



P.S. 001 COURTLANDT SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 001 COURTLANDT SCHOOL
ADDRESS: 335 EAST 152 STREET, BRONX, NY, 10451
TELEPHONE: 718-292-9191
FAX: 718-292-2227

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07X001 **SCHOOL NAME:** P.S. 001 Courtlandt School

SCHOOL ADDRESS: 335 EAST 152 STREET, BRONX, NY, 10451

SCHOOL TELEPHONE: 718-292-9191 **FAX:** 718-292-2227

SCHOOL CONTACT PERSON: Jorge Perdomo **EMAIL ADDRESS** jperdom@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brenda Cartagena

PRINCIPAL: Jorge Perdomo

UFT CHAPTER LEADER: Chandice Carroll

PARENTS' ASSOCIATION PRESIDENT: Yolanda Morales

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Feigelson, Dan

SUPERINTENDENT: Yolanda Torres Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jorge Perdomo	Principal	Electronic Signature Approved.
Luisa Valentin	UFT Member	Electronic Signature Approved.
chandice Carroll	UFT Member	Electronic Signature Approved.
Yolanda Morales	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Brenda Cartagena	UFT Member	Electronic Signature Approved.
Leony Jarvis	UFT Member	
Rosallynn Cortes-Cruz	UFT Member	Electronic Signature Approved.
Angela Martinez	Parent	Electronic Signature Approved.
Florence Francis	Parent	Electronic Signature Approved.
Thomasina Knowings	Parent	
Jessica Hernandez	Parent	

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School is located in the 16th Congressional district, the poorest in the nation. Approximately, 97 percent of the students are on free lunch. As many schools in high poverty areas, we have our share of students who are at greatest risk both academically and emotionally. In answer to these needs, Public School 1 has strived to provide the very best in instructional approaches, technology, extra curricular activities and counseling.

The school's current instructional initiatives for Literacy include the implementation of a Balanced Literacy Approach for reading, which consists of: independent / paired reading, shared reading, guided reading, interactive read aloud, phonics and word study and all main components of the readers' and writers' workshop which includes writing conferences. This will form the basis of the uniform citywide literacy program, and will be implemented during the readers' and writers' workshop for grades pre-k to 5. Our classroom libraries, support personnel (SBST/AIS team), and our Literacy Consultant and TC Staff Developers will further support literacy instruction in our school.

Currently, all grades are using Everyday Mathematics (3rd edition) which has been selected as the uniform citywide program for mathematics and is implemented during a 75-minute math block. As part of the citywide initiative, the school will continue to have a full-time math coach to support the effective implementation of the program through focused, on-site math staff development. Additionally, public school 1 will use Math Navigator, as intervention for our math students not meeting standards and will continue to form part of Math in the City which also offers extensive math professional development as part of the program.

The purpose and focus of science education at Public School 1 is to provide students with the skills and knowledge that will help them succeed academically and adapt to an increasingly complex scientific and technological world. Through our Science Core Curriculum students are given opportunities to model the scientific method of investigation. Our children also learn about themselves and the world around them through their studies in biology, botany, chemistry and physics. We have aligned our program with the state and city standards and are using both Foss Science Kits and Harcourt Brace to support instruction in grades K-5. We currently have the services of three (full time) science cluster teachers serving all grades. Additionally, the students receive the following subscriptions to enhance and support science and social studies: National Geographic Explorer, Kids Discover, and Scholastic News.

Public School 1 will continue to follow the NYS Core Curriculum for Social Studies. The anchor to the program is and will continue to be Pearson Learning and Harcourt Brace. We have supplemented these texts with Rand McNally atlases, wall, and table maps. To provide students with a higher level of understanding of basic concepts, we will focus our social studies instructional program on authentic research. With this in mind, every student, including special education students and English language learners, will be involved in several research projects throughout the year.

Projects will be developed in coordination with classroom teachers, and the school library media specialist. These projects will align themselves with our core curriculum and the yearlong plan that has been developed from that curriculum.

Technology is infused into all curricular areas through the use of in-classroom computers, mobile carts with laptops and state-of-the-art computer lab. Children will continue to use the internet to support their research and instruction. Breakthrough to Literacy has been instituted in one of our first grade classes. It is hoped that we will be able to expand this to other classes in the future.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 001 Courtlandt School				
District:	07	DBN #:	07X001	School BEDS Code #:	07X001

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	36	29	31		91.9	91.4	93.0		
Kindergarten	89	85	92						
Grade 1	121	123	116	Student Stability: - % of Enrollment					
Grade 2	103	118	102	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	100	89	114		88.4	86.9	88.03		
Grade 4	112	99	85						
Grade 5	118	116	102	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			88.4	86.9		
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		21	32	62		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: - Total Number					
Total	679	659	642	(As of October 31)	2006-07	2007-08	2008-09		
					14.0	13.0	11		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-	2007-	2008-		

					07	08	09
# in Self-Contained Classes	23	22	27				
# in Collaborative Team Teaching (CTT) Classes	7	17	34	Principal Suspensions	20	28	TBD
Number all others	39	45	36	Superintendent Suspensions	7	5	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	108	109	62	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	52	57	65	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	8	0	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	33	47	50
				Number of Administrators and Other Professionals	8	15	15
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	3	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.6	0.6	Percent more than two years teaching in this school	75.8	36.2	30.0
Black or African American	21.6	20.6	22.4	Percent more than five years teaching anywhere	54.5	38.3	36.0
Hispanic or Latino	77.3	78.0	76.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.3	0.6	Percent Masters Degree or higher	82.0	72.0	64.0
White	0.2	0.5	0.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.5	97.8	98.4
Multi-racial							
Male	47.6	45.4	48.4				
Female	52.4	54.6	51.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification:

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-			
White	-	-				
Other Groups						
Students with Disabilities	√ ^{SH}	√	-			
Limited English Proficient	√ ^{SH}	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	86.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	14.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	53.0	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

A comparison of Public School 1 to similar schools in New York City for 2009 indicates the following achievement:

State and Citywide English Language Arts Test: In Good Standing

Title 1 Annual Analysis shows a seven (7) year trend in students' progress toward meeting adequate yearly progress (AYP). Public School 1 achieved the following AYP:

Meeting Reading Targets:		Meeting Mathematics Targets:	
2001:	Yes	2001:	No
2002:	No	2002:	No
2003:	Yes	2003:	Yes
2004:	No	2004:	Yes
2005:	No	2005:	Yes
2006:	No	2006:	Yes
2007:	No	2007:	Yes
2008:	Yes	2008:	Yes
2009:	Yes	2009:	Yes

Accountability Status:

According to the 2009 Report Card, Public School 1 is considered "In Good Standing" in Reading and "In Good Standing" for Mathematics and Science.

Accountability Status:

Title 1 accountability status in elementary –level Reading indicates
Met AYP in ELA and Math for the 2009-2010

A view of the data indicates an upward trend in student achievement. Student achievement has increased significantly from the previous year's exam results.

The area in need of improvement at Public School 1 is the ELA academic achievements of many of its students, as measured by the results on the State and City standardized assessments. A review of Winter 2009 ELA State and City standardized assessments and Spring CTB Math Assessments indicated that nearly 46% of students are performing below the State standard (Level 3) in English language arts, and nearly 24% were performing below the State standard in mathematics. We are excited to observe that ELA scores improved 14% up from 40% in 2008 to 54% in 2009 and 14% up from 55% in 2008 to 76% in 2009 in mathematics. These results reveal that the ELA interventions and rigorous balance literacy approach are working and consequently our school is now "In Good Standing."

