



P.S. 8

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Rosa Maria Peralta	*Principal or Designee	
Roseanne McCosh	*UFT Chapter Chairperson or Designee	
Edwin Valle	*PA/PTA President or Designated Co-President	
Yolanda Almanzar	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative, if applicable	

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.

Through a dedicated staff that embraces change and professional growth, we at P.S. 8, envision an educational setting where all children can and will learn in a nurturing, safe, and risk-free environment and where students meet high standards of excellence; academically, socially and emotionally. This philosophy is extended to our entire and diverse school community.

The P.S. 8 mission is to provide experiences where children will discover their own uniqueness, personal worth, and academic potential. Children will achieve this through individualized differentiated instruction and cooperative learning in small and whole groups. Students will be afforded opportunities to broaden their horizons through activities which foster their creativity, intellectual development and cultural and social awareness. Forming partnerships between students, parents and staff in the learning process will have a positive impact on our learning community as children expand their knowledge and become responsible and influential citizens of tomorrow.

Last year we were successful in meeting our set goals as evidenced by classroom teaching practice, improvement in instruction, and progress report results. Our overall grade on the 2008-2009 progress report leapt from a "B" to an "A". Based on NYS measures, we have moved from a school in SINI status to a school in "good standing." For the 2008-2009 school there was an 18.7% gain in ELA proficiency levels 3 & 4. This means that 72.4% of our students are on or above grade level. In mathematics we have shown a gain of 11.4% points in levels 3 & 4. This means that 90.7% of our students are on or above grade level. Overall, 75.7% of the student population made a gain of at least one year's progress. This includes exemplary gains made by our high-need students based on their improvement by at least one-half of a proficiency level in ELA and/or Math. Out of a possible 60% of the overall student progress report score, our school was awarded 58.5%

This year we will make every effort to sustain our success and support students in the lowest quartile of achievement. To that end, we have identified key areas to address. These are: school-wide vertical planning, effective goal setting based on data, using data as a tool to plan for differentiated instruction, and increasing parent-community participation.

As an example, to support teacher planning and unit development, we are currently working collaboratively with a Teachers College Staff Developer in addition to having teachers participate in monthly calendar days at TC. This will include all pedagogues from the various constituencies and will be specific to the needs or demands of their areas of expertise. This will help under gird the work being done at the school level.

To further support and monitor individual student progress, this year grade supervisors will meet with individual teachers to help them set S.M.A.R.T goals for their children. These goals will be supported as we continue our work around differentiating

instruction by focusing on ways that we can effectively use all data collected to meet the individual needs of students through small group work, partnerships, and one-to-one instruction.

We will once again offer several early morning enrichment programs in various disciplines. Please refer to section *School wide Reform Strategies* for a complete list.

We also have the distinct advantage of continuing to house the Montefiore Hospital Clinic in our building, providing medical care for nearly 85% of our students as well as mental health support. We work collaboratively with a nurse practitioner, psychologist, and social worker to provide support to our community. Special challenges such as the spread of H1N1 will be met by in-house vaccinations to all registered as well as non registered students, in addition to our other efforts to keep contagion at bay. The presence of this clinic within our building helps to bolster our notable high attendance patterns.

We will continue our partnership with the Montefiore Mosholu and Beacon After School Programs, serving nearly 350 students in grades K-5. These programs offer enrichment activities, homework help and tutorial services to our students and other children/young adults in the community as well as the afore mentioned ESL evening classes for adults.

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) will be available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 008 Issac Varian							
District:	10	DBN:	10X008	School BEDS Code:		321000010008			
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		91.6	91.1	95.2		
Kindergarten	193	199	174	Student Stability - % of Enrollment :					
Grade 1	188	219	225	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 2	190	180	220		92.2	93.7	TBD		
Grade 3	205	198	161	Poverty Rate - % of Enrollment :					
Grade 4	191	198	161	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 5	187	192	191		80.4	77.6	77.8		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 8	0	0	0		8	4	11		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 11	0	0	0		27	23	19		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	3	1	Suspensions (OSYD Reporting) - Total Number:					
Total	1154	1157	1141	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
					30	17	15		
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					5	3	1		
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
					<i>(As of October 31)</i>	2006-07	2007-08	2008-09	

				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	145	136	121	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	192	225	216	Number of Teachers	70	85	91

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	1	3	2	Number of Administrators and Other Professionals	11	18	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	2

