in ELA, as indicated on the School Progress Report and NYS Test results</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>	<ul style="list-style-type: none"> - By looking at Acuity Predictive Assessment’s prediction of students’ performance level on NY State test, we can identify and target students to move to the next level. Changes in instruction between the administration of the Acuity Predictive assessment and the NY State test can improve the students’ actual score on the State test. - As stated in our Quality Review “what the school needs to improve,” we will continue to build teachers’ skills in aligning instruction to students’ needs. - We have set up a year-long schedule of professional development with Shana Covell (Technology) and Carl Anderson (writing) to improve the instruction with our special ed population. - Staten Island Foundation Grant funding allows us to hire substitutes so that teachers can attend professional development sessions with Carl Anderson. - The work of the Inquiry Team will focus on ELA this year. It is our plan that the strategies developed by the Inquiry Team will form the foundation for systemic change to meet our goals with all students. - On-site Professional Development for Special Education teachers will facilitate using Scantron Performance Series Assessments and Acuity to establish appropriate instructional levels for our Grade 3, 4 and 5 Special Education students. - Our first Scholastic Book Fair, held early in the 2009-2010 school year set the motivational spirit for reading with a schoolwide celebration for all students, staff and parents. - Regular communication with parents reinforces our efforts and steps towards academic rigor. Parents can review monthly grade goals in each curriculum area in our school newsletter. We hold workshops for parents on how to use Acuity Instructional

	<p>Resources and ARIS, which have been programmed specifically to target their children’s instructional needs in ELA. Parent workshops in Literacy are also held to supply parents with resources to help their children at home.</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>	<ul style="list-style-type: none"> ●1 Special Education Teacher in the 5th grade CTT class will attend biweekly coach meetings and turnkey information to the teachers. ●2 The schedule will include common planning time amongst the grades and a once a month grade level meeting with the administration and coaches.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - 5% of our Special Education students will show positive growth as measured by Scale Scores and Performance Levels on Fall Acuity Predictive Assessments in ELA. - We will administer Acuity ELA I.T.A.s in November 209 and March 2010 and assess each student’s achievement in the targeted areas of the test. These diagnostic tests will be used as indicators of interim progress, which teachers will use to differentiate instruction and plan to meet students’ goals. - We will monitor growth and progress through Scantron Performance Series assessments. At each administration (November, March and June), at least 5% of our Special Education students will show growth in their scales scores, progressing from one Interquartile Range to the next. - Monitoring for Results data is collected and analyzed in October, February and June. At each collection, at least 5% of our Special Education students will show an increase of at least one reading level.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	1	1	2
1	46	25	N/A	N/A	3	2	7	4
2	50	41	N/A	N/A	0	0	2	2
3	51	32	N/A	N/A	2	1	1	0
4	41	23	21	20	1	1	0	1
5	29	23	19	21	1	1	2	1
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
<p>ELA: Reading Volunteers Wilson Reading System At Risk Resource Services Extended Day ELA Program Additional Guided Reading New Heights Early Childhood Reduced Class Size Literacy Night Saturday Workshops ELA Fifth Grade Academy Summer Reading Packet Barnes and Noble Saturday Reading Recovery Extended Day ELL program Book Buddies RIF Book of the Month Headsprout LLI Foundations Comprehension Tool Kit</p>	<p>Reading Volunteers(During School) - Reading volunteers work one-to-one with students and read with them, and to them. This service is provided for one period 2X weekly for selected students. Wilson Reading System(During School) - targets students in grades three through five who are struggling readers. Trained personnel daily provide the services for one period in a one to one or small group setting. The program targets phonemic segmentation alphabetic principle - sound/symbol relationships, decoding, encoding (spelling) advanced word analysis, vocabulary development, sight word instruction, fluency, comprehension with visualization and metacognition At Risk Resource Services(During School) - Students at risk in grades one through five receive one-to-one and Small group instruction for one period either daily, 2X or 3X weekly. Targeted literacy skills to help students meet the standards are the focus of this intervention. Extended Day ELA Program (After School) - Students receive at least 2 hours of daily instruction that includes Guided Reading, Self-selected Reading, Word Study and writing 3X per week. Additional Guided Reading (During School) - Additional guided reading periods are built into teachers' classroom schedules in order to provide struggling readers with extra small group instruction where decoding skills and comprehension skills are the focus. New Heights(During School) - Audio assisted program used in grades 3-5 daily 5X week for struggling readers to increase reading achievement, build reading fluency and improve student comprehension. Early Childhood Reduced Class Size(During School) - Students in first, second and third grades are in classes where the average class size is 21 students. This intervention allows for an increase in small group instruction and differentiated learning situations. Literacy Night(After School) - Students and their families in grades K-5 arrive for a full evening of literacy where they can meet their favorite book characters, listen to their favorite stories, and create hands on literacy projects. All students receive a cache of books to read with their families at home. Saturday Workshop ELA Fourth Grade Assessment (After School) - Fourth Grade students have an opportunity to attend a full morning workshop where together with their parents they learn test taking strategies, learn the format of the ELA Assessment and take a practice test with their parents. Summer Reading Packet (After School) - All students receive a summer reading packet complete with a summer reading book and an assignment to bring back to school in September. Each classroom teacher spends the first week of school constructing additional literacy activities using this book with his/her students. Barnes and Noble Saturday</p>

	<p>(After School) - Students in grades K-5 have an opportunity to read with their teacher and select books for the classroom. Reading Recovery Teacher (During School) - First grade struggling readers have an opportunity to receive daily one-to-one reading instruction with our reading recovery teacher. This early intervention has a high success rate and through the use of running records, administration is able to track progress of these students. Extended Day ELL Program (After School) - ELL Students in grades K-5 stay for an extended day (three days a week for two hours each day) program where they receive English Language Instruction through hands-on activities. The classes are small and offer differentiated instruction in visual and auditory literacy skills Book Buddies(During School) - Students in grades K-5 share literacy experiences and read books together. This partnership in learning takes place for one period weekly. RIF(During School) - This reading program allows us to distribute books to students and promote literacy year round. Book of the Month (During School) - This school wide literacy program has students talking about the same book and its message with their teachers, other students, administration and support staff. Students are able to discuss the big ideas in the book and relate them to present social issues in the world today. Head sprout(During School) -Internet based intervention for grades K-2 as well as older struggling readers. Helps children master basic skills with an interactive learning program. Headsprout teaches fundamental reading skills and strategies. LLI(During School) -a powerful early intervention designed to be implemented with small groups of children who need intensive support. Each lesson is a combination of reading, writing, phonics and word study. Foundations (During School) - a program for grades K-3 designed to teach phonological/phonemic awareness, phonics and spelling. Foundations lessons focus on print knowledge, alphabet awareness, decoding, vocabulary, fluency and spelling. Comprehension ToolKit (During School) - Provides at risk students with comprehension skills and strategies.</p>
<p>Mathematics: At Risk Resource Services Extended Day Math (37.5 minutes) Saturday Workshop Push In/Pull Out AIS Teacher Calendar Math Early Childhood reduced class size Extended Day ELL Program Math Night Tree Project Math Coach</p>	<p>At Risk Resource Services(During School) - Provided by SETSS teachers for students in grade 1 through 5 who need remediation in math but who do not have an IEP. Service provided during the school day, 3X weekly, both individually and in small groups. Targeted instructions include problem solving, numeration, geometry and measurement, algebraic functions. Extended Day Math (After School) targets students who have not met and who are approaching math standards in grades 1-5. Program is 4X per week after school for 37.5 minutes. Problem solving skills, reading about math, hands-on math activities are included in the program as well as test taking skills in preparation for city and statewide test. Saturday MATH Workshop for fourth grade state assessment (After School) - Workshop for students and parents that helps create and understanding of what students are expected to know to successfully meet the standards for the fourth grade math assessment. Push in/Pull Out AIS Math Teacher(During School) - Students in grade 3-5 receive daily AIS services in small groups within the classroom. For a period each day, students benefit from this intervention. This support aligns with our Everyday Math program. Calendar Math(During School) - This</p>