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: the implementation of effective, research based strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and the implementation of effective strategies for meeting the needs of the growing ELL population. Therefore, the Public School 1 Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
By June 2010, All Students subgroup will improve their ELA performance. Our goal for the 2009-2010 school year is to have a 10% increase of level 2s and 3s students reading with grade level fluency and comprehension of fiction and nonfiction text, as measured by our TC assessments and the ELA Standardized Test. as measured by the New York State Assessment.	The 2008-2009 ELA results show that 53% of our students met standards in ELA with a level 3 or higher. After analysis of our initial TC assessments, our goal for the 2009-2010 school year is: to have a 10% increase of level 2s and 3s students reading with grade level fluency and comprehension of fiction and nonfiction text, as measured by our TC assessments and the ELA Standardized Test. We will use acuity (predictive, ITAS and performance series) assessments, administered during the months of October-November-December, January, and February to gauge progress towards meeting this goal.
By June 2010, All Students subgroup will improve their ELA performance by 5% increase of level 4 students from last year as measured by the TCRWP Assessments.	Each k-5 team will analyze and set goals for their entire grade based on TC ongoing assessments..
By June 2010, all Students from the subgroup target population 10% increase from last year's scores will meet standards in Math as measured by the Everyday Math end of unit assessments and Math Standardize tests.	Each inquiry team will select a target population representing the subgroup student and will focus on improving operation/number sense and measurement.
By June 2010, Limited English Proficient subgroup will improve their ELA performance by 10% of students in beginning and intermediate levels will move to advance and proficient levels as measured by the English Language Learner Assessments.	Using ESL methodologies and nonfiction text to build academic language, we will focus on improving the quality of conversations in the classroom to enhance students reading comprehension, writing, listening and speaking skills.
By June 2010, Limited English Proficient subgroup will improve their Mathematics performance by 10% of the ELL students below standards will meet standards as measured by the End-term Assessments.	Additional targeted instruction will be provided to identified ELL students during small group instruction using CAMS, STANDS and FOCUS.

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, All Students subgroup will improve their ELA performance. Our goal for the 2009-2010 school year is to have a 10% increase of level 2s and 3s students reading with grade level fluency and comprehension of fiction and nonfiction text, as measured by our TC assessments and the ELA Standardized Test. as measured by the New York State Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our focus for the 2009-2010 school year will be to differentiate instruction for all learners. We will concentrate our focus on the quality of conferring with students in reading/writing and the content areas. Additionally, we will seek to enhance reading comprehension of nonfiction text for all learners. Each classroom teacher will be asked to attend PD on conferring and apply their learning in the classroom. Teacher and students will be asked to set individual and team goals and to meet regularly to assess, plan and adjust instruction as a result of the data collected.</p> <p>Teachers are to set mid-year and end of year classroom goals.</p> <p>The timeline for benchmark will be every two months beginning in September as follows: November, February, April, June.</p> <p>Instructional Materials: Classroom Libraries, supplemented by Fountas and Pinnell Word Study, Foundations kit, TC Curriculum Binders, Assessment Binders, Planning Guide – Pacing and Alignment Calendar 90 Minute Literacy Block (Readers’ and Writers’ workshop)</p> <p>Intensive Professional Development, including:</p> <ul style="list-style-type: none"> • School-based Teacher-Driven Professional Development Team, which includes the Principal, a Literacy Consultant/Math Coach, F-Status Support Specialist, Peer Coaching, mentor (for new teachers) and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. • Ongoing PD for all teachers, coaches, and school administrators. • Foundations Training • LEAP Training/Instruction <p>Additional Support for Students (when necessary)</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1: Literacy support personnel for early and upper grades (2) TC Staff Developers (Title I)</p> <p>Use of ARIS system to analyze student progress</p> <p>Use of Assessment Pro to analyze TC data</p> <p>Fund for A Literacy Consultant (TL)</p> <p>Classroom Teachers (TL)</p> <p>Chess-In-The Schools Program</p> <p>Fund for Smartboards/Computers/ELMOs/ to enhance Instruction in the classroom</p> <p>Purchase of additional Nonfiction and Guided Reading books for the classrooms</p> <p>Magazine subscriptions 1-2 per classroom magazine library: National LEAP Reading and Art K-2-General and Special Education students</p> <p>Discovery Education Science/Health/Literacy/Math- Online Learning</p> <p>Renzulli Learning-Online Differentiated Instruction</p> <p>C4E to fund F-Status Literacy Support</p> <p>Funds for Achieve3000 (Title I)</p> <p>Geographic for Kids, Scholastic News, Times for Kids</p> <p>American Ballroom Theater Company Residency—</p> <p>New York Post Newspaper initiative</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>TC Assessments (4 times a year) Students must demonstrate progress towards meeting the benchmarks established as per their reading levels.</p> <p>Acuity Reports (twice a year for ELA and Math)</p> <p>NYStart Grow Reports (once a year)</p> <p>DRA (Twice a year)</p> <p>ECLAS-E-PAL K-3</p> <p>EL SOL</p> <p>Teacher records of student progress</p>

	Goal Setting Folders/Team Goals
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**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, All Students subgroup will improve their ELA performance by 5% increase of level 4 students from last year as measured by the TCRWP Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our focus for the 2009-2010 school year will be to differentiate instruction for all learners. Small group instruction in reading, math and content areas will be provided to enrich the learning of student meeting and exceeding standards. Additionally, Guided Reading/Guided Writing and the use of Technology will be used during extended day instruction, after school and Saturday programs. We will concentrate our focus on the quality of conferring with students in reading/writing and the content areas. Additionally, we will seek to enhance reading comprehension of nonfiction text for all learners. Each classroom teacher will be asked to attend PD on conferring and apply their learning in the classroom. Teacher and students will be asked to set individual and team goals and to meet regularly to assess, plan and adjust instruction as a result of the data collected.</p> <p>Teachers are to set mid-year and end of year classroom goals.</p> <p>The timeline for benchmark will be every two months beginning in September as follows: November, February, April, June.</p> <p>Instructional Materials: Classroom Libraries, supplemented by Fountas and Pinnell Word Study, Foundations kit, TC Curriculum Binders, Assessment Binders, Planning Guide – Pacing and Alignment Calendar 90 Minute Literacy Block (Readers’ and Writers’ workshop) Intensive Professional Development, including:</p> <ul style="list-style-type: none"> • School-based Teacher-Driven Professional Development Team, which includes the Principal, a Literacy Consultant/Math Coach, F-Status Support Specialist, Peer Coaching, mentor (for new teachers) and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. • Ongoing PD for all teachers, coaches, and school administrators. • Foundations Training

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of ARIS system to analyze student progress</p> <p>Use of Assessment Pro to analyze TC data</p> <p>Fund for A Literacy Consultant (TL)</p> <p>Classroom Teachers (TL)</p> <p>Chess-In-The Schools Program</p> <p>Fund for Smartboards/Computers/ELMOs/ to enhance Instruction in the classroom</p> <p>Purchase of additional Nonfiction and Guided Reading books for the classrooms</p> <p>Magazine subscriptions 1-2 per classroom magazine library: National LEAP Reading and Art K-2-General and Special Education students</p> <p>Discovery Education Science/Health/Literacy/Math- Online Learning</p> <p>Renzulli Learning-Online Differentiated Instruction</p> <p>C4E to fund F-Status Literacy Support</p> <p>Funds for Achieve3000 (Title I)</p> <p>Geographic for Kids, Scholastic News, Times for Kids</p> <p>American Ballroom Theater Company Residency—</p> <p>New York Post Newspaper initiative</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During the September, 2009 – June, 2010 school year</p> <p>Sept. – Oct. 2009: Identify students</p> <p>Sept. 2009: Begin extended day program</p> <p>Sept. – May: Extended Day program to address the specific needs of these students</p> <p>September, December, February, April, June: TC assessment of student progress</p> <p>TC Assessments (4 times a year) students must demonstrate progress towards meeting the benchmarks established as per their reading levels.</p> <p>Acuity Reports (twice a year for ELA and Math)</p> <p>NYStart Grow Reports (once a year)</p> <p>DRA (Twice a year)</p> <p>ECLAS-E-PAL K-3</p> <p>EL SOL</p> <p>Teacher records of student progress</p> <p>Goal Setting Folders/Team Goals</p>