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.6	61.2	71.4
				% more than 5 years teaching anywhere	51.4	45.9	51.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	78.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	98.3	99.1
American Indian or Alaska Native	0.4	0.2	0.2				
Black or African American	14.4	13.8	12.1				
Hispanic or Latino	68.1	70.7	71.3				
Asian or Native Hawaiian/Other Pacific Isl.	8.5	7.4	6.7				
White	8.6	8.0	8.5				
Male	52.9	49.7	47.8				
Female	47.1	50.3	52.2				

2009-10 TITLE I STATUS

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10	
	√	√	√	√	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes, area(s) of SURR identification:			
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Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:

√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ____				
	School Requiring Academic Progress (SRAP) – Year ____				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	6	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data			TBD		
School Environment:	TBD	Quality Statement 2: Plan and Set Goals			TBD		
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals			TBD		
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals			TBD		
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise			TBD		
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; 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.) 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?
-

Student performance trends identified:

Trends of the last three years

In the 2006-2007 school year the subgroup of LEP students met the Test Performance criterion for ELA, Mathematics and Science. The subgroup of Students with Disabilities met the Test Performance criterion for Mathematics but did not meet them for ELA. For this subgroup, AYP status for Science was not determined due to an insufficient number of students in the category.

In the 2007-2008 school year the subgroups of Students with Disabilities and LEP students met the Test Performance criterion for Mathematics and Science. The same subgroups met the ELA Test Performance criterion using the AYP *safe harbor* targets.

In the 2008-2009 school year our high needs populations made exemplary gains in both ELA and Math. This means that our ELLs and Special Education students improved by one-half of a proficiency level or more in ELA and/or Math. Overall, 72.4% of our students achieved a level 3 or 4 on the ELA; while over 90% of students achieved a level 3 or 4 in Mathematics. Over the last two years a greater effort has been made to increase the number of ELLs participating in the intervention and support programs throughout the day as well as before school and on Saturdays. As a positive consequence, a higher number of ELLs are reaching proficiency levels on the NYSESLAT. For the third year consecutively our fourth grade students have met the Adequate Yearly Progress (AYP) targets for Science. This means that the students have met the participation and performance criterion for this subject area. However, our need is to increase the number of ELLs and students with disabilities who meet or exceed one year's growth as indicated by the NYS ELA test proficiency scores.

The movement of these subgroups shows a significant upward trend toward improvement in Test Performance that we can specifically link to our efforts in providing comprehensive and symbiotic support to both groups. This was achieved by aligning resources, curriculum and personnel in designing the goals for improvement in the specific areas of: reading comprehension of non-fiction material, understanding and interpretation of verbal problems in mathematics and interpretation and critical evaluation of scientific data from text and hands-on experiments.

As result of our efforts to provide more meaningful and responsive professional development, we have seen an increase in interest in Professional Development as evidenced in increased participation in the offerings. However, we need to sustain: 1) our efforts to differentiate instruction through vertical planning across the grades (see section

V). 2) our support of teachers in their gathering of real time data that is used to make instructional decisions for students at least three times in the year.

Greatest Accomplishments over the last couple of years:

Over the last couple of years we have been able to significantly move our special needs students as well as our general population. The majority (72.4%) of our students are on or above grade level (3 & 4) in ELA, up from 53.7%. 90.7% of students are on or above grade level in Mathematics, up from 79.3%. More specifically, 40.7% of our ELLs made exemplary proficiency gains in ELA, up from 29.8%; while 35.6% made exemplary gains in Math, up from 12.1%. Of our Special Education students 51.9% made exemplary gains in ELA, up from 43.5% and 47.2% made exemplary gains in Math, up from 37%. All told, 75.7% of our students made at least 1 year's progress in ELA this past year, up from 53.7%. 70.6% made at least 1 year's progress in mathematics, up from 58.4%.

The slow but steady gains have moved our "B" school to an "A" school with an overall score of 99.3 on the NYC DOE Progress Report for the school year 2008-2009.

In the self same year, we boasted an approximate 91% of staff participation in Professional Development through in-house, outsourced or course offerings.