	<p>interactive bulletin board kit provides students with an opportunity to analyze data, see patterns, explore math relationships and construct math understanding over time at an individual pace through continuous exposure to critical math concepts including: place value, measurement, time, money, mental math, geometry, estimation, patterns and functions, graphing and statistics. Early Childhood Reduced Class Size(During School) - Students in first, second and third grades are in classes where the average class size is 21 students. This intervention allows for an increase in small group instruction and differentiated learning situations. Extended Day ELL Program (After School) - ELL Students in grades K-5 stay for an extended day (three days a week for two hours each day) program where they receive English Language Instruction through hands-on activities. Cooking and other hands-on activities provide students an opportunity to solve everyday math problems while learning English. Fifth Grade Academy - Many of our students attended this Saturday full day program that allowed them to explore math and literacy skills and receive differentiated instruction. Math Night (After School) - Students in grades K-5 had an opportunity to play the games in the Everyday Math program with their parents and siblings. They also had an opportunity to participate in math contests where they were able to solve math problems and use their higher level thinking skills. Tree Project(During School) - In conjunction with the Parks Department, our students in grades 3-5 studied the circumference, age, density of foliage and life cycle of trees. This mathematics based program provided our students with hands-on experience to see math in the real world. Math Coach-(During School) Assists teachers in planning, differentiating instruction and using data. Models lessons and sits with individual students at risk.</p>
<p>Science: Tree Project</p>	<p>Tree Project (During School) - In conjunction with the Parks Department, our students in grades 3-5 studied the circumference, age, density of foliage and life cycle of trees. This science and mathematics based program provided our students with hands-on experience to see science and math in the real world</p>
<p>Social Studies: Social Studies Professional Development</p>	<p>Professional Development(During/Before & After School) - Teachers were given staff development days to meet and discuss social studies curriculum to allow for differentiated instruction in the five themes of geography.</p>
<p>At-risk Services Provided by the Guidance Counselor: : Positive Reinforcement Behavior Management System Small Group Peer Mediation Small Group counseling: Bereavement, Divorce, Domestic Violence, Abuse Book of the Month/Heartwood Curriculum</p>	<p>Positive Reinforcement Behavior Management System(During School) - Positive reinforcement of desired behaviors (bringing back homework, daily behavior notes, treating others with respect, volunteering, participating in activities). Small Group Peer Mediation (During School) - Ad hoc groups are assembled on a daily basis to diffuse situations that may have resulted in verbal or physical altercations. Small Group counseling: Bereavement, Divorce, Domestic Violence, Abuse(During School) - Weekly group discussions that center around current school wide social issues that may affect subgroups of the student population. Book of the Month/Heartwood Curriculum (During School) - Reinforce appropriate school/societal behaviors to allow for</p>

	successful and responsible individuals This program allows students to reassess decisions based on social interactions.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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.

CEP/LAP

2009-2010 SCHOOL YEAR

School/District: District 31 – Region 7
58 Lawrence Avenue
Staten Island, NY 10310

Principal: Teresa Caccavale

P.S. 45

LANGUAGE ALLOCATION POLICY 2009-2010

I. Instructional Program

P.S. 45 provides a Free-Standing ESL Program using meaningful and purposeful instructions where ELLs explore ideas and concepts at a pace that reflects their level of English proficiency. They engage in a Balanced Literacy approach that builds their academic, language and cultural experiences. The target population is approximately sixty-three students who are entitled based on the established cut-off scores of the LAB-R or NYSESLAT.

The four skills of listening, speaking, reading and writing are included in daily instruction. Small group instruction includes ESL methodologies in a Balanced Literacy approach which consists of independent, shared and guided reading, literacy centers, leveled classroom libraries, literature circles, writer's workshop, interactive read aloud and word study.

ELLs at the beginning and intermediate levels of language proficiency as determined by their LAB-R and NYSESLAT scores will receive 360 minutes of ESL instruction per week. ELLs at the advanced level will receive 180 minutes of ESL instruction per week. All students will receive 180 minutes of ELA instruction in their classroom. Content area instruction is provided in English supported by ESL methodologies. The ESL classes consist of: Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5.

II. Parental Involvement

There will be an Orientation in September 2009 to provide the parents of new English Language Learners any information they need on standards, assessments, school expectations and program requirements for bilingual education and ESL. At this orientation, parents are introduced to the different programs throughout the Region and the ESL program at P.S. 45. They are shown a video (in their native language) and given handouts for further assistance.

Two (ELA and Math) three-hour workshops will be offered again on a Saturday to help parents and children get acquainted with the ELA and NYS Math tests. Last year's workshops had excellent attendance.

There is a continuous effort to make parents of ELLs partners in their children's education. After school activities include

- Curriculum Conference – Fall 2009

- New Parents Tea – Fall 2009
- Barnes & Noble Book Fair – Winter 2009
- International Night – Winter 2009
- Family Literacy Night – Spring 2010
- Family Math Night – Spring 2010
- Country Fair – June 2010

III. Staff Development

Staff Development is coordinated by a team that includes our Principal, Assistant Principal, Literacy coaches, Grade Leader and ESL teacher. They work together to combine ideas on effective planning for teachers. It will focus on the 90-minute literacy block (with a focus on guided reading, writing and conferring, Everyday Mathematics and Book of the Month). Also, the Pinnell and Fountas Phonics Lessons Program will be addressed in after-school study groups. Teachers will plan and work together to teach this program efficiently and effectively.

Purpose of the LANGUAGE ALLOCATION POLICY

The purpose of the Language Allocation Policy (LAP) is to present a careful analysis of ELL student needs and existing activities for improved instruction. The process of developing the LAP allows our school an opportunity to assess the effectiveness of our current instructional program, propose modifications and/or alternatives, develop goals and objectives and create an action plan so that ELL students meet challenging performance standards in the ESL/ELA and content areas. Finally, the LAP team will develop a mechanism to assess whether the curriculum and proposed activities have resulted in improved student performances.

Language Allocation Policy Team

<u>Name</u>	<u>Position/Constituency Represented</u>
Teresa Caccavale	Principal
Jennifer Logan	Assistant Principal IA
Mary Ann Poli	Parent Coordinator
Maria Perri	ESL Coordinator/Teacher
Libby McPike	Guidance Counselor
Susan Scarpaty	Teacher
Roseann Mangione	SETSS Teacher/Related Services
Myra Stanisweski	IEP Teacher & Parent

Demographic

Demographics of the School Community – P.S. 45, The John Tyler School, is located in the West Brighton community of Staten Island’s North Shore. Our large student body is derived from a broad range of family structures, cultural experiences and socio-economic backgrounds. P.S. 45 is committed to giving its multi-ethnic, multi-lingual student body with very diverse learning styles and special needs, a child-centered education. Using a language-rich literature-based curriculum, P.S. 45 works to provide an orderly and positive environment, which not only guides our children toward the highest possible academic achievement, but also promotes a lifelong love of learning.

Our school has a total of 1007 students with approximately 63 identified ELLs who make up 6.26% of the total school population. The majority of these students are in the lower elementary grades and the home language is Spanish. We also service ELLs whose home languages are Albanian, Arabic, German and Urdu. P.S. 45 currently has a pull-out English as a Second Language Program taught by one licensed ESL teacher.

Demographics of ELLs at P.S. 45 (2009-2010)

Number of ELLs by Grade and Languages

Grade	K	1	2	3	4	5
Spanish	9	14	8	11	5	4
Russian	1					
Urdu		1				
Arabic		2		1		
Haitian Creole		1				
Albanian	1			1		
Other	1		1	1	1	

After reviewing the data, the following findings were noted: Based on a school population of 1007 students, 63 are ELLs. Spanish is the largest foreign language. These students are spread out throughout the various grades.

ELL Identification Process

ELL students are first identified according to the information provided by the Home Language Identification Surveys (HLIS) completed at registration. The ESL teacher assists parents in completing the HLIS, conducts student interviews to initially determine language proficiency, and administers the LAB-R as needed. The ESL teacher, who is also bilingual in Spanish, administers the Spanish LAB-R to entitled students to determine proficiency in the native language.

Here at P.S.45, we take many steps to ensure that all our parents understand the options available to them for their children's ESL program. Once eligibility is determined by the LAB-R, entitlement letters are sent with the students. Within ten days of a child entering our school for the first time, parents are invited to an orientation where they are shown a video, in their native language that thoroughly explains the free-standing ESL, transitional bilingual and dual language programs. Translators are available for our Spanish-speaking attendees and pamphlets in the native language are available as well.

At the orientation, parents are asked to complete the translated Parent Survey and Program Selection forms that ask parents to make an informed decision as to their child's placement in a language learning program. The ELL program implemented at P.S.45 is reflective of the choice made by parents on the Survey Selection forms. Most parents prefer their children be placed in a free-standing ESL program. In the 2007-2008 and 2008-2009 school years, ESL is the first choice on the Selection Form, even though the parents are aware that other programs are available. The LAP Team will continue to monitor further results for any changes.