Subject Area
(where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all Students from the subgroup target population 10% increase from last year's scores will meet standards in Math as measured by the Everyday Math end of unit assessments and Math Standardize tests.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Instructional Materials/Texts: Everyday Mathematics 3rd Edition. Planning Guide – Pacing and Alignment Calendar Math Block: 60 minutes – Grades K – 2; 75 minutes Grades 3 – 5:</p> <ul style="list-style-type: none"> • Warm Up • Teaching Lesson • Ongoing Learning and Practice / Math Journal • Extra Practice / Enrichment / Minute Math • Games / Skills Practice / Test Prep • Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at <p>Student work; Periodic Assessment – Unit/mid-year/end of year assessment</p> <p>Intensive Professional Development, including: School-based Professional Development Team, which includes the Principal, a full-time Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.</p> <p>Ongoing PD for all teachers, coaches, and school administrators</p> <ul style="list-style-type: none"> • Everyday Math • NCTM standards Staff Development • 75 minutes of Math Instruction • Demonstration lessons and workshops to support and align standards based instruction using: manipulative materials, math centers, project based work, Math journals, problem of the day, literacy in Math -- Math backpacks, small group instruction. • Infuse literature into math • Math special will supplement skills during teacher preparation periods • Chess in the Schools programs for grades 2 , 3 and 4 beginning, September, 2009 during the school day and grades 4 and 5 after school
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I fund for a full time Math Coach</p> <p>Extended Day Instruction with a focus on Math</p> <p>Fund for PD to attend workshop in Math in the City</p>

	<p>Purchase of Investigation materials.</p> <p>Fund to purchase manipulatives and math supplemental materials</p> <p>TL funds to purchase</p>
<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"> • End of unit assessment on math strands every month • Weekly Teacher made assessments on areas of mathematical focus • Periodic assessments/Acuity twice a year • Ongoing formative and summative assessments <p>Students will be asked to set math goals in the areas in need of improvement</p>

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, Limited English Proficient subgroup will improve their ELA performance by 10% of students in beginning and intermediate levels will move to advance and proficient levels as measured by the English Language Learner Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our focus for the 2009-2010 school year will be to differentiate instruction for all Bilingual and ESL learners. Students will be provided with additional instructional time through extended day, After school and Saturday academies with a focus on ELL methodologies. This year we are focusing on Building Academic Language through nonfiction text and by improving the quality of conversations in the classroom. Teachers will assess and design lessons to address both the language and content needs. After identifying students' language deficiencies and reading levels, teachers will plan lessons to address the individual needs of all ELLs. Additionally, students will have opportunity to access computers based instructional programs to support and enhance language and content instruction.</p> <p>Small group instruction/Guided Reading/Guided Writing and the use of Technology will be used during extended day instruction, after school and Saturday programs. We will concentrate our focus on the quality of conferring with students in reading/writing and the content areas. Additionally, we will seek to enhance reading comprehension of nonfiction text for all learners. Each classroom teacher will be asked to attend PD on conferring and apply their learning in the classroom. Teacher and students will be asked to set individual and team goals and to meet regularly to assess, plan and adjust instruction as a result of the data collected.</p> <p>Teachers are to set mid-year and end of year classroom goals.</p> <p>The timeline for benchmark will be every two months beginning in September as follows: November, February, April, June.</p>

	<p>Instructional Materials: Classroom Libraries, supplemented by Fountas and Pinnell Word Study, Foundations kit, TC Curriculum Binders, Assessment Binders, Planning Guide – Pacing and Alignment Calendar 90 Minute Literacy Block (Readers’ and Writers’ workshop)</p> <p>Intensive Professional Development, including:</p> <ul style="list-style-type: none"> • School-based Teacher-Driven Professional Development Team, which includes the Principal, a Literacy Consultant/Math Coach, F-Status Support Specialist, Peer Coaching, mentor (for new teachers) and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. • Ongoing PD for all teachers, coaches, and school administrators. • Foundations Training
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for Bilingual Coordinator</p> <p>Funding for ESL teacher</p> <p>Funding for Literacy support staff</p> <p>C4E Funding for Technology Equipment</p> <p>Title III funds for supplemental materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Title 1: Literacy and ELL support personnel for early and upper grades (2) TC Staff Developers (Title I)</p> <p>Bilingual Instructors</p> <p>ESL Instructors</p> <p>Use of ARIS system to analyze student progress</p> <p>Use of Assessment Pro to analyze TC data</p> <p>Fund for A Literacy Consultant (TL)</p> <p>Classroom Teachers (TL)</p> <p>Chess-In-The Schools Program</p> <p>Fund for Smartboards/Computers/ELMOs/ to enhance Instruction in the classroom</p> <p>Purchase of additional Nonfiction and Guided Reading books for the classrooms</p> <p>Magazine subscriptions 1-2 per classroom magazine library: National Geographic</p>

	<p>Benchmarks for ELLs</p> <p>Science and Social Studies -Building vocabulary through content area.</p> <p>LEAP Reading and Art K-2-General and Special Education students</p> <p>Discovery Education Science/Health/Literacy/Math- Online Learning</p> <p>RenzulliLearning-Online Differentiated Instruction</p> <p>C4E to fund F-Status Literacy Support</p> <p>Funds for Achieve3000 (Title I)</p> <p>Geographic for Kids, Scholastic News, Times for Kids</p> <p>American Ballroom Theater Company Residency—</p> <p>New York Post Newspaper initiative</p>
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Subject Area
(where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 , Limited English Proficient subgroup will improve their Mathematics performance by 10% of the ELL students below standards will meet standards as measured by the End-term Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Mathematics focuses on problem solving and the application of information within a workshop model. Important topics include measurement, geometry, probability and data interpretation.</p> <p>Everyday Mathematics will be implemented in grades K-5. This curriculum reflects the NCTM goals and emphasizes a strategy approach to learning basic facts and an active involvement in solving problems through whole class instruction, small group activities and individual work.</p> <p>This program is correlated to the New York State Learning standards and the New York City Performance standards. It introduces mathematics concepts and skills in real-life contexts.</p> <p>Components of the Comprehensive Instructional Approach for Mathematics: Instructional Materials/Texts: Everyday Mathematics, Third edition Planning Guide - Pacing and alignment calendar Math Block: 60 minutes -Grades K-2 75 minutes -Grades 3-5</p>