We have also enhanced the literacy program by providing small group instruction via guided reading support and early grade reduction services. To effectively support our ELL student population we have modified our free-standing ESL program by implementing both a push-in and pull-out model across the grades, based on students' language proficiency. English Language Learning support has been offered in the form of early morning programs and Saturday Academies. To continue to support our bilingual student population, we have added another bilingual writing teacher (for a total of 3) to provide intervention in writing. This past year, we included first and second grade ELLs in our extended year support programs. This year they will again be included in our early morning support programs. These programs serve to support our students in further developing language skills. Additionally, consistent effort is made to increase the number of special needs students in every program offered. Specific Language Development based programs such as LEAP (Learning Through an Expanded Arts Program) are contracted and customized to target the particular needs of ELLs.

We have grown our team of science cluster teachers to three specialists, so that science instruction can continue to be supported through hands-on activities and laboratories. Under the direction of the science supervisor, a content specific template was designed by this team that reflects rigorous alignment with classroom instruction with an emphasis on expanding the learning rather than repeating themes or lessons. As a result, for the third year consecutively, the AYP targets have been met for the discipline of Science.

We have structured our extended day program such that from September to January, teachers focus on literacy on Tuesdays and Wednesdays, while on Thursdays, the focus is on Math. From February to June our extended day program will offer two days of work in mathematics and one day of work in literacy per week. The literacy focus days will include reading and writing in the content areas.

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

Aids:

Administrative Staff - The administrative team is in constant communication with all constituencies in regularly scheduled meetings with the School Leadership Team, the UFT consultation committee, grade and department meetings, as well as individual meetings with teachers. Weekly cabinet meetings are the forum to discuss school wide trends, data, needs, initiatives and innovations. Grade specific needs are addressed in individual meetings between the school leader and the grade supervisors. These strategies yield a responsive approach to the needs of students and staff combined. The team also engages in professional development various times during the year.

The Administrative Team takes great pains to maintain a free flowing sharing of information among all constituencies through daily bulletins, staff memoranda, e-mails, content area calendars and events calendars. Our telephone system has a "recorded announcements" feature that reminds callers of scheduled weekly events or communicates urgent messages regarding school life.

Pedagogical Staff - As certified by the BEDS survey, 100% of our pedagogues are duly licensed and assigned to their specific specialty area. In the past three years there has been less than 1% of staff mobility. This means more consistency in core understandings of curriculum and best practices.

An average of 91% of our staff routinely engages in professional development. Turn keying has become innate to our school culture. ALL staff is well versed in the use of data for the planning of daily differentiated instruction.

Instructional - We have been diligent in procuring more researched-based materials. This includes additional materials that were purchased for support services providers in an effort to refrain from duplicating lessons or activities.

Copies of IEPs are made available in a secure central location to all providers connected with the instruction of classified students as well as in the homeroom of the student. This helps to promote alignment of the content of the curriculum and appropriate methodology.

Each classroom library is well stocked and supported by a generously equipped theme room. Scheduling has been manipulated to facilitate grade meetings, vertical planning, department meetings, IST (Instructional Support Team) meetings, and EPCs (Educational Planning Conferences).

On or about the second week in November we host a Book Fair for approximately two weeks to promote independent reading among the students. This activity is planned to coincide with Parent-Teacher Conferences in an effort to continue to promote self directed reading in the home.

In the spring we host a Curriculum Fair to showcase student work in all subjects including literacy, math and the content areas. This activity lasts one week and is scheduled to coincide with Parent-Teacher Conferences in the spring.

Physical Plant - We are fortunate to have a full functioning; refurbished computer lab with 32 new computers and wide screen projector; newly refurbished and technologically updated library; gymnasium; 400 seat auditorium, and a school yard currently being renovated.

Parents/Community - We have an active and fully staffed Parents Association that meets with the school leader monthly. P.S. 8 parents are well represented on the School Leadership Team. As a component of the Mosholu Montefiore Health Clinic housed in our school, parents attend thematic workshops and participate in Saturday field trips with their children throughout NYC.

In the fall we hold Parent Orientation meetings by grade. These allow parents to formally meet their child's teacher and become acquainted with the curricula and materials of the child's new grade. Monthly calendars are sent to every home to maintain parents informed of special events such as assembly programs, trips, parent workshops and changes in the daily schedule.

Barriers:

In September of 2009, our school area was rezoned in attempt to relieve overcrowding. However, the challenge of our school building being over utilized remains. Building use is over 140% of capacity. Last May school enrollment was 1,141. At the present moment our enrollment is 1,182. The school was originally built for only 900 students. As a result, non-instructional spaces must be used for instruction. Content area specialists travel from class to class carrying their supplies. Various areas in the school building (i.e. gymnasium, auditorium, and school library) are used for multiple purposes.