Parent Survey and Program Selection forms are collected by the ESL pedagogue; copies are made and filed in the school ELL binder and originals are returned with the HLIS to the students' cumulative record. Program placement letters are sent home to parents to further inform them of their program choice. All correspondence is documented and filed by the ESL teacher.

The program model offered at P.S.45 is much aligned with parent request.

There are currently two ELL students in the Special Education class currently at P.S. 45. Additionally, there are also four ELLs with IEPs in the CTT classes on grades one and two. Their progress will be closely monitored with the collaboration of the CTT, ESL and content area teachers. We have a Pupil Personal Committee that carefully tracks the progress and programs given to these students. In the past, we have had ESL students who were referred to the School Assessment Team for evaluation to determine if the alternate placement in Special Education was appropriate. The LAP team works in harmony with the PPC to achieve these goals.

There are currently four SIFE students at P.S. 45. They have been integrated into the various programs offered here including AIS, After School Homework Help, Reading Recovery, Wilson, Saturday/Winter Recess/Summer School, After School Test Prep and ESL enrichment.

ANALYSIS OF LAB-R/OR NYSESLAT RESULTS (2009-2010)

GRADE	KG	1	2	3	4	5
Beginner	6	10	4	2	3	0
Intermediate	0	6	2	5	0	1
Advanced	6	2	3	7	3	3

Each year, student progress toward developing English language proficiency is measured using the LAB-R, ELL Interim Assessments and the NYSESLAT. These assessments show us that 39.7% of our ELL students are beginners, 22% intermediate, and 38% are advanced; the majority of our beginners are in kindergarten and/or first grade and with each year of service, students progress to higher proficiency levels.

NYSESLAT MODALITY ANALYSIS: Spring 2009

	Proficiency Level	K	1	2	3	4	5
LISTENING/ SPEAKING	B	0	0	0	0	0	0
	I	4	0	1	2	0	0
	A	7	6	0	1	0	3
	P	3	2	11	2	3	2
READING/ WRITING	B	8	4	2	2	0	0
	I	5	0	4	0	1	3
	A	1	3	6	3	2	3
	P	0	1	0	0	0	0

According to the data for LAB-R and NYSESLAT 2008-2009 school year, the ELL population decreases as the grade increases. It can also be noted that regardless of grade and proficiency, students score highest on the listening and speaking portion of the assessments. On the contrary, most students scored their lowest marks on the reading and writing part of the tests.

Using the NYSESLAT modality analysis, the ESL teacher develops a curriculum that incorporates ESL methodologies such as Whole Language, Cooperative Learning and Total Physical Response to facilitate learning for ELLs. The use of specially designed language development programs such as Words Their Way and Amazing English will be continued.

ECLAS-2

	Level I	Level II	Level III	Level IV	Level V	Level VI

K	12	3				
1			4	5		
2			3	6	5	
3			2	1	2	1

In examining student data, ELLs at PS 45 fair lower than non-ELLs. Out of our current grade 4 ELL students who took the 3rd grade ELA exam, 67% scored a level 2 and 33% scored a level 3. For the 3rd grade math exam, 405 scored a level 2 and 60% scored a level 3. ELLs performed better in their native language.

For our 5th grade ELL students who took the 4th grade ELA exam, 50% scored a level 2 and 50% scored a level 3. For the 4th grade math exam, 50 % scored a level 2 and 50 % scored a level 3. ELLs performed the same in their native language.

At P.S. 45, the entire school community is committed to raise the level of learning in accordance with the ELA/ESL Standards. We pride ourselves on our professional, motivated staff that gives our ELL population an opportunity to be successful in reading, writing, math and the content areas each day.

FUTURE ACADEMIC LANGUAGE DEVELOPMENT

Current strategies for improving instruction includes the implementation of a Balanced Literacy approach which consists of independent and paired reading, shared reading, guided reading, literacy centers, leveled classroom libraries, writer’s workshop, interactive read aloud, word study and teacher/student reading and writing conferences. This approach will continue in the 2009-2010 school year and will continue to be implemented during a 90-minute literacy block.

Our ELLs will continue to benefit from small group instruction offered through our ESL Program. The ESL teacher will articulate with classroom, content area and CTT teachers to develop lessons and instructional materials to support the ELL population. The ESL classroom libraries are being updated with various challenging and content-based literature, which is aligned to NYS learning standards in ESL and ELA.

PLAN FOR LONG TERM ELLs

- ESL (Extension of Services)
- AIS
- Wilson and Foundations
- After School Homework Helper
- Saturday/Winter Recess/Summer School
- Reading Recovery
- After School Test Prep – Reading and Math
- After School ESL enrichment (Content Areas)
- 37 ½ minute extended day

Consistent with our efforts to improve NYSESLAT scores additional targeted instruction for ELLs will continue to be provided through the various programs listed. These programs are intended to support ELLs in achieving the ESL and ELA standards. Supplemental instructional programs will continue to focus on language and literacy development as well as content area learning. The additional instruction will help the children progress toward achievement of rigorous academic standards that all students are expected to follow.

Our students who have reached proficiency in ESL will also benefit from most of the programs listed.

PLAN FOR NEWCOMERS

- ESL
- Parent Orientation/Workshops
- Bilingual notices
- Reading buddies
- Family Literacy Night
- International Night

The LAP team has decided to continue with these programs to help our ELL population assimilate into the mainstream at P.S.45. After proper assessment with the LAB-R and ECLAS (Grades K-3) the ESL and classroom teachers will set up a program to assist these students with cognitive development and academic skills. We strive for instructional programs with high level of rigor and community support, resulting in higher academic achievement for our ELL students.

An ELL Orientation for parents is held within the first 10 days of an ELL student's admission into the New York City school system and is given by the ESL teacher and the parent coordinator. Information is provided in the home language. The school uses the aid of its bilingual staff for translations and when necessary, the Translation and Interpretation Service is used to distribute information in various languages.

The Arts are an integral part of our school program and ELLS are encouraged to participate in our band and chorus.

Our math coach hosts monthly parent meetings where math skills students are being taught in class are reviewed. This encourages and permits parents to assist and support their children with homework and test study.

Our ELL students and their families will benefit from an after-school ESL Program geared to provide the parents of our ELL students the opportunity to learn English. P.S. 45, in a joint effort sponsored by the JCC, will host a 10 week, cost-free program, whereby ELL students and their parents will receive English instruction twice weekly. Child care services will be provided for parents with underage children. The program will offer families an opportunity to gain skills so they may better help their children in their educational efforts.

TRANSITIONAL SERVICES FOR PROFICIENT STUDENTS

All students reaching proficiency on the NYSESLAT are given AIS Services and 37 12/ extended day. They are also involved in the After School Test Prep and Saturday/Winter Recess/Summer School programs.

PROFESSIONAL DEVELOPMENT

Two special ESL Professional Development programs were offered this year to all teachers. It was scheduled after school. The programs were divided into lower and upper grades. The thrust of the programs include: how to differentiate instruction for ELLs in the general education classroom. Also discussed was the Phonics Lessons Program by Pinnell and Fountas. The study groups worked together to plan and teach efficiently in the 2009-2010 school year.

The following professional development programs include:

Barnes and Noble Workshop – Winter 2009
Saturday ESL Book Study Workshop – Winter 2009
Phonics Workshop – Spring 2010

The ESL teacher also attends monthly ESL professional development sessions offered by the Integrated Curriculum & Instruction Learning Support Organization. The ESL Workshops for 2009-2010 are:

October: Academic Literacy for ELLs
November: Assessing Student Work Using Teacher's College K-8 Continuum for Assessing Narrative Writing
December: Modified Guided Reading for ELLs
January: Integrating Grammar in the Writer's Workshop
February: Building Academic Vocabulary K-5
March: Revisiting Team Teaching in the ESL Program
June: Effective Strategies in Literacy Instruction for ELLs

ESL PROGRAM AT P.S. 45

At P.S. 45, the ESL Program is designed to develop skills in understanding, speaking, reading, writing and communicating in English. This is a pull-out program. Students at the beginning and intermediate levels (based on LAB-R and NYSESLAT) receive 360 minutes of ESL instruction each week. Students at the advanced level receive 180 minutes of instruction. In addition the classroom teachers provide 180 minutes of ELA instruction.