	<ul style="list-style-type: none"> •Warm –up •Teaching Lesson•Ongoing learning and Practice •Extra Practice/Enrichment <ul style="list-style-type: none"> •Games/Skills Practice/Test Prep •Assessments: Looking at student work; Periodic assessment - Unit/end of year assessment <p>Everyday Mathematics (Grades K-5) is a standards-based mathematics program, which promotes repeated exposure to new concepts and skills to foster mastery.</p> <p>Math Navigator will be used for students in need of intervention.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E funds for professional development in Math</p> <p>Title I funds for math coach position</p> <p>Inquiry study groups with a focus on number sense, operation, measurement and geometry.</p> <ul style="list-style-type: none"> • Use of CAMS for math intervention during extended day • Use of STAMS for math intervention during extended day • Everyday Math 3rd Ed.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>End of unit math assessments from Everyday Math</p> <p>Teacher made assessment based on area in need of improvement taught.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>At PS1 we used the Tier system of intervention.</p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
Mathematics:	<p>Our math AIS program also uses the Tier system to provide intervention.</p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: These students received differentiated instruction through small guided group instruction during extended day. Instruction is adjusted by differentiating by ability and by using student data to target instruction to the specific individual learning needs of identified students. Teachers make use of manipulatives, end of unit assessments and regular conferences to determine the type of instructional support or adjustment needed to help students meet standards.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups. These students are instructed using STAMS, CAMS, FOCUS, and Math Navigator which are research based math programs that target specific areas in need of improvement for identified students.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning</p>

	<p>disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>Science:</p>	<p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using DiscoveryLearning/Science and RenzulliLearning both webbased instructional programs that differentiate instruction based on students' reading levels while exposing them to the content area concepts taught for all students.</p> <p>Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>Social Studies:</p>	<p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students.</p>

	<p>Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups. Teachers also use</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p>

	<p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Health-related Services:</p>	<p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>

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

NCLB/SED requirement for all schools

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

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

Form TIII - A (1)(a)

Grade Level(s)

K-5

Number of Students to be Served:

LEP 206

Non-LEP 492

Number of Teachers 09

Other Staff (Specify) N/A

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.

Public School 1 has 4 Bilingual CTT classes a self-contained bilingual class and a free standing 4th grade ESL and a pull out/push in ESL serving ESL students across grades (k-5). The ESL programs are offered for those students whose parents have opted out of our bilingual program, or students who speak a language other than Spanish. Our transitional bilingual programs are as follows within each grade: we have three monolingual kindergarten classes; one is a bilingual collaborative team teaching (CTT) class and one is a self-contained special education class. We have five first grade monolingual classes, one is bilingual collaborative team teaching class and one is special education. We have one bilingual CTT second grade class and four regular second grade classes. On the third grade we have four monolingual classes and one CTT bilingual class. In the fourth grade we have three monolingual classes, one ESL and one special education class. On the fifth grade we have three monolingual classes, one special education self-contained. Additionally, we have a free-standing ESL program which services students in grades 1 through 5 whose parents have opted out of the bilingual program, or who speak a language other than English. Our Special Education students are also serviced within our free-standing ESL program. Students in free-standing ESL receive 45 minutes of ESL with the ESL teacher and an additional 45 minutes of ESL content area instruction in their classroom. Our free-standing ESL students are grouped according to English Language Acquisition levels and individual needs:

beginning, intermediate, and advanced. Our Ell's in our bilingual classes will receive instruction in the content areas according to their level of English Language Acquisition. Some of the instructional strategies that are employed by our staff for our Ells are differentiated instruction, scaffolding, balanced literacy, TPR, and the natural approach to ensure English language acquisition. Our staff is using strategies that are outlined in the Principles of Learning which have been established to implement Academic Rigor. The ESL standards, balanced literacy, math Ells lesson studies, core curriculum as well as Quality Teaching for English Language Learners are also implemented in our bilingual classes and in our ESL instruction. All teachers employ student centered learning in their classrooms as well inquiry based learning activities. The teachers are trained in data analysis and are able to group their students by levels of English language proficiency through the use of class profiles and R-Lat data and NYSESLAT Scores.

A. Curricular:

Public School 1 follows a Balanced Literacy Program that is driven by the use of the workshop model. Our ELL population participates in the same model with a greater emphasis on vocabulary building and a focus on language and content objectives. Our ELL students in need of academic intervention services receive services from an academic intervention specialist in order to support academic progress as well as language acquisition. Our Saturday Ell Academies and Extended Time Programs also provide academic support and enrichment for our ELL population.

B. Extracurricular : Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Parent/community:

We have various parent and community involvement meetings that are designed especially for our Ells. We have two Parent Mandated Orientations, one in the fall and one in the spring. Our fall meeting is in September to discuss placement and program orientation. Our Spring Meeting which is held in May is designed to discuss assessment and student data. During this time, parents meet with the school's ESL Coordinator who reviews with the parents the program mandates, requirements and mandated test data (NYSESLAT Scores, RLAB Scores) for those who are proficient and have opted to remain in our bilingual program. Additionally, computer training and ESL classes will be provided for parents to enhance their parenting skills and to improve parent-school communication. Parent involvement will be maintained by promoting parents to attend class trips (i.e. Museums, Wildlife Conservation Society, Botanical Gardens, and Safety City).

Project Jump Start:

Our newly enrolled Ells are encouraged to participate in our Summer Ells Enrichment Program which targets students who have been in the United States less than three years. We offer this program to our newly enrolled Ells in grades three, four and five, the program consists of five weeks of literacy, math and ESL strategies with planned activities, trips to ensure an easy transition into English language acquisition.

Staff Development (2009-2010 activities —tentative dates and ELL-related topics):

Staff development for our bilingual and ESL teachers throughout the year have been numerous. We began with classroom set-up, assessment training in EL SOL, how to incorporate ESL strategies in the content areas, guided reading in Spanish, and Quality Teaching for English Language Learners. Specific workshops for Ell's will be conducted throughout the year by our Staff Developers, Instructional Specialist, and LSO/ELL specialists. These workshops will emphasize English Language Acquisition with Academic Rigor which will ensure English Language proficiency. We plan to have about two professional development sessions a month designed to meet the educational needs of our Ell's population. In September we plan to train our teachers in data analysis and Shelter Instruction (SI) using the SIOP model for planning lessons and to ensure quality instruction for our Ells. Professional development on Shelter Instruction and Specially Designed Academic Instruction in English (SDAIE) will be ongoing and will continue throughout the year as follows:

Support services provided to LEP students :

Our ELL population will receive additional support and attention from our AIS coordinator who will review academic progress and data for this population and provide a schedule for academic intervention services. In addition our ELL population will be participating in our extended time block of fifty-minutes of small group instruction three times a week. This population will also be offered the opportunity to receive services from our supplemental educational service providers.

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. The Spanish LAB is administered once in a student’s educational experience in order to measure their entering language proficiency in their native language. The ELE assessment is administered yearly to bilingual students and it is used to measure growth in their native language of Spanish.

Professional Development Program

- Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The school has formed a study group with a concentration on implementing and creating effective lessons to address both the language needs and academic needs of identified students. Teachers meet twice a month on Mondays and meet regularly during common planning time to analyze data and plan units of studies to address the learning needs of students in need of supplemental instruction. These students get additional instruction through the ELL academy which take place during the after school and Saturday programs

Form TIII – A (1)(b)

School: 07X001

BEDS Code: 320700010001

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 9, 091.20 Per session Professional Development \$ 1,136.4 \$ 4, 545.60	Each teacher will work 4 hours a week at \$47.35 per hour. Four teachers will equal 16 hours a week. The after school program will run for approximately 12 weeks for a total of 192 hours. 4 teachers x 4 hours x 12 weeks = 192 hours \$ 47.35 x 192 hours = \$ 9, 091.20 1 Staff Developer x 2 hours x 12 weeks = 24 hours \$47.35 x 24 hours = \$1,136.4 4 Teachers x 2 hours x 12 = 96 \$47.35 x 96 hours = \$ 4,545.60