For example, the cafeteria must double as a science laboratory and as a meeting site for the School Based Support team to conference with parents. This limits the time for these activities since the space must be cleared for lunchtime routines. Providers of Physical or Occupational Therapy are challenged to find suitable spaces to make their services available.

Due to citywide budget cuts it has been necessary to decrease the number of sessions for all supplementary instructional activities such as the early morning tutorials and Saturday Academies.

Although our parent participation has increased, we aspire to raise the level of participation of our parent body.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Vertical Planning Across the Grades: By June 2010, 100% of the pedagogical staff will have been introduced and will have participated in vertical planning as a means to promote academic rigor in a thinking curriculum by planning lessons that allow children to think, question, explore, and engage in rich conversations and discussions (i.e., Project based learning, activity centers, and student reflections.) By June 2010, 100% of teachers will have practiced planning with colleagues of contiguous grades to meet the needs of the students. This will be evident through unit plans developed during the professional activity periods. The work of the vertical planning teams will be shared at grade conferences and made available to the entire school community as it is developed. It will also be aligned with the work of the Data Inquiry Team for Literacy and the Data Inquiry for Math.

2. Gathering and Using Data: By June 2010, 100% of teachers will be able to gather and re-gather data at least three times in the year using the TC Text Assessments, Math baselines, narrative writing continuums, IEP information, the SEC reports and/or NYS standardized testing instruments. With this information the teachers will be able to group students according to benchmark achievements, adjust flexible groupings and identify next steps. The Data Inquiry Teams cited above will be instrumental in modeling the use of data to drive instruction.

3. Differentiated Instruction in ELA: By June 2010, there will be a 10% increase in the number of ELLs and students with disabilities who will meet or exceed one year's growth as indicated by the NYS ELA test proficiency score.

4. Improvement of Parent and Community Relations: By June 2010 60% of parents/community members will have participated in school-wide functions as measured by attendance sheets from family instructional workshops, school assemblies, meetings, Saturday programs, GED and ESL Classes, SLT, *Learning Leaders*, writing celebrations, etc.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Vertical Planning in all Content Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of the pedagogical staff will have been introduced and will have participated in vertical planning as a means to promote academic rigor in a thinking curriculum by planning lessons that allow children to think, question, explore, and engage in rich conversations and discussions (i.e., Project based learning, activity centers, and student reflections.) By June 2010, 100% of teachers will have practiced planning with colleagues of contiguous grades to meet the needs of the students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Restructure the professional activity menu to reflect vertical planning teams for Reading, Writing, Social Studies, Science, Math, and English Language Learning. ▪ Faculty and grade meetings will introduce and clarify the purpose and validity of vertical planning. ▪ Assignments to vertical planning teams will be based on teacher preference, subject areas and contiguous grade spectrums. ▪ Accountability will be maintained through grade conferences, meetings by discipline and end products.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Composition of the vertical planning teams will reflect various disciplines, expertise and levels of experience. ▪ Outsourced professional development will be offered through Title III funding focusing on: <i>Improving Long Term Memory</i> and <i>Diving Into Deeper Learning</i> ▪ In-house human resources such as the Math and literacy coaches will add clarity to the type of vertical planning that uses performance indicators to plan target instruction. ▪ 100% of teachers will attend at least one professional development session offered by Teachers College. Title I monies will fund the substitute teachers needed to accomplish this. ▪ Training in vertical planning will be through the monthly faculty conferences.

Indicators of Interim Progress and/or Accomplishment

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

- Teacher plan books will reflect the applicable units of study by grade and subject area
- Plans will reflect a connection between the NYC/NYS standards, curriculum goals, and instruction
- The plans will include higher order thinking skills as evidenced by open-ended questions and tasks that reflect evaluation and synthesis.
- Binders reflecting monthly vertical team plans will be housed in the principal's office for common use school wide.
- During grade conferences each vertical team representatives will share the goals and expectations for the upcoming unit.
- Plan books will reflect small group instruction that evidences rigor and differentiation based on learning needs assessed from the data collected throughout the year.