The ESL teacher meets regularly with the classroom teachers during common planning time to integrate the general education curriculum with the ESL methodologies. At this time, each child's strengths and weaknesses are addressed. There is a collaborative effort to provide a solid foundation for ESL instruction, curriculum and assessment.

There is collaborative planning in the content areas. Content area instruction is in English based on grade appropriate curriculum guides using ESL methodologies. Instructional adaptations are discussed using ESL content area instructional materials.

PS 45 Title III program will have an after school program for our ELLs. The program will run from February 2nd to June 16, 2010. The program will run on the following days of the week: Tuesdays and Wednesdays and it will begin at 3:30 and end at 5:30. The instruction for the Title III after school program will be taught by a certified ESL and Common Branch teacher. They will work collaboratively in the classroom. Data from the NYSESLAT and the ELA demonstrated a need for this program. According to the data for LAB-R and NYSESLAT 2008-2009 school year, the ELL population decreases as the grade increases. It can also be noted that regardless of grade and proficiency, students score highest on the listening and speaking portion of the assessments. On the contrary, most students scored their lowest marks on the reading and writing part of the tests. In examining student data, ELLs at PS 45 fair lower than non-ELLs. Out of our current grade 4 ELL students who took the 3rd grade ELA exam, 67% scored a level 2 and 33% scored a level 3. For the 3rd grade math exam, 40% scored a level 2 and 60% scored a level 3. ELLs performed better in their native language. For our 5th grade ELL students who took the 4th grade ELA exam, 50% scored a level 2 and 50% scored a level 3. For the 4th grade math exam, 50 % scored a level 2 and 50 % scored a level 3. ELLs performed the same in their native language.

To supplement the Balanced Literacy Program, the ESL teacher will continue to provide instruction in the New Heights Literacy Program which concentrates on increasing reading fluency. She will also use Time for Kids, Introduction to English and Phonics Lessons. All programs are designed for ESL instruction.

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

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

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:20	Subject (Specify) Morning Routines Calendar Word Study Shared Reading	Subject (Specify) Morning Routines Calendar Word Study	Subject (Specify) Science	Subject (Specify) Morning Routines Calendar Word Study	Subject (Specify) Morning Routines Calendar Word Study
2	From: 9:20 To: 10:12	Subject (Specify) ESL	Subject (Specify) Gym	Subject (Specify) Reading	Subject (Specify) ESL	Subject (Specify) Music
3	From: 10:14 To: 11:04	Subject (Specify) Writers Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Reading
4	From: 11:07 To: 11:57	Subject (Specify) Math	Subject (Specify) Writers Workshop	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Writers Workshop
5	From: 12:02 To: 12:52	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From: 12:56 To: 1:46	Subject (Specify) Science	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Math Workshop	Subject (Specify) Social Studies
7	From: 1:48 To: 2:38	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math

School

8	From: 2:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:271/2	Extended Day Reading/writing/math support	Extended Day Reading/writing/math support	Extended Day Reading/writing/math support		
	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	To:					
	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	To:					
	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

District:

31

School Building: R045

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

Form TIII – A (1)(a)

Grade Level(s) K-5 _____ Number of Students to be Served: _____ **63** LEP _____ Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 45 provides a Free-Standing ESL Program using meaningful and purposeful instructions where ELLs explore ideas and concepts at a pace that reflects their level of English proficiency. They engage in a Balanced Literacy approach that builds their academic, language and cultural experiences. The target population is approximately sixty students in grades K-5 who are entitled based on the established cut-off scores of the LAB-R or NYSESLAT.

The four skills of listening, speaking, reading and writing are included in daily instruction. Small group instruction includes ESL methodologies in a Balanced Literacy approach which consists of independent, shared and guided reading, literacy centers, leveled classroom libraries, literature circles, writer's workshop, interactive read aloud and word study.

ELLs at the beginning and intermediate levels language proficiency will receive 360 minutes of ESL instruction per week. ELLs at the advanced level will receive 180 minutes of ESL instruction per week. All students will receive 180 minutes of ELA instruction in their classroom. Content area instruction is provided in English supported by ESL methodologies. The ESL classes consist of: Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5. The service providers are Maria Perri and Anna Fernandez, certified ESL teachers.

The ESL teachers meets regularly with the classroom teachers during common planning time to integrate the general education curriculum with the ESL methodologies. At this time, each child's strengths and weaknesses are addressed. There is a collaborative effort to provide a solid foundation for ESL instruction, curriculum and assessment.

There is collaborative planning in the content areas. Content area instruction is in English based on grade appropriate curriculum guides using ESL methodologies. Instructional adaptations are discussed using ESL content area instructional materials.

To supplement the Balanced Literacy Program, the ESL teachers will continue to provide instruction in the New Heights Literacy Program which concentrates on increasing reading fluency. She will also use Time For Kids, Introduction to English, Words Their Way, Amazing English and Phonics Lessons. All programs are designed for ESL instruction.

At PS45, the entire school community is committed to raise the level of learning in accordance with the ELA/ESL Standards. We pride ourselves on our professional, motivated staff that gives our ELL population an opportunity to be successful in reading, writing, math and the content areas each day.

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.

PS 45 will provide the following professional development to our Title III teachers at no cost to Title III: To continue to provide professional development in the instruction and assessment of the English Language Learner, teachers will learn new techniques of instruction through Accelerating Minds, an organization committed to improving the needs of the English Language Learner. Catherine Brown, a literacy consultant with Accelerating Minds will conduct a three day workshop where Ms. Brown will mentor the ELL teacher providing ongoing feedback with each ELL student in the school. Ms. Brown will also implement lab sites on grades three-five to demonstrate effective learning strategies for the English Language Learner in small group settings. Lastly, Ms. Brown will host a Saturday workshop for teachers in grades kindergarten through fifth grade providing each teacher with the most current research on the English Language Learner.

Two special ESL Professional Development programs were offered this year to all teachers. It was scheduled after school. The programs were divided into lower and upper grades. The thrust of the programs include: how to differentiate instruction for ELLs in the general education classroom. Also discussed was the Phonics Lessons Program by Pinnell and Fountas. The study groups worked together to plan and teach efficiently in the 2009-2010 school year.

The following professional development programs include:

Barnes and Noble Workshop – Winter 2009
Saturday ESL Book Study Workshop – Winter 2009
Phonics Workshop – Spring 2010

The ESL teacher also attends monthly ESL professional development sessions offered by the Integrated Curriculum & Instruction Learning Support Organization. The ESL Workshops for 2009-2010 are:

October: Academic Literacy for ELLs
November: Assessing Student Work Using Teacher's College K-8 Continuum for Assessing Narrative Writing
December: Modified Guided Reading for ELLs
January: Integrating Grammar in the Writer's Workshop
February: Building Academic Vocabulary K-5
March: Revisiting Team Teaching in the ESL Program
June: Effective Strategies in Literacy Instruction for ELLs

Form TIII – A (1)(b)

School: 31R045 BEDS Code: _____

**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) <ul style="list-style-type: none">- Per session- Per diem	\$15,000	305 hours of per session for ESL and General Ed teacher to support ELL Students in an after school program. Start Date February 2nd, End date June 16th: 305 hours x \$49.89 (current teacher per session rate with fringe) = \$15,216.45)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
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

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.

Our PS 45 school community is a culturally diverse community where many of our students come from families where a home language other than English is spoken. Our school report card as well as our Comprehensive Education Plan specifies that almost 25% of our students are represented by the Hispanic subgroup. And, even though we service only 54 Spanish ELL students who are not proficient in English, close to 240 of our school's families (according to our Home Language Surveys) speak Spanish as their main language at home. In addition, this school year, we have noticed a rise in the number of Russian, Albanian, and Asian students who have become part of our school population. Our Asian population is comprised of students whose home languages are Urdu, Korean, Chinese and Hindi. In addition, we also documented a rise in the number of Middle Eastern students who have enrolled this year whose main language spoken, read and understood at home is Arabic. From these subgroups, nearly 10 have become part of our ELL program. Again, although the number seems small, this subgroup represents some 40 additional families who are not proficient in English and who need written translations of such things as report card comments and daily written notices. While the Department of Education does provide an opportunity for us to translate written notices, the turn around time for such notices is at least a week. As we all know, this is a wonderful service for the many notices and letters that we can anticipate from our advanced planning calendar, however, there are many notices that must be sent out immediately, and a week's delay can sometimes hinder the safety of our students as well as their academic progress.