Purchased services - High quality staff and curriculum development contracts	\$ 7,000.00	\$7, 000.00 Instructional Technology Computers/Ipods/Digital-Video Camaras for Oral Language Assessments and Development of Listening skills. \$7,000.00 Non- Fiction Reading and writing program targeting ELL students at their reading level Includes 3 workshop sessions of training for parents
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1, 126.8	Folders, Xerox papers, Chart Papers, Crayons, etc...
Educational Software (Object Code 199)	7,000.00	Instructional Technology, computers/Ipods/Digital Video Camaras for Oral language assessments and development of listening skills.
Travel	0	N/A
Other	0	N/A
TOTAL	\$29,900.00	

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-10:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 148 LEP 550 Non-LEP
Number of Teachers Other Staff (Specify) 09

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Our Title III supplemental instructional services for our ELLs scoring at the beginning level of English Language Proficiency will be provided with an enrich After School ESL Program. Our after school ESL program will include the following strategies: Introduction of new concepts through methods such as inquiry, problem solving, processing of concepts/skills with immersion of English to raise their level of linguistic ability in English. Teacher will be trained in academic discourse such as hypothesizing, evaluating, inferring, generalizing, predicting and classifying. There will be four after school ESL classes serving students in grades 3-5. Three classes will be heterogeneously grouped with intermediate and advance students and two additional classes from grades 3-5 will be homogeneously grouped with beginning students. Four teachers will total the number of teacher working in the

after school ESL initiative. These classes will have a ratio of no more than 15 students to one teacher. The goal is to help our bilingual and ESL students to pass the NYSESLAT (achieve proficiency level), and to provide these students with additional opportunities to develop their reading, writing, listening and speaking skills in English. Students will be assessed through out the year through authentic assessments geared for our ELLs. These assessments will include conceptual understandings through written and oral exams. We will use web based instructional programs that will be tailored to the students reading, writing, speaking and listening levels. The students will also participate in role playing, natural approach, with an emphasis on highly contextualized student tasks that encourage thinking, speaking, reading, and writing. Additionally, the school will purchase Achieve3000 a web based reading and writing programs that allows English Language Learners to read articles and passages that are at their reading levels. Students using this program will be expected to read for a minimum of 30 minutes as part of their after school program. Materials will differ from those used during the regular school day, nonfiction guided reading materials and instructional materials will be used exclusively during the after school program. Thematic units that will be enriched are: Exploration/Immigration, China, Culture and Challenges of Native Americans, and Geography of the Western Hemisphere. Teachers will use direct and explicit instruction to improve reading and writing skill in English. Leveled books will be used for oral reading and for repeated reading to develop fluency and comprehension in English. Supplies will include paper, markers, pencils, craft materials etc. Instruction to our bilingual and ESL students will be provided by licensed ESL and/or Bilingual teachers. The after school program will run from 3:30pm to 5:30pm on Tuesdays, Wednesdays, and Thursdays. Two hours a week will be devoted for professional development that will take place either before school hours or immediately after the after school session.

Professional Development Program – Professional development will be modeled after the Reader’s and Writer’s workshop with an emphasis on comprehension strategies and ESL methodologies that will facilitate and accelerate the student’s acquisition of English. Our pedagogues, all our bilingual, ESL and general education teachers, will receive training in data analysis, differentiated instruction, Sheltered English, and scaffolding strategies. These teachers will be trained to use Quality Teaching for English Learners methodologies in the classroom. Specifically, our teachers will learn the six types of instructional scaffolds for English learners: modeling, bridging, contextualization, schema building, text representation and metacognitive development (Walqui, A. 2002). The product and outcome of these professional development activities will be to provide teachers with the knowledge and skills necessary for them to write and deliver high quality instruction to our bilingual and ESL students. Consequently, our teachers will write, plan and teach lessons with clear language objectives (i.e., listening, speaking, reading and writing in English) and also with clear content objectives (i.e., standards, benchmarks, performance tasks and scoring guides). These workshops will be conducted by our English Language Learners Instructional Support Specialist, QTEL consultants and trained staff members. These workshops will be conducted on Monday or on Friday after school, or on Saturday mornings. Additionally, our teachers will use the newly acquired knowledge and skills to work collaboratively in writing a new curriculum that will meet the needs of our ELLs population.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

Our parental involvement activities will include a monthly workshops geared towards improving parenting skills, study skills, and school-parent communication. Additionally, ESL for Spanish speaking parents and technology classes will be provided to help parents maximize the use of resources offered at our school. Our library is opened daily for parents to have access to the Internet and to books of interest. Parent workshops will take place during the week in the afternoon and on Saturdays. Training for parents will focus on how to reinforce their children’s reading and writing skills through technology at home and in school.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<p>\$ 9, 091.20 Per session</p> <p>Professional Development \$ 1,136.4 \$ 4, 545.60</p>	<p>Each teacher will work 4 hours a week at \$47.35 per hour. Four teachers will equal 16 hours a week. The after school program will run for approximately 12 weeks for a total of 192 hours.</p> <p>4 teachers x 4 hours x 12 weeks = 192 hours \$ 47.35 x 192 hours = \$ 9, 091.20</p> <p>1 Staff Developer x 2 hours x 12 weeks = 24 hours \$47.35 x 24 hours = \$1,136.4 4 Teachers x 2 hours x 12 = 96 \$47.35 x 96 hours = \$ 4,545.60</p>
Purchased services such as curriculum and staff development contracts	\$ 14,000.00	<p>Achieve 3000 Instructional web based program Non- Fiction Reading and writing program targeting ELL students at their reading level Includes 3 workshop sessions of training for parents</p>
Supplies and materials	1, 126.8	Folders, Xerox papers, Chart Papers, Crayons, etc...
Travel		
Other		
TOTAL	\$ 29, 900	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District Public School 1 For Title III

BEDS Code _____

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	\$ 9, 091.20 Per session Professional Development \$ 1,136.4 \$ 4, 545.60 Each teacher will work 4 hours a week at \$47.35 per hour. Four teachers will equal 16 hours a week. The after school program will run for approximately 12 weeks for a total of 192 hours. 4 teachers x 4 hours x 12 weeks = 192 hours \$ 47.35 x 192 hours = \$ 9, 091.20 1 Staff Developer x 2 hours x 12 weeks = 24 hours \$47.35 x 24 hours = \$1,136.4 4 Teachers x 2 hours x 12 = 96 \$47.35 x 96 hours = \$ 4,545.60
Code 16 Support Staff Salaries	
Code 40 Purchased Services	\$14,000 <u>Achieve 3000</u> Instructional web based program Non- Fiction Reading and writing program targeting ELL students at their reading level <i>Includes parental involvement: Training for parents and students</i>
Code 45 Supplies and Materials	1, 126.8 Folders, Xerox papers, Chart Papers, Crayons, etc... <i>Additional supplies will be purchased using other school funds!</i>

This entire section must be completed for each budget submitted.

School District _____

For Title III

BEDS Code _____

Code 80 Employee Benefits	
Code 90 Indirect Cost	
Code 49 BOCES Services	
Code 20 Equipment	Computers and other equipment will be provided by the school.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use a combination of qualified staff members who can translate documents, translation softwares as well as contracted services to ensure documents are available to parents and students of a language other than English.

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

Our findings reveal that 90% of our students in need of translation come from Spanish speaking families. Additionally, we have the following other languages at our school: Two Arabics, one Mandarin and one French Creole.

Part B: Strategies and Activities

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

We use our department of education translation services as well as traduceahora.com. We are also currently researching on translation equipment to be used during parent-teacher conferences.

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

We have a minimum of 8 staff members who are fully bilingual and can address the needs of Spanish speaking parents. When in need of translation to parents of other languages than Spanish, we use school funds to contract translators to come and do translation for conferences, meetings and important events.