Subject/Area (where relevant): Gathering and Using Data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A. By June 2010, 100% of teachers will be able to gather and re-gather data at least three times in the year using the TC Text Assessments, Math baselines, narrative writing continuums, IEP information, the SEC reports and/or NYS standardized testing instruments. B. Academic goals in ELA and Math set for children will result in a 5% increase of students who will meet or exceed one year's growth as indicated by the NYS ELA and Math test proficiency score.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will be assigned a computer lab access period in order to retrieve class as well as individual assessment data. ▪ Initial <i>goals setting</i> with administrators will be encapsulated on templates that reflect the use of student data. ▪ Midyear checkpoints will take place in the form of meetings with grade supervisors that focus on student work, benchmark scores, running records, writing samples and conference notes. ▪ Teachers will be required to bring evidentiary data to support goals set for individual students. ▪ Teachers will share S.M.A.R.T. goals with their supervisor. ▪ Goals will be re-visited with teacher and supervisor throughout the year, particularly pre and post observations. ▪ The Data Inquiry Team for literacy will examine the fourth grade ELA results and performance indicators in order to design interventions that will support students in their area of need. ▪ The Data Inquiry Team for math is following the '08 - '09 target population into the fifth grade. ▪ Launch "Think and Chat" sessions - After school professional discourse around timely instructional topics hosted by the administrative team.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Scheduling will be adapted to allow teachers to use the computer lab to access data. ▪ Copies of the IEP will be centrally located as well as in individual classrooms. ▪ ARIS training will be provided by the data supervisor ▪ Support staff will assist in data collection by helping to administer ongoing, interim assessments ▪ Professional Development sessions are scheduled with coaches to assist teachers with the interpretation of data. ▪ Templates and recording tools are provided that: √ formalize data collection, √

	interpret data, √ highlight the strengths and needs of individual students. <ul style="list-style-type: none"> ▪ NYC School Survey - School Environment
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> ▪ Diagnostic, Formal/informal assessment data (i.e. TCRWP Assessment Pro) ▪ Goal setting meetings with supervisors ▪ Periodic review of unit and lesson planning by supervisors ▪ ITA reports ▪ Baseline Assessments, portfolios that reflect movement over time, updated student AIS profiles, report cards, parent-teacher conferences, student-teacher conferencing

Subject/Area (where relevant): Differentiated Instruction in ELA

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>June 2010, there will be a 10% increase in the number of ELLs and students with disabilities who will meet or exceed one year's growth as indicated by the NYS ELA test proficiency score.</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>	<ul style="list-style-type: none"> ▪ Establish classroom environments that are conducive to learning centers, differentiated instruction and small group instruction. Listening Center organizers will be purchased for K- 5 classrooms. ▪ Differentiated instruction through flexible grouping and tiered activities. Provide additional academic intervention services to ELLs who are performing well below grade level (Bilingual Writing specialists, ELL Morning Program and small Group Tutoring.. ▪ Student data will be used to promote rigorous teaching and learning; namely higher thinking skills, critical thinking skills, and research skills ▪ Data collected will be used to discuss students' needs and scaffold lessons (i.e. availability and accessibility of student IEPs with supervisors and parents. These will be reflected in plan books, tiered activities and bulletin boards.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> ▪ Title III funds will be used to provide enrichment and tutorial opportunities for this population. ▪ Title I funds will be used to plan and execute in-house workshops on differentiated instruction. ▪ Through library funds, the license for "Reading A - Z" has been purchased and installed in the library computers to support differentiated Guided Reading in the

	<p>classrooms. * C4E funds will be used to provide additional support in writing through 3 writing intervention teachers for ELLs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Flexible groups based on all data available. ▪ Plan books ▪ Units of study ▪ Classroom environments that reflect rigor and differentiated learning; i.e. leveled libraries, integration of technology, tiered assignments and activities displayed, teacher feedback, checklists and rubrics on student work ▪ Activity and Learning Centers ▪ Evidence of small group instruction - guided reading, conferencing schedules, conference notes, <i>Guiding Reading</i> kits, math manipulatives, bridging the disciplines ▪ Portfolios - reading, writing, math, science and AIS.