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

Our parent surveys and our teacher surveys reveal that parents are in need of oral translation during parent teacher conferences, PTA meetings, guidance/counseling meetings and when they come up to the office with any concerns about their child's education and/or transportation needs. In addition, many parents choose to use the telephone to call the school, and it has been noted by office staff that parents may ask immediately for translation at this time. Our ELL parents have expressed to us and to our ELL teachers when present at her meeting that written translations are needed for all school correspondence, student records including report cards, PTA newsletters, student discipline codes, and individual teacher's notices.

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.

Written translations services are provided by school staff, volunteer members of the school community, and by the Department of Education's Language Translation services. In-house school staff will provide translations as well as by our comprehensive list of Parent and Community volunteers. All documents are translated into our school's primary ELL community language which is Spanish. All documents are also accompanied by notification in every language that states that document needs to be translated.

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 translations are provided to parents by designated school staff, (recently, we have made an effort to hire bilingual staff-staff that is proficient in our prominent ELL languages, both written and spoken). Therefore we will be using in-house school staff initially for translations and then rely on our comprehensive list of PS 45 community translation and interpretation volunteers.

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>.

Signs are clearly and prominently posted in the main office for translation services as well as in the entry vestibule of the school. The school sends all notices in both Spanish (major sub language of PS 45 School Community) and English and clearly posts on all notices in all sub languages that the letter or notice from the school must be translated. Report Cards/Student Records are translated in all student home languages. Provisions are made for parents to have immediate translation on telephone calls and impromptu visits to the school (when possible). If not, arrangements are made to have a scheduled translator available for all parent meetings including curriculum conferences, parent teacher conferences and PTA meeting. The Safety Plan of the school reflects the above information.

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:	339,877	82,201	422,078
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,399		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,703	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,994		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,110	
6. Enter the anticipated 10% set-aside for Professional Development:	33,988		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		8,220	

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

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

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

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

PUBLIC SCHOOL 45
58 LAWRENCE AVENUE
STATEN ISLAND, NY 10310
TEL: (718) 442-6123 FAX: (718) 442-4141

Teresa Caccavale
Principal

Ann Marie Baird
Assistant Principal, I.A.

Jose Montañez
Leadership

Title I Parent Involvement Plan

TO: Title I Parents
FROM: **Teresa Caccavale, Principal, P.S. 45**
RE: **TITLE I Parent Involvement Policy**

DATE: May 31, 2005

Please be advised that P.S. 45 has met the mandate to:

1. Provide an annual meeting for parents of participating students by having a meeting on April 18, 2005 at 7:30 p.m. regarding the allocation of P.S. 45’s Federal Title I monies – “Targeted Assistance School”.
2. Provide parent an organized, on-going and timely way to become involved in the planning, review and improvement Title I programs.

3. Provide parents with timely information about programs – including school performance profiles, individual student assessments, and a description of the curriculum assessment opportunities for parent involvement by collaborating with the PTA and School Leadership Team whose membership represents a broad constituency. This year it consists of seven parents, three teachers, the principal, the guidance counselor, a school aide and paraprofessional. The SLT truly works as a team and makes decisions based on consensus, as governed by its by-laws. The monthly SLT meetings are open to the school community. After each meeting, a newsletter is distributed to the entire school population outlining the highlights of the meetings and goals. We currently schedule time at the SLT meetings to focus on school performance profiles, individual student assessments, curriculum issues and issues for parent involvement. We plan to focus on these issues at the future SLT meetings as well. An SLT binder, which is prominently located in the school lobby, is also available and contains the current CEP, school data, minutes of SLT meetings, and other relevant documents.

4. Provide for a jointly developed school-parent compact by working closely with our school’s PTA, which is hard working and focuses on the needs of its children and staff. The PTA works closely with our School Leadership Team to constantly assess the needs of the school community to support student achievement. The PTA general membership meets once a month, and the executive board (which consists of committee chairs) meets once a month in addition. A monthly newsletter is distributed to the entire school population. In addition, the PTA supports events, which encourage parent participation and raise school spirit.

5. The name of our school’s representative to the District’s Title I Parent Advisory Committee is: Patricia Payne and Jodi Seigal.

Working together for P.S. 45,

Principal’s Signature

***** **RETURN THIS TEAR OFF**

BY JUNE 10, 2005

I have received and read the P.S.45 Parent Involvement Policy.

Parent/guardian Signature

Date

Child’s name _____

Class _____

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

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

Required School-Parent Compact Provisions

School Responsibilities

PS45 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on November 20, 2008 and in March 2009.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.
7. 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.

8. 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 language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. 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.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. 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: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement 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.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

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.
(Please Refer to the Needs Assessment found on pages 12-19 of this plan.)
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Academic Intervention Services are provided in math to students who meet the criteria. Students meet with a highly qualified teacher before school each day from 8am-8:30am to work on problem solving skills as well as test taking skills. The teacher creates goals for each student and meets with the math coach to align the student goals into effective math instruction. Extended school day is also available to students at risk of failing. Each student flagged is provided extended instruction in literacy two days a week and math two days a week from 2:40-3:27 1/2. Specific goals in each subject area are created by the teacher and addressed through effective planning and instruction with the support of the literacy and math coach.

A Saturday Academy has been created for students who meet or exceed the standards in all subject areas. The course outline is as follows:

Students that meet or exceed the standards should be given the opportunity to continue to grow to their fullest potential. The Saturday Academy will guide students' learning in reading, writing and math. The students will be given a chance to work on their areas of challenge with highly skilled teachers. The hopes of this program are that students will continue to strive for academic excellence and learn sophisticated testing techniques to ensure their success. Students will learn to realize their strengths and challenges through reading, writing and math. The students will learn to build stamina in reading and writing, develop detailed written responses, discussing and evaluating multi-genres using short stories. Students will also learn appropriate rest taking strategies in order for them to accurately answer multiple choice and short answer response questions.

Students are expected to identify a common theme between two stories and generate an essay comparing them. These portions of the test require students to share their understanding of the writing process and are able to articulate their thinking through multi genres. Students will be supported by shared reading and writing activities demonstrated by the teacher.

In math, students will learn how to elaborate their written responses and use multiple strategies to help them succeed. Students will work in cooperative groups too explicitly explain their thinking on specific math skills. Their thinking will be displayed using interactive charts that will outline their steps. Using mathematical reasoning techniques, students will learn to use multiple strategies when taking high stakes tests.

- Help provide an enriched and accelerated curriculum.

Enrichment clusters have been created in grades 1-5 as way to provide more differentiated instruction to all learners including Title One. Each student chooses a subject of their liking to participate in (get enrichment list and technology) Professional development is offered in Renzulli online learning. Each class will be equipped with this website to enhance their student's research skills. IIM, Independent Investigation Method is also another program to deepen the level of research skills in grades k-5. IIM offers a step by step research process and adds a layer of differentiation to a heterogeneous classroom. Each student is walked through the fundamentals of research in seven steps. Each step offers strategies for students of all academic levels to use.

- Meet the educational needs of historically underserved populations.
Provide AIS services to all level 1 and level 2 students using an AIS push in model.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

(Please refer to school responsibilities pages 51-52 of this plan.)

3. Instruction by highly qualified staff.

All teachers (100%) in Public School 45 are identified as highly qualified. Each teacher has met the minimum and maximum requirements for city and state certification in teaching. PS 45 also attracts highly qualified teachers through the UFT process of *Open Market Hiring* where experienced highly qualified teachers are able to post their resumes on the New York City Department of Education website to get a job in another school district/ borough of New York City different from their school appointment district.

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. Literacy consultants from Literacy Support Systems, INC. are hired to continue to support the school staff in reading and writing workshop. Carl Anderson is hired to support our kindergarten-fifth grade teachers in conferring and assessment of the quality of their students writing. Ted Kessler is hired to support teachers in grades 3-5 in reading comprehension.

All literacy consultants meet with each grade for twenty minutes to introduce a skill/strategy, 40 minutes to demonstrate the skill/strategy introduced and twenty minutes to debrief how the skill/strategy was implemented. Plans for future meetings are also discussed..

The literacy coach attended a study group with Teacher's College, Columbia University on a weekly basis from October through May 2007-2008 to further develop literacy skills and strategies working with teachers in reading workshop and writing workshop.