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>.

We have a binder at the Parent Coordinators' office and the main office at the school with all the information regarding procedures that meet this regulation. Additionally, all posters and signs with clear indication of language support are posted around the main entrance of the school building.

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:	784,979	22,338	\$807,317
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,073		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,117	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	39,249		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,234	
6. Enter the anticipated 10% set-aside for Professional Development:	88,427		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		223	

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

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

N/A

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

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

A comparison of Public School 1 to similar schools in New York City for 2009 indicates the following achievement:

State and Citywide English Language Arts Test: In Good Standing

Title 1 Annual Analysis shows a seven (7) year trend in students' progress toward meeting adequate yearly progress (AYP). Public School 1 achieved the following AYP:

Meeting Reading Targets:

2001:	Yes
2002:	No
2003:	Yes
2004:	No
2005:	No
2006:	No
2007:	No
2008:	Yes
2009:	Yes

Meeting Mathematics Targets:

2001:	No
2002:	No
2003:	Yes
2004:	Yes
2005:	Yes
2006:	Yes
2007:	Yes
2008:	Yes
2009:	Yes

Accountability Status:

According to the 2009 Report Card, Public School 1 is considered "In Good Standing" in Reading and "In Good Standing" for Mathematics and Science.

Accountability Status:

Title 1 accountability status in elementary –level Reading indicates
Met AYP in ELA and Math for the 2009-2010

A view of the data indicates an upward trend in student achievement. Student achievement has increased significantly from the previous year's exam results.

2. Schoolwide reform strategies that:

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

The area in need of improvement at Public School 1 is the ELA academic achievements of many of its students, as measured by the results on the State and City standardized assessments. A review of Winter 2009 ELA State and City standardized assessments and Spring CTB Math Assessments indicated that 54% of students are meeting or exceeding State standard (Level 3 or higher) in English language arts, and nearly 76% are the State standard in mathematics. We are excited to observe that ELA scores improved from 14% up from 40% in 2008 to 54% in 2009 and 14% up from 62% in 2008 to 76% in 2009 in mathematics. These results reveal that the ELA interventions and rigorous balance literacy approach are working and consequently our school is now "In Good Standing."

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: the implementation of effective, research based strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and the implementation of effective strategies for meeting the needs of the growing ELL population. Therefore, the Public School 1 Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

Currently, all grades are using Everyday Mathematics (3rd edition) which has been selected as the uniform citywide program for mathematics and is implemented during a 75-minute math block. As part of the citywide initiative, the school will continue to have a full-time math coach to support the effective implementation of the program through focused, on-site math staff development. Additionally, public school 1 will use Math Navigator, as intervention for our math students not meeting standards and will continue to form part of Math in the City which also offers extensive math professional development as part of the program.

Public School 1 will take a continuous improvement, data driven approach to improving student performance, using item analysis, student work folders, and other indicators (i.e. TC Assessments,) to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. Item Skills Analysis (i.e. NYStart Reports, Teacher/Student conferring notes) will help teachers focus on specific student areas in need of extra instructional support. Other assessments (which are new this year) will be used to drive instruction including; Acuity assessments, (grades 3-5) TC Reading and Writing Assessments for the entire school and ECLAS (Early Childhood Language Arts System) in grades K-3. Additionally, the school will begin to collect and analyze TC data via the internet. We believe this will enhance data analysis and speed up access to assessment results to ensue the academic achievement of proficient and advanced students.

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.

Public School 1 has made a tremendous effort in providing additional support to students in need of A.I.S. The AIS team meets twice a month with the instructional team to analyze data, plan intervention, assess and discuss student academic progress. They also provide daily instruction and interventions to groups of students needing assistance in reading and mathematics. Through Wilson (grades 3-5), Great Leaps (grades 2-5), Reading Recovery (1st grade), Read Naturally (grades 2-5), Foundations (grades K-2), Lexia and Math Navigator (all grades) our students in most need of academic services are provided with these research-based targeted instruction. Based on their proficiency levels, these students are further serviced by the school's Intervention Teachers and during Extended Day Programs, After School Tutoring Programs and Saturday Programs. Funds from School-wide Project and Project Arts are used to provide an extensive After-school Program targeting the Arts and further focus on reading and math skills. Additionally, our intensive Saturday Literacy and ELL Academies (grades 3rd, 4th and 5th) provide further instruction to help students improve on their reading comprehension, fluency, speaking, listening, vocabulary, and writing skills.

- o Help provide an enriched and accelerated curriculum.

We have taken a school wide approach to differentiated instruction to meet the need of each individual students. Consequently, our staff is focusing on providing high quality conferring to target and address the individual needs of their students. Teachers use the data collected from conferences to make decisions about groupings, areas in need of attention and curriculum adjustments.

- o Meet the educational needs of historically underserved populations.

Additionally, other supplemental programs are provided such as: Renzullilearning.com, discoveryeducation.com and imagine learning to enhance and focus on the specific needs of special education, ELLs and at risk student in need of additional instruction in core subject, math and reading comprehension.

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

The school's current instructional initiatives for Literacy include the implementation of a Balanced Literacy Approach for reading, which consists of: independent / paired reading, shared reading, guided reading, interactive read aloud, phonics and word study and all main components of the readers' and writers' workshop which includes writing conferences. This will form the basis of the uniform citywide literacy program, and will be implemented during the readers' and writers' workshop for grades pre-k to 5. Our classroom libraries, support personnel (SBST/AIS team), and our Literacy Consultant and TC Staff Developers will further support literacy instruction in our school.

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

All programs mentioned on the CEP are proven research based programs approved by the department of education.

3. Instruction by highly qualified staff.

All teachers in our school are highly qualified.

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.

Our school has created a yearlong professional development program that addresses the needs of all teachers both individually and as a group. Administrators are able to meet with each teacher to design professional development goals for the year. Teachers have an opportunity to choose an area in which they would like to improve. The administration is also able to select an area in which they believe the teacher needs to focus in order to maximize student learning. Teachers then are provided with a menu of professional development option to choose from that fit their learning style, interest and area of focus. These are among some of the main PD activities:

Study groups: Provided by coaches, administrators, literacy specialist, math specialist, the principal and other teachers.

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

PS1 has designed and instructional support team with the main focus to develop teachers to excel at their profession. We have created a professional working environment where teaching and learning is highly value by all members. Last year we did not have any teacher leaving our school and we feel it had to do with the high level of support and quality of training.

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

The school has weekly and monthly ongoing professional development for parents, parents workshops, activities and events designed to increase the involvement of all parents. Our goals is for parents to be equal partners in the education of their children as well as to have plenty of opportunity to participate in learning activities that will help them become more successful parents and individuals.

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.

We have a very successful Pre-k program that give 36 students opportunity to attend our Pre-k program. Parents are able to enroll students for a morning and afternoon program where students are provided with the conditions to engage and fully experience the school environment.

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.

At PS1 each grade is a horizontal team. All teachers within a grade are part of that team. Similarly, all cluster teachers and support staff are also part of a team. Additionally, each teach functions as an Inquiry Team. Each teachers has as part of their schedule an opportunity to meet weekly during common planning and prep periods to meet, look at student work, analyze students data and make and adjust lesson plans and curricular to address the specific needs of each students and to make decisions about type of interventions and program students may need to meet standards.

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.

We use Assessment Pro which is a data system that allows us to look at student's progress over time in English Language Arts. Through this system teachers and administrators can get an at a glance of students' academic progress over time. Additionally, students are regularly tested to measure progress and effectiveness of instruction provided. These benchmark check points are observe weekly and monthly and decisions are made every 8 weeks depending on the student progress and what the data reveals.