Subject/Area (where relevant): Improvement of Parent and Community Relations

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 60% of parents/community members will have participated in school-wide functions as measured by attendance sheets from thematic workshops, school assemblies, PA meetings, Saturday programs, GED and ESL Classes, SLT meetings, <i>Learning Leaders</i>, writing celebrations, etc.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ To encourage families to take full advantage of our school health clinic by advertising and promoting registration and participation in the clinic. ▪ The school's parent coordinator and the clinic's parent liaison will collaborate to advertise and endorse parent/child activities sponsored by the clinic. ▪ Align the Montefiore-Mosholu After School Community Programs and the Beacon After School Community Programs with the school initiatives. ▪ Continue affiliations with the Bronx Zoo, Botanical Gardens, Green Meadow Farms, Metropolitan Museum, Lehman Center for the Performing Arts ▪ Continue our relationship with community based organizations such as the office of Councilman Oliver Koppel, the Office of the Bronx Borough President, the <i>Norwood News</i>, Lehman College ▪ Articulate with other institutions that support our instructional program including: Horace Mann <i>Summer on the Hills</i>, <i>Making Books Sing</i>, Shadowbox Theater, Cook Shop. ▪ Continue outreach to educational institutions such as Manhattan College and Fordham University to provide us with student teachers and interns ▪ Schedule monthly "Family Nights" ▪ Parent coordinator will continue to schedule on going meetings and workshops with families on topics such as: Progress Report, Parent Surveys, Middle Schools Applications, etc.) ▪ Parent workshops will be facilitated on test preparation and school-wide curriculum ▪ GED and ESL Parent Classes ▪ Interpretation services will be offered to LEP parents ▪ Written school information will be translated into the four high incidence languages in our school population
<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 III funds to sponsor adult GED and ESL classes, family nights, and thematic parent workshops. Title I funds will sponsor the parent/community citizenship class. Title I funds to sponsor translation and interpretation services for LEP parents Please refer to the table in section <i>School wide Reform Strategies</i>.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Agendas from monthly PA meetings ▪ Monthly report from Parent Coordinator ▪ Minutes from SLT Meetings ▪ School Environment survey ▪ Record of attendance from workshops and school community meetings ▪ Participation of parents at monthly assemblies and celebrations

▪ NYC School Survey - School Environment

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

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

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	22	2	1	5
1	91	67	N/A	N/A	27	5	3	5
2	70	71	N/A	N/A	26	11	7	6
3	78	54	N/A	N/A	34	13	10	9
4	53	7	145	0	30	14	1	6
5	45	20	196	52	30	9	11	13

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> * Grades 3-5 (including ELLs and special education students) receive small group instruction focusing on reading and test taking strategies during the school day. * Grades K-1 (including ELLs and special education students) focus on developing oral and written language during the school day. * Grades 3-5 ELA Saturday Academy beginning in January 2010 * During the school day grades K-5 receive guided reading instruction from guided reading and early grade reduction teachers, as well as the classroom teacher. * The Wilson Multi-Sensory Language Program is utilized with targeted students. * ELLs receive mandated services in either bilingual self contained classes, push in models or pull out models during the school day that focus on the development of academic language. * Before the school day ELLs will participate in enrichment opportunities to further develop their academic language. * Before the school day second graders will participate in enrichment opportunities to further develop their language and literacy skills beginning in November. * Three writing intervention teachers will provide services to ELLs including special education students. * September - January: Two days of extended day work in language and literacy development. February - June: One day of extended day work in language and literacy. * Literacy coaches work closely with all teachers in the implementation of the <i>TCRWP</i> * The Data Inquiry for Literacy will use data to identify the areas of greatest need and design interventions
Mathematics:	<ul style="list-style-type: none"> * Grades 3-5 Saturday Academy for Math beginning in January 2010 * September - January: One day of extended day work in math. February - June: Two days of extended day work in math * Grades 3-5 Saturday Academy in math. * During the regular school day students at - risk are given additional small group instruction by math teachers, three times per week, for 45 minute periods. * Additional support is given to holdover students * Enrichment is offered in grades 3, 4 & 5 * The math coach works closely with all teachers in the implementation of <i>Everyday Math</i> * The Data Inquiry for Math will use data to identify the areas of greatest need and design