Teachers also had the opportunity to attend Teacher's College, Columbia University Calendar Days in 2007-2009. Each week Teacher's College offers professional development workshops in reading and writing focusing on the teacher's specific needs. Some workshop titles are as follows: ELA test preparation workshop, Word Study Strategies, Reading Comprehension Strategies, and Reading Centers in Guided Reading.

Various teachers in grades kindergarten through fifth grade along with the math coach attended a *Math in the City* professional development training last summer during the week of August 11th- August 16th 2008. This program also meets monthly during the school year. Teachers and the math coach are learning various mathematical techniques to apply to the *Everyday Math* curriculum.

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

Not-applicable

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

The focus of parental involvement for Title One is built on the capacity of parents of Title one participating children to be able to join in an effective partnership with PS 45 to support high student achievement. Some of the events implemented are planned in alignment with the goals, objectives and activities outlined in the school curriculum maps as well as the Comprehensive Education Plan.

The strategies are as follows:

A. PS 45 provide monthly workshops to parents of title one students in literacy, math, homework, attendance, and conflict resolution strategies such as anti-bullying, health/welfare of their child. The dates and topics are as follows:

September: Parent Math Morning

October: Parents as Learning Partners: Dial a Teacher

November: Parent/Child ELA Testing Workshop

December: Anti-bullying Prevention

January: More Than Just Decoding: Reading Comprehension

February: Parent/Child Math State Test Workshop

March: Fun with Phonics

April: Parent/Child Book Club

May: Parent/Child Book Club

B. Open School week is available to all parents twice a year in November and March where parents of students can observe their child's teacher and participate in their child's learning life. November 17th-November 21st. March dates will be announced. November 20th is parent teacher conferences held from 1-3pm and from 6:00-8:30pm. This is where each parent has the opportunity to speak with his or her child's teacher. Teachers are also available through a school based e-mail system.

- C. Each teacher has an e-mail account set up through the Department of education. This enables parents to contact their child's teacher during after school hours and keeps the communication alive. The school also posts a website for parents with up to date information.
- D. Attendance initiatives have been put into place to help parents get their children to school on a regular basis. Attendance rates are tracked and logged per student. Parents of excessively absent students are contacted and meet with the principal or assistant principal to provide strategies on coming to school on a regular basis. Perfect attendance awards are presented to students who do not miss school on a monthly basis.
- E. An ELL after school program has been in place for parents of ELL learners as well as the students themselves. The JCC (Jewish Community Center) offers free English classes to parents of ELL learners while the ELL students partake in English Language activities to enhance their English. It runs two days a week on Tuesdays and Thursdays from 3:30pm-5: 30pm.
- F. Art is incorporated into every student's life in PS 45. Parents as Art Partners is an art based program to encourage the study of various artists. Students and their parents attend a workshop on a weekly basis in the month of May to study a famous artist and learn how to draw, paint or sculpt. The artists are: Van Gogh, Freda Calo and Monet.
- G. Each teacher in PS 45 offers parents into their classroom on a monthly basis for reading and writing celebrations. At the end of each month unit taught, each class celebrates their accomplishments with a celebration explaining what they learned. Students will read and explain their reading strategies or share their writing pieces.
- H. Every year PS 45 celebrates their literacy and math accomplishments. Literacy night is held in May and is a time where parents and their children celebrate their reading/writing life. Educational booths are available to educate parents further in reading and writing while their children play literature based reading and writing games.
- I. Math night is also held in June to celebrate each student's math accomplishments. Math literature is available to parents and student plays various math games to continue their learning journey.

- 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.

The Principal and Parent Coordinator conduct workshops for Pre-K parents which detail what their child will experience when they enter Kindergarten. Handouts are also distributed that explain the Kindergarten standards and routines.

- 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.

PS 45 has committed itself to optimizing the mandated curriculum using best instructional practices. We have placed appropriate emphasis on our ability to understand the NYS/NYC Standards so that our goals and perspectives are firmly grounded in student achievement. Using collaborative assessment and curriculum mapping, we have developed a community lens which enables us to implement best practices in the curriculum utilizing individual accountability and grade wide expectations within the context of school wide goals and support. Through the

support of the Instructional Team, comprised of staff members, administrators, and coaches, decisions are formulated regarding which academic assessments will provide the best means to provide differentiated instruction. The Instructional Team has deemed the following assessments as being the most effective to suit the needs of our school: Acuity ITA's and Predictives, ECLAS, DRA, teacher-student conferences, running records, Scantron (Performance Series), RSA Checklists for math and State Math and ELA Tests. We have had several positive accomplishments in the 2008-2009 school year. We continued to use the Teacher's College model to drive our writing instruction with Writers' Celebrations which are attended by the school community at the end of a unit of study.

Teachers are now able to differentiate instruction to meet the needs of individual students. Acuity has been a major assessment component in grades 3 through 5 with teachers receiving extensive professional development on its use. We believe that gains in student achievement are directly linked to: our ability to individualize instruction to meet the needs of our students; collecting the soft data available; and using all available data to drive our instructions and planning.

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.

In order to identify students who are having difficulty mastering proficient or advanced levels of the academic achievement standards in a timely manner, we adhere to the following protocol:

- Classroom teachers record anecdotal records for children in need
- Running records are kept up-to-date
- Parents are notified
- Pupil Intervention Program Services forms are completed and submitted to the PPT team by the classroom teacher
- PPT team reviews all forms monthly and offers suggestions
- Teachers identify those students through standardized tests and teacher assessment
- After completing initial assessment and identifying students, the appropriate Academic Intervention Plan is designed to match each of those students. Periodic assessments are conducted to monitor progress.
- The AIP is forwarded to the next teacher to record services and progress

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.

Public school 45 has been adopted by corporate sponsor, Bloomburg L.P. to further enhance their knowledge in Science and non-fiction. The sponsorship entitled 40 students to enter the Liberty Science Center free of charge.

Former Councilman and Congressman elect, Michael McMahon donated \$250,000 to refurbish the school's playground and enroll Ps 45 in Out To play an non-profit organization to work with students and teachers on playing peacefully in the playground . Out To Play also offers conflict resolution strategies to students in crisis.

Former Councilman and Congressman elect Michael McMahon established a ballet residency for fifth graders with the American Ballet Theatre.

Fair Student Funding (TL) is used for direct services to students in ELL, library cluster and AIS in literacy and math.

EGCSR State Program is used to reduce class size and direct LLI instruction to students who are at risk.

Children First Initiative is used for the inquiry team and PPT team to discuss and implement academic and social strategies to at risk students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

**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

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

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

– **English Language Learners**

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

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

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

At P.S. 45, multiple tools are used in the process of analyzing our curriculum alignment with State Standards across all grade levels. Using data driven inquiry, administration, the literacy coach, AIS providers and ELL instructors, bring findings to staff through professional development and planning to meet instructional needs. Forms of data include the School Report Card, Progress Report, NY State ELA Test Scores, ACUITY results, ECLAS results, student work, DRA2 Reading Levels, Monthly Writing Samples, ELL Data, student work, observations and professional development meetings.

Curriculum maps are designed during reflective meetings at the end of each school year. These maps address the role of the teacher and student within each area of study. In addition to reflective study with a literacy coach, teachers engage in work with in reading and writing. In addition, further professional development with educational consultants, addresses curriculum alignment and classroom lab sites provide a working tool for study.

Another tool that is a part of the assessment process, are common grade level meetings during which teachers horizontally discuss data, student work and teaching strategies and student performance outcomes across a grade. Informal and formal observations from the principal, assistant principals and coaches, monitors the curriculum implementation and provides teachers with opportunities for further professional development to meet individual needs. At P.S. 45, collaboration between the ELL and classroom teacher is integral in the assessment of ELL students in reading and writing.

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?

This finding is not applicable to P.S.45's ELA curriculum plan vertical alignment across grade levels to develop a meaningful sequence of study. The curriculum is time bound and sets collective dates for pacing. Vertically, the curriculum maps are shared across a single grade level during common planning meetings to insure that skills and strategies are focused and taught in depth over time. Evidence can be found within the curriculum, tools used and the level of understanding at both the vertical and horizontal levels among staff.

ELA curriculum at PS 45 is fully aligned to state standards. Curriculum maps are created collaboratively each year and drill down to what children should be able to do at each grade level. Within each unit of study in both reading and writing, teachers

Within reading instruction, decoding, word recognition, print awareness, fluency and vocabulary are all addressed in the Balanced Literacy Framework. Using best practices, teachers implement word study curriculum through the work of Fountas and Pinnel's Phonics and/or the Words Their Way Program. Comprehension and motivation to read are key components of minilessons, conferences and small group instruction. Comprehension is developed using research-based strategies.