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.

We are a Title 1 school. Title I funds allows to bring other program such as Brain Education, responsive classroom, Response to Intervention, Peer Mediation, Studio in the School, Dancing Classrooms, Chess in the school, Learning Leaders and LEAP (Learning through Enhance Arts Program).

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.

Our continuing efforts will focus on a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to be assigned to the school for the 2009-2010 school year. We have also added a bilingual guidance counselor position to address the social and emotional needs of our students.

The following positions are funded for extra support to basic school staffing:

- 1 Bilingual Coordinator/Data Specialist
 - Provides professional development and coaching for bilingual and ESL teachers
 - Facilitate and coordinates study groups among bilingual teachers
 - Is responsible for all compliance issues regarding the school's Bilingual program
 - Provides resources and support to Bilingual and ESL teachers
 - Attends appropriate workshops and disseminates information to teachers and staff
 - Supervises and executes school purchases and orders of materials and supplies
 - Collect and analyze data for the entire school
 - Publish Inquiry Team Newsletter Monthly

- 1 ESL Teacher / Coordinator/Technology Support
 - Provides ESL instruction to "opted out" ELL students
 - Facilitates all LAB testing and maintenance of records
 - Is responsible for all compliance issues regarding the school's ESL program
 - Provides ESL support to the bilingual staff
 - Attends appropriate workshops and disseminates information to teachers and staff
 - Provide Technology Support to teachers and staff

- 1.4 Social Workers
 - Work with mandated and at risk students and provide crisis intervention when needed
 - Chair the Pupil Personnel Team and suggest models of intervention
 - Provide support services to students, parents and teachers
 - Refer families to outside agencies as needed

- 2 Guidance Counselors
 - Work with mandated and at risk students and provide crisis intervention when needed
 - Chair the Pupil Personnel Team and suggest models of intervention
 - Provide support services to students, parents and teachers
 - Refer families to outside agencies as needed
 - Provide ongoing peer-mediation and conflict resolution workshops for students and parents

1 F-Status AIS Teacher/Mentor

- Provides screening of at risk students
- Provides intervention strategies for students who are referred from PPT
- Provides training for AIS teacher and team
- Conference with parents and teachers
- Facilitates AIS meetings and conduct workshops with a focus on intervention for classroom teachers
- Provides additional resources, materials and intervention tools to classroom teachers and staff
- Assists with the collection and analysis of data regarding assessment, evaluation and progress of struggling students
- Attends appropriate regional workshops and disseminates information to the teachers and staff

1 F-Status Math Support/Mentor

- Provides screening of at risk students
- Provides professional development support for special education teachers
- Conference with parents and teachers
- Facilitates AIS meetings and conduct workshops with a focus on intervention for classroom teachers
- Provides additional resources, materials and intervention tools to classroom teachers and staff
- Assists with the collection and analysis of data regarding assessment, evaluation and progress of struggling students
- Analyze, interpret and present data to teachers to assist them in their planning and implementation of lessons.
- Provide Math Pull-out, Push-in Instruction

1 F-Status Literacy Support/Mentor Teacher

- Provide mentoring to new teachers in the school and to the educational system
- Provide in classroom support and modeling for all teachers in need of support
- Facilitate professional development workshops
- Make resources accessible to teachers and assist in the leveling and administration of books and classroom libraries
- Maintain, organize and disseminate literacy resources
- Attend appropriate meetings and workshops to enhance skills and practices
- Support teachers in their planning of lessons and curriculum alignment
- Analyze, interpret and present data to teachers to assist them in their planning and implementation of lessons.

1 Library Teacher

- Provide open access to the school library
- Provide assistance to students in planning and submitting research-based projects
- Provide assistance to teachers in planning for instruction
- Maintain, organize and disseminate resources
- Attend appropriate meetings and workshops to enhance skills and practices
- Serve as liaison for district and city contests

- Participates in the Robin Hood Library Initiative
- Supports literacy instruction in the classroom setting

1 Library Assistant (Paraprofessional)

- Required by Robin Hood
- Assist the Library Teacher with individualizing instruction and grouping
- Assist the Library Teacher with maintenance, organization and dissemination of resources

SWP funding is used to ensure students have the appropriate instructional programs, teachers and resources. These include the purchase of leveled classroom libraries, computers, smartboards and instructional supplies necessary to create successful learning conditions for all students.

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

Once a month we have school wide meetings to discuss and address the needs of all students. Additionally, the school wide schedule includes opportunity for teachers to plan weekly during common planning and prep periods. These planning times allows for school based support staff, AIS instructor and the instructional team look at data to make decisions regarding curriculum adjustments and programs of instruction.

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;

Our Extended day program meets three days a week for a duration of 50 minutes. Teachers have an opportunity to focus on students specific learning needs in a smaller group environment. Additionally, students are given opportunity to join our zero period instructional program (before school starts); after school academic programs and Saturday Academies.

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

We are part of the Teachers College reading and writing program. Through this program, our school is able to provide high quality instruction for teachers, students and administrators. Additionally, our school also participates in professional development provided by Math in the City.

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

We have four CTT classes that allows for instruction of two teachers in the classroom. Students who are pull out are students in need of SETTS and other mandated services. For the most part, instruction is provided in the classroom.

4. Coordinate with and support the regular educational program;

With support with our LSO, ICI extensive professional development is provided to teachers and staff members. Our LSO, provide us with a menu of professional development in all subject areas and allows us to choose the programs that are essential to our the needs of our school.

5. Provide instruction by highly qualified teachers;

All our teachers are highly qualified and certified.

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

P.S.1 has a full time math coach, a literacy consultant and a bilingual coordinator. They conduct professional development workshops, co-teach, present model lessons and develop lesson plans with teachers. They assist in the implementation of school wide initiatives and review assessment results of students to inform teaching.

Administrators, Coaches and Staff Developers work directly in the classrooms with teachers and children throughout the school day. This modeling, co-teaching, coaching conferring, planning and assessing have been very effective in providing teachers with the support necessary to learn new programs, develop expertise in teaching them, individualize instruction and develop and use assessment effectively. The relationships that develop between the professional development staff and the teachers enable ongoing conversations about issues that are of concern.

Selected teachers attend literacy, math, and content-based workshops offered by the region to enhance their development and learn new programs and improve their teaching craft.

Professional Development Menu: The suggested lengths for these PDs are one or two modules and should be the outcome of a joint decision with your supervisor.

- Study Groups
- Case Studies
- Differentiated Instruction
- Project Based Learning
- Data-Driven Instruction
- Portfolio Assessment
- Tutoring/small group instruction
- Developing student leadership
- Interclass visits/workshop attended
- Professional book club
- Curriculum planning

- Understanding by Design (framework for planning)
- Video presentation of demo lessons
- Facilitating workshops
- Looking at student work
- Classroom environment to improve instruction
- Collaborative Team Teaching/ Interdisciplinary projects
- Academic Intervention Services
- Walkthroughs/Learning Walk

7. Provide strategies to increase parental involvement; and

- There will be a conference schedule for each module. At the beginning of the year we will begin with the Parent Orientation in September and Curriculum Night in October. These conferences will serve to get acquainted with new parents and to welcome them.(Teachers are expected to attend these conferences and will be compensated accordingly)
- If parents are unable to attend a conference, teachers should attempt to reschedule or conduct a phone-conference as a last resort.
- If a translation is required, ask parents to let us know and we will provide a translator for them.