	interventions
Science:	<ul style="list-style-type: none"> * These programs focus on content area and test taking strategies for the 4th Gr. Science test. Guidance is provided in interpreting written material as well as performing hands-on experiments and labs. Across the grades, additional time has been scheduled for class groups to examine a hypothesis and prove or disapprove it through labs that include research, manipulatives and scientific tools. Beginning in March, our fourth grade classes will be schedule for more lab time.
Social Studies:	<ul style="list-style-type: none"> * For the 5th grade, the emphasis is content understandings and test taking strategies. Guidance is provided in interpreting authentic historical documents, constructing short responses and writing convincing, well organized essays. * Other grades focus on the language of social studies discourse as well as literacy in the content area through thematic prose and poetry and the study of other content based genres.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> * 2 counselors to address students' needs * Coordinated/aligned efforts between guidance counselors, parent coordinator and administrators to support students at risk.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> * Instructional Support Team Meetings to support children at risk. * Counselor-Teacher articulation to align student support
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> * Individual & group counseling and in-classroom interventions for children at risk. * Counselor-Teacher articulation to align student support * Networking with outside agencies for referrals of students in need.
At-risk Health-related Services:	<ul style="list-style-type: none"> * Support from Mosholu-Montefiore Clinic for students in need of counseling * Proactive approach by having parent workshops and <i>Coffee & Conversation</i> with parents on topics of their interest. * Individual and group counseling as well as in-classroom interventions for children at risk. * Counselor-Teacher articulation to align student support * Networking with outside agencies for referral of students in need.

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

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

NCLG/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

School Profile

A. LAP Team Composition - Rosa Maria Peralta, Principal
Claudia Tahiraj - Assistant Principal
Raquel Ruppert - ESL teacher
Marilyn Serrano - Math Coach
Rosangela Pichardo - Bilingual Classroom Teacher
Michelle Capo - Parent Coordinator

B. Teacher Qualifications - Certified ESL Teachers - 5
Certified Bilingual Teachers - 7
Certified NLA/FL - N/A
Content Area Teachers with Bilingual Extensions - 1
Special Ed. Teachers with Bilingual Extensions - 1
ELL Teachers Without Certification - 0

C. School Demographics - Total Population - 1141
Total ELLs - 380
ELL share 33%

ELL Classes by program -

Type of Program	K	1	2	3	4	5	Totals <i>(As of 5/09)</i>
Transitional Bilingual Education	23	28	27	20	14	28	140
Freestanding ESL Self-Contained	-	-	-	-	-	24	24
Freestanding ESL Push-In/Pull-Out	26	42	51	39	30	28	216

ELL Identification Process

Step One - The identification of ELLs begins when parents first enroll their children in our school. The Home Language Identification Survey is among the established packet of forms given to the parents of new entrants and is the first ELL screening

instrument that shows what language the child speaks at home. The pedagogues that discuss home language with the families are bilingual, duly licensed in ESL and trained in the student intake procedures. These pedagogues are: Mjafitime Dushallari [Eng/Albanian], Mirjana Lukic [Eng/Albanian], Katrina Nrekic [Eng/Albanian], and Raquel Ruppert [Eng/Spanish]. They assist the parents in completing the HLIS which is available in nine languages. Because it is required that the prospective student be present, pedagogues are able to also interview the student to confirm the information given. The children are asked questions in English to verify language dominance. If another language is predominantly spoken by the child, the ELL specialist assigns the corresponding OTELE code for that language. The child is then listed and scheduled for entitlement testing. For transferees, the pupil accounting secretary and/or ELL specialist runs an RPOB ATS report to determine the home language, as well as an RLAB and RLAT to determine previous eligibility and entitlement. **Step Two** - Within 10 school days the new entrants are assessed for entitlement using the revised Language Assessment Battery (LAB) and, for Spanish speaking students, the Spanish LAB. **Step Three** - Within 10 school days of the entitlement identification process, invitational notifications are sent to parents to attend translated parent meetings that are held to inform, explain and describe the different ELL programs that are available. In this orientation, parents are given materials about ELL programs in English, Spanish, Albanian and Korean. Assistance from a translator is available when possible. The program choices are: Bilingual Classes, ESL self contained classes (when available) or Free Standing ESL programs (push-in, pull-out). The *Parent Survey* and *Program Selection Forms*, which indicate the program choice, are completed and collected at this meeting. **Step Four** - Within the first two weeks of school: ■ both newly entitled ELLs and previously entitled transferees with an OTELE (home language code) of "SP" are placed in the grade appropriate heterogeneous bilingual class, ■ ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available. **Step Five** - On the first day of program participation, the bilingual or ESL teachers distribute multilingual notification of program entitlement and participation to entitled students to give to parents. The notification invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs; Ms. Rosa Maria Peralta, school principal. A return tear-off bearing the parent signature is required of each student and kept on file by the corresponding ELL teacher.