Writing instruction addresses spelling, using both grade level and individual expectations and goals. Handwriting is taught through shared writing activities and handwriting guides, including the Handwriting Without Tears Program in grades K-2. Text production, Composition and the Motivation to write, are part of the Writing Workshop Model implemented in all classrooms. Student work is collected at the end of each month for the administration to read and analyze. Grades K-5 work together to teach the writing process, as evidenced by student work and individual goals across time.

Teachers' in depth knowledge of content and expectations support student learning. In reading, focus on areas of comprehension, decoding, fluency and vocabulary are topics of ongoing professional development and research. In writing, educational consultants guide work in focus, elaboration and structure. Individual, small group and grade level goals are set and guide ELA instruction.

Tools and materials are highly accessible at PS45. Classrooms have recently been supplemented with new, challenging and multi-level texts for reading. A teacher resource center supplies additional small group sets, whole class read alouds, leveled texts and content area reading for use. Materials are relevant to age needs and represent a multicultural diversity of authors, characters and language.

ELL instruction is a collaborative effort between classroom teachers and the ELL teacher. Students are taught through the workshop model and are given appropriate texts to work with. Professional development with ELL specialist Catherine Brown occurred for the 2008-2009 school year around building academic language.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

PS 45 teachers currently use the Everyday Mathematics Curriculum k-5. The recognition that EDM does a sufficient job covering New York State Content Strands is an appropriate finding according to our staff (1b.1). The gaps which are few have been identified by the staff during end of the year curriculum planning days in which the staff is covered to meet at grade levels and discuss curriculum for ½ to 1 whole day. The changes or additions to curriculum are addressed through the use of supplementary materials. The findings that these documents are aligned poorly to the process strands may be moderately true at first glance but is not applicable to PS 45 since we feel encouraging the use of the process strands and looking for the places where it can be found in the curriculum is a matter of careful planning and smart pedagogy (1b.2). Due to the sheer vastness of the program and the demands set forth by the Department of Education there lies the temptation for teachers to go from lesson to lesson in hopes of covering as much as possible prior to the state tests or end of the year so that students may graduate to the next grade level. At PS 45 we are aware of that temptation and have systems in place to alter that course. 1) The Math Coach provides teachers guidance at monthly grade level meetings and with individual planning time where in they look closely at individual lessons identify which content strands and performance indicators are being met and discuss the pedagogical techniques that would allow students the freedom to engage in processing this content at the levels of communicating, representing, connecting, proving and reasoning about the problems at hand. 2) Professional development is also offered to the staff as a whole on best teaching practices using these process standards as the basis for differentiation allowing students to play an active role in their own development. We believe the use and engagement of the process standards by the students helps to encourage and grow young mathematicians and lifelong problem solvers. 3) Our Saturday Academy program for students performing at a level 3 or 4 on NYS Math Exams uses the process strands as the underlying rationale to the work the students are doing there. Using the Contexts for Learning Curriculum by Catherine Twomey-Fosnot, provides the space and supports students need to be able to play around with the mathematics they are learning through realizable child centered contexts that they can relate to and have open and meaningful discussions about. 4) On November 4, 2008 teachers spent the day examining a classroom lesson identifying the parts that were differentiated to meet the needs of various students. The levels of differentiation were based on students engaging in the process strands at a level that was appropriately decided by both teachers in her planning and students by their individual choices. The work came as the result of teachers being in their 5th year of using this curricula and ready to begin to tweak it in way that is smart and sensible for their individual students while keeping their goals aligned to NYS standards.

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?

Some evidence PS 45 has in regard to dispelling this myth in regard to our schools educational program is the growth we have shown over the past 5 years in our level 3 and 4 students using this program. Collectively in grades 3, 4 and 5 the average number of students scoring at level 3 and 4 were as follows:

Year tested	Number of students tested	Students scoring at a level 3 & 4	% of students who were tested scoring at level 3 and 4
2004	446	298	66.8
2005	449	332	73.9
2006	461	372	80.7
2007	453	403	89.0
2008	450	402	89.3

The second part of this finding states that the SEC data for mathematics curriculum alignment 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. As stated above, due to the sheer vastness of the EDM curriculum there is always danger of this being the case. PS 45 has been using this curriculum for approximately 5 years now. Teachers both individually and with support have shown increased understanding of how it is arranged and how to negotiate using it so that our students can be taught as they need to be. This is done with the support of a standards based curriculum, NYS Math standards, constant attention to best teaching practices and support by administration.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high

academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

P.S. 45 uses multiple forms of assessment to evaluate the use of instructional methods within classrooms. Formal observations by the principal and assistant principals are used for both assessment and reflective work. The literacy coach meets with individual teachers and whole grades to focus work on instruction and instructional differentiation. In addition, the use of labsites and educational consultants provide opportunity for both teachers and consultants to see first hand the use of instruction in the classroom. The inquiry team also uses its members to observe classroom instruction throughout the course of their year long study.

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?

Instruction at P.S. 45 is grounded in best practices and research based instruction. Students are engaged in differentiated learning opportunities, as evidenced by the use of tiered learning tasks, small group and one to one instruction. The implementation and monitoring of best practices, is enforced through focused support for teachers in professional development sessions with educational consultants, the literacy coach and administration. The use of differentiated methods of instruction are evidenced in reading, writing and word study, as seen by guided reading and writing groups, one on one conferences, partner work, and whole group minilessons. Upper grade classrooms are now using Words Their Way to guide word study development within the stages of spelling, while Lower Grades focus their work around Fountas and Pinnell's Phonics Program. Both of these programs use differentiated instruction and hands on group activities. Teachers work with students to develop individual goals for learning and keep track of this learning through data and conference notes. Within small groups, students work on identified needs within strategies and skills of a particular content area. Individual reading and writing conferences are integral to the learning goals and teaching of each student.

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

2B – Mathematics Instruction

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

The SOM noted that direct instruction in k-8 mathematics classrooms was frequently or extensively seen 75 percent of the time and that 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. The relevance of this finding in regard to our school's educational math program is not applicable 2B.2. Since instituting Everyday mathematics as the mandated curriculum at PS 45 the façade of the “Traditional Classroom” has gradually ebbed. By Traditional Classroom we mean one in which students are led in task by their teacher with very little participation other than to answer questions asked by the teacher, student to student talk is discouraged, daily lessons follow a linear path and are done with a text book and workbook or notebook and little use of manipulatives or differentiated lessons were evident

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

Applicable Not Applicable

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

2B.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?

Evidence to the contrary of this finding is plainly visible to all eyes that roam the halls of PS 45. Walking into a typical math workshop in the majority of classrooms at PS 45 the observer will notice many things. Students are seated at tables or groups so that conversation and partner or group work is easy. Math centers abound housing all types of math tools and manipulatives that students have free access to when in need. Charts delineating what students are currently working on are posted for both reference and reminders of their journey along a specific mathematical landscape. Slate board and dry erase markers are housed near the meeting area where students get to use them in quick mental math drills and where they get to turn and talk to partners about their ideas, questions and wonderings about particular mathematical ideas. Students engage in mathematical investigations through daily lessons, teacher prompted activities, number strings (a set of bare computation but related number sentences), math messages or problems of the day. Students play games to help support the acquisition of basic facts and explore big ideas underlying the standards they are working on. Each classroom has a series of Everyday math games downloaded onto all of their classroom computers (5-7 in grades 3-5, 1-2 in grades k-2) Approximately 5 smart boards are in use throughout the grades with grants pending in hopes of gaining more. Best teaching practices are employed by teachers and nurtured by support staff so that classrooms remain a place of wonder, learning, awe and inspiration.

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.

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.

Based on the School Demographics and Accountability Snapshot, in 2008 PS 45 had 61 full time teachers. As of October 31, 2008, 100% are fully licensed and permanently assigned to this school. 67.2% have been teaching at this school more than two years. 80% of teachers have a masters degree or higher. According to the 2006-2007 School Report Card, teacher turnover rate for 2005-2006 was only 8%.

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?