Conferences

1st - November 10, 2009 between 1:00pm - 3:00pm and 5:00pm - 7:30pm
 2nd - March 16, 2010 between 1:00pm - 3:00pm and 5:00pm - 7:30pm

	Fall
Afternoon:	Tuesday, November 10
Evening:	Tuesday, November 10
	Spring
Afternoon:	Tuesday, March 16
Evening:	Tuesday, March 16

Phone Contact with Parents

- Teacher generated calls to parents with comments regarding students' academic and behavior progress about their child is expected. Please keep a log of all parent calls with a brief summation of what was discussed.
- When parents call the school for you and you are unavailable, a message will be placed in your mailbox. Please be prompt in returning calls.

Curriculum Letters

- All teachers will send a curriculum letter at the beginning of each month (Assessment Pro generate or teacher made).
- These letters will serve to inform parents about students' academic progress, behavior, what the students will be learning in the new module, and providing information to parents about what they can do at home to maximize their child's academic growth and performance.

Workshop for Parents

- Workshops will be offered to parents throughout the year. Please speak with Ms. Robin and Ms. Arroyo if you want to find out more information.

Sending Notes Home

- Periodically, the school mails notices home. To have a subject-related notice included in the mailing, speak to the Principal.
- Any letters or messages sent home should be discussed with a supervisor or the principal before it is sent.
- All information sent to parents must be translated when appropriate. See Ms. Arroyo for assistance in translation.

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

We combine all funding to meet the needs of all learners and a special focus placed on the students in need of additional instructional support.

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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:

In Good Standing

SURR 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.

Differentiating Professional Development

Teachers develop a deeper understanding of their professional development needs, are aware of the professional development supports available to them and know whom to go to and how to access resources and information to enhance their individual professional growth, teaching and learning performance and collaborative and team processes skills.

Understandings:

- Teachers understand the importance of knowing themselves and of communicating professional development needs to peers, colleagues, supervisors, coaches, mentors and support organizations.
- Teachers prioritize, develop a personal learning plan, and reflect on their professional growth regularly (twice a month) to enhance their teaching and learning environments.
- New teachers understand the importance of being proactive in their accessing, utilizing and seeking/researching resources that will enhance their teaching performance.
- New teachers understand the importance of participating and completing units of support outlined by the administration during their first year of teaching.
- Teachers understand the benefits of planning as a team, participating in study groups and sharing best practices with each other.
- Teachers use the internet and the technology available to take courses, research information and access resources to address their individual professional development needs.
- Teachers understand the importance of completing surveys, sharing individual needs and reaching out to colleagues and support staff for additional support.

Essential Questions:

- How can we differentiate professional development for our teachers?
- What professional development practices are effective in meeting the professional development needs of our teachers both individually and as a group/team?
- When and how often should professional development take place to meet the learning needs of our learners?
- What professional development workshops are effective on increasing student academic achievement?
- What communication practices are effective to enhance professional development for all learners?
- What technologies are needed to enhance the professional growth of teachers and staff?
- What are the benefits of participating in professional activities such as; study groups, clubs and inquiry teams?

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.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

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

After careful analysis of our data, we have determine that we have made grade strides toward aligning curriculum to state standards. We, however, understand that state standards may not address the immediate learning need of our students.

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?

For example, ELLs (and special education students) learning needs and standards are not aligned. ELLs students have specific language and cultural deficiencies that are not considered or addressed as part of the standards measurements. ELLs students are at a disadvantage when taking standardize tests. Therefore, our schools has to adjust its curriculum to address the language and content needs of ELLs and Special Education students. Thus the relevance on the lack of alignment to standards.

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

To address the deficiencies, our school designs curricular that addresses both language and content needs of all ELLs. Additionally, our school has designed intervention to address the individual needs of special education and at risk students.

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.

We believe that the finding is relevant to our school. Our mathematics curriculum is fully aligned and that we make every attempt to follow the curriculum. There is always the debate of coverage versus depth of curriculum. We feel that there are units for the Everyday math curriculum that can be shorten and other units that required more time to be covered in depth. At our school, we continue to plan ways to address these concerns from different angles. We look to see what essential math skills can be addressed and mastered earlier, so when students reach higher grades, teachers can aim for depth of understanding mathematical concepts.

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?

Students continue to provide answers to mathematical problems, but have difficulty explaining how they were able to solve or arrived at those answers.

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.

Regarding depth of mathematical concepts being taught, our school is working on changing the way students are taught to allow them to have conversations that will surface the mathematical thinking and hence give teachers an opportunity to listen and to correct any mathematical misunderstandings not perceived during assessments or completion of tasks. We are also encouraging students to share their different ways they may solve a mathematical problem and urge students to learn from their different approach to problem solving.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Our school continues to make great improvement in the change from teacher directed to student center learning environment. We are improving greatly on this area, but find that more professional development is needed to achieve a greater number of classrooms where students center instruction is taking place. Our school has engaged in using a study group format that allows teachers to share best practices and learn from each other to accelerate their understanding of grade level learning needs and ways to enhance student learning.

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?

many students are still following and doing what they are instructed to do. For example, students when asked to write, continue to produce writing pieces that reflect an assignment rather than a writing piece that reflects the independence and growth of the writer.

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

The school is currently working on improving the quality of conferring with students to ensure that the questions asked to students are helping students become more reflective of their learning and of the skills they need to improved their skills.

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.

Our school continues to show great improvement in the teaching of mathematics as evident by increased math scores every year. Our teachers are very familiar with the curriculum and have clarity of expectations about what students need to know, understand and be able to do. Thus teachers are beginning to empower students to complete mathematical tasks independently. Many students, however, need to develop the ability to articulate their understandins and explain how the problem solve.

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

Applicable Not Applicable

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

Many students have difficulty explaining their problem solving skills.

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.

More professional development to help teachers gain deeper understanding of the mathematical content, big ideas and landscape of learnings that can allow teachers to spiral their teaching and learning of mathematical concepts to reinforce students' skills learned earlier.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

N/A

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?

N/A

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

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

N/A

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?

N/A

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

N/A

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our school has engaged in extensive analysis of data regarding the performance of ELLs. Our school is great at analyzing ELL data, however, our staff needs more professional development on what to do to address the learning needs as a result of their findings. The data reveals that ELLs need interventions that are appropriate to their needs. Our teachers need more professional development in the use of ESL methodologies and scaffolding of instruction to help address their learning needs.

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?

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.

Our school has both a ctt bilingual and self-contain classrooms and is growing in its understanding of addressing the needs of Special Education students. Our staff, however, does need to gain deeper understanding of the different learning disabilities of their students.

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 assessments and curriculum needs to be adjusted to better meet the learning needs of Special Education students. Standards and curriculum has not been adjusted to reflect the different disabilities of special education students. We believe state standards and formalized assessments may contribute greatly to increase learning challenges special education students face.

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.

We believe that assessments have to be adjusted to measure student growth from where they began to where they need to be. This means that more time to master skills is needed to minimize frustration, create opportunities for students to experience success and increase their motivation to complete tasks. As we adjust lessons and curricular we begin to see how students are better responding to the interventions provided and therefore, make consistent progress towards meeting grade level expectations.

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.

More extensive professional development in understanding IEPs and the information presented in the IEPs is needed.

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?

Teachers need more training on reading and understanding IEPs.

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.

We are combining Network support and in house support to increase professional development in this area for all teachers.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: For Title I Schools

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

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

These students are provided with small group instruction that is targeted to their specific learning needs. Additionally, they are provided with counseling and advisory to guide their academic progress.

Part B:
For Non-Title I Schools

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

n/A

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

N/A

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

N/A