100% of the classes are taught by "highly qualified" teachers. Because the turnover rate is so low, over 90% of the teachers have received professional development that has improved their craft as educators. We have been able to deepen our study of literacy, writing and mathematics because teachers have received years of professional development that is differentiated. Teachers that are not new are receiving more advanced training and furthering their study in the balanced literacy approach. Newer teachers receive additional support from the literacy and math coach.

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.

The classroom program at Public School 45 is a major resource for language development. The program services approximately 60 students in grades kindergarten through fifth grade. All instruction is given in English. Immersion in the English language is crucial in order to master the language successfully. The classroom provides a comfortable learning environment. We know learner's attitudes and their confidence in them as learners are key factors in successful learning. All ELL students are encouraged to take risks academically and socially to develop confidence in their ability to learn. Increased wait time gives students a chance to think and process information in the English language. Teachers emphasize and repeat important words or phrases for English language learners to understand directions.

Teachers also respond to English language learners and their responses when speaking English as well as modeling with the use of manipulative for students to visualize the learning.

There are planned opportunities for meaningful interactions between peers. The peer group is a powerful resource to the learner, providing a wide range of models of language use, and the need to communicate offers the learner a real motivation to use the English language. Children have the opportunity to be “problem solvers” rather than “information receivers”. This will involve collaborative learning, where children are given the opportunity for some of their own or the group’s learning.

The models of language are understandable to the learner but also provide new ways of expressing meaning. Learning must be able to hear models which will extend their own language use. There are frequent opportunities for interaction between teacher and individual students. English language contracts between the teacher and English Language Learner will enable students to brainstorm learning activities that can be used to help aid the English language learner. Total Physical Response (TPR) is an ELL strategy developed by Dr. James Asher. Students respond to commands with their bodies and motions, increasing their receptive English vocabulary. The use of graphic organizers with pictures help aid the English language Learner in processing the language being learned. Teachers also rely on the use of multiple modalities to incorporate visual, kinesthetic, and auditory skills whenever possible.

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?

An English Language Learner after school program (in collaboration with the JCC) for ELL students and their parents will provide enriching language opportunities to continue to aid these students and parents in the English language. Students will learn procedural terms and directions while participating in activities such as cooking, art, theater, science experiments and mathematical games. All classes will be instructed in English and be held two days a week after school. The parents of these students will also be invited to attend a similar class to meet their English Language needs. The parents will work with teachers trained in English Language skills to strengthen their use of English as a second language.

To continue to provide professional development in the instruction and assessment of the English Language Learner, teachers will learn new techniques of instruction through Accelerating Minds, an organization committed to improving the needs of the English Language Learner. Catherine Brown, a literacy consultant with Accelerating Minds will conduct a three day workshop where Ms. Brown will mentor the ELL teacher providing ongoing feedback with each ELL student in the school. Ms. Brown will also implement lab sites on grades three-five to demonstrate effective learning strategies for the English Language Learner in small group settings. Lastly, Ms. Brown will host a Saturday workshop for teachers in grades kindergarten through fifth grade providing each teacher with the most current research on the English Language Learner.

The rationale for selecting these activities is that a responsive classroom program takes into account the fact that children are not only learning as new language but they are living in that language as well. These students must have extended time and opportunities to take part in the same learning activities as other children. Special emphasis will be placed on helping students understand the specific tasks which he/she will be involved. Our primary focus will be to provide clear expectations to the student, in regards to the purpose of the activity and what he/she is expected to do.

Teachers will participate in book study groups on a voluntary basis. Teachers interested must attend all three sessions. The texts teachers will read and discuss are: *Reading, Writing and Learning in ESL* by Peregoy and Boyle, *Scaffolding Language, scaffolding Learning* by Pauline Gibbons and *Building Academic Language* by .

We will use portfolios to collect work samples, including writing samples to assess the effectiveness of the after school program. The portfolios will be given to the teacher each student will have, so she can see the learning and progress the student has made. Each classroom teacher will conference with the ELL student's previous year's teacher to further develop ELL goals and strategies to meet the individual needs of that particular student.

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.

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.

PS45 uses multiple means for gathering assessment data when monitoring ELL's academic progress. Testing data, such as the LAB-R, Spanish LAB-R, and NYSESLAT scores are collected as soon as they become available and are used by the ESL teacher to plan and guide instruction.

The Interim Assessment of ELL's conducted by Harcourt in November and May, is also used as a tool to closely monitor progress during the school year.

Academic progress is also monitored in collaboration with classroom teachers through the sharing of progress in reading, writing and content areas with the ESL instructor. Assessment strategies include the use of portfolios, oral and written work and sharing of report card and cumulative records information.

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?

Evidence to support PS45's pull-out ESL program consists of differentiated instruction based on LAB-R and or NYSESLAT scores for proficiency levels, time in the United States, SIFE (Students with Interrupted Formal Education) status and culture. Instruction includes lesson modifications, scaffolding, and on-going assessment of spoken and written language fluency. Interdisciplinary learning is coordinated with classroom teachers to ensure ELLs are provided with class continuity.

Our ESL program continues to provide ELLs with additional literacy opportunities through AIS programs, lunch time and after school instruction, Saturday Academy and extended day sessions.

Assessment is on going, progress in related to the ESL teacher, and instruction is planned and carried out using ESL methodologies.

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.

At the start of the school year, teachers received a memo informing them that the IEP's would be available in a convenient location for teachers to review. If teachers need help on understanding any of the information on the IEP or how to implement any of the goals, the IEP teacher along with the SAT(School Assessment Team) is available to assist the teachers. A special education specialist, Shari Jacobsen, is available on Wednesdays to particular students and assists teachers in creating behavioral support plans and suggests modified instructional approaches. We have received a three year grant to become a PBIS school. Under PBIS, we will be able to identify school wide behavior trends and develop schoolwide plans for change. Lori Piccinino from Literacy Support Services will continue to provide staff development on using the PRIM manual and develop behavior intervention plans. We have purchased the PRIM manual on CD for teachers to develop appropriate behavioral plans along with the support of the guidance counselor. The Stop and Think program, a schoolwide social skills program has been implemented in every classroom to support positive social skills. The social worker weekly rewards students showing positive traits with tickets to the Wagner College football games.

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?

The learning goals are based on the educational academic levels the child is on. Teachers base lesson planning on the students learning goals on the IEP and grade content. The behavioral support systems that are set up (see above) help students succeed without the social areas interfering.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Currently, we have a CTT class on every grade level, two self contained classes, and one SETSS teacher. All students that have an IEP with testing accommodations or modifications receive these accommodations or modifications within the classroom environment. Teachers will give extended time for class tests and periodic assessments. The classroom accommodations are indicated as needed for each individual student. Regarding the alignment between the goals, objectives, and modified promotion criteria that are included in IEP's and the content on grade level state tests, students are instructed in reading on their instructional level. Students are exposed with more of the curriculum of the grade during small group practice or the 37 and a half minutes of instruction. All students follow the Everyday Math curriculum but modifications and differentiation is done by the classroom teacher. Behavioral Intervention Plans are not to be regularly included in the IEP. This is for an individual student who is having behavioral concerns and not all students need to have this on their IEP.

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?

Students with IEP's receive a targeted, instructional program based on their individual needs. Many research based programs (Foundations, Wilson, LLI, Headsprout) are taught in the CTT or self contained classes to meet the ELA needs of the students. All special education students in the CTT classes and the self contained classes stay for extended day in which the teacher uses this time to provide small group instruction. The literacy and math coach are actively involved with these classes in helping to provide appropriate instruction targeted to the students learning needs.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)
8 (eight)
2. Please describe the services you are planning to provide to the STH population.
 - 1) Academic and Intervention programs and educational support services: The STH population receives either AIS services for ELA and/or math. Also, some students in the population also have an IEP and are receiving SETSS or are in a Self contained special education class (12:1:1).
 - 2) Basic/emergency supplies: If a student was in need of school supplies, books or even glasses, this will be provided for the STH population
 - 3) Counseling services: Many students in the STH population receive counseling with Ms. Libby McPike. Ms. McPike is the guidance counselor.
 - 4) Parental involvement: All parents are encouraged to attend workshops that address the academic needs of their children. Such workshops include (ARIS training, ELA and Math testing, balanced literacy, and differentiated instruction. The PtA collaborates with the school community to support the needs of our families. If there is an academic extracurricular activity (trips related to the school curriculum) and the family can not pay, the PTA will donate money so the child in the STH population can attend. Parents are given the opportunity to observe and participate in their child's Everyday Math program on a monthly basis.

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.