Criteria Used/Procedure Followed To Place Identified ELLs in Bilingual or ESL Instructional Programs -

1. Student Need - To be placed in bilingual programs the following criteria must be met:
 - * Child must have an OTELE code of "SP."
 - * Child must have a higher score on the Spanish LAB as compared to the LAB R.To receive freestanding ESL services the following criteria must be met:
 - * Child must have an OTELE other than "SP" or "NO."
 - * Child must have received an entitlement score on the LAB R

2. Parent Choice - Within 10 school days of the entitlement identification process, parents are invited to a meeting to inform, explain and describe the different ELL programs that are available. In this orientation, parents are given materials about ELL programs in English, Spanish, Albanian and Korean. Assistance from a translator is available when possible. The program choices are: Bilingual Classes, ESL self contained classes (when available) or Free Standing ESL programs (push-in, pull-out). The *Parent Survey* and *Program Selection Forms*, which indicate the program choice, are completed and collected at this meeting.

Every effort is made to honor parent choices.

3. Program Availability - The program models are bilingual program, freestanding ESL programs, ESL self contained.

In the event that bilingual classes are over registered, parents are offered the option of enrolling their children in other schools in the community that have bilingual programs. Availability of ESL self contained classes vary from year to year depending on enrollment by grade.

Parent Trends - In the selection of program choice for their children, more than 25 parents in Kindergarten have requested the bilingual program. With statistically insignificant exceptions, the majority of parents of the ELLs in grades 1-5 seem to prefer for their children to remain in the bilingual program until proficiency levels are reached. For the non-Spanish speaking ELLs, the program of choice for parents is the free standing ESL program. Parents' requests are aligned with the programs offered at PS 8, and the school has responded to the requests of the parents for the Bilingual and ESL Programs by expanding and contracting the programs as needed.

Literacy Program in the School - Our balanced approach to literacy is based on the symbiotic relationship between reading and writing. During the literacy block teachers conduct reading and writing lessons through the workshop model. The delivery of the workshop model is designed to teach to the students, with the students, and then by the students. This allows students to move from teacher directed activities, to partner or small group activities, on to independent activities. The delivery of literacy instruction includes the mini lesson, active engagement and independent practice of the teaching point. Additional literacy support is provided by early grade reduction teachers, guided reading teachers, ESL teachers, content area teachers, math and literacy coaches, and differentiated materials. **Use of the Native Language** - In the Transitional Bilingual Education (TBE) classes, instruction is provided in the student's native language with intensive support in English. The language used for instruction depends on the proficiency level of each student:

Performance Level	Native Language	English Language
Beginning	60%	40%
Intermediate	50%	50%
Advanced	25%	75%

As the students develop fluency in English, instructional time in English increases. The balanced literacy approach is applied to native language instruction as well, adhering to the language allocation time guidelines cited previously.

Organizational Models of Instruction

Bilingual Program - Instruction is delivered in English and in the native language to facilitate academic progress, oral language development, and literacy skills in two languages. It provides content-area instruction in the native language and in English, Native Language Arts (NLA) instruction, ESL and ELA instruction. As the student develops English proficiency, instruction in English increases and native language instruction decreases. In this way students make advances in their content area

learning as well as in the acquisition of English.

Freestanding English as a Second Language Programs - In our push in and pull out programs, language arts and subject matter instruction is provided in English through specific ESL methodologies. Support in the native language is available through bilingual ESL teachers and dual language materials. The number of ESL instructional units that a student receives is determined by the regulations of the Chancellor for education in New York State depending on proficiency levels. These are:

Beginners	Intermediates	Advanced
8 units or 360 minutes per week	8 units or 360 minutes per week	4 units or 180 minutes per week

How instruction is delivered:

The English/Spanish Bilingual Program offers students the opportunity to become literate in two languages. It is a developmental, language enriched program that promotes proficiency in both English and the native language. All students develop their second language skills, while learning academic content in both languages. The goals for the students in this program are to develop proficiency in both English and Spanish and aspire to grade level standards in all academic areas. Students at the Beginning and Intermediate stages of language development receive 90 minutes of ESL instruction four times a week during the literacy block. Those students at the Advanced level receive 45 minutes of ESL instruction four times a week. The content areas are also taught in both languages. The classes are structured by grade and all students share the same heritage language.

ESL Program: The program choices are: push in/co-teaching model, pull out instructional model and the self contained instructional model. Push in = ELL specialists go into heterogeneous classrooms to help adapt lessons, curricula, materials and the delivery of instruction for ELLs. Pull out= ELLs of similar proficiency levels from different classrooms are taken to a separate location to receive instruction in English as a Second Language, including content area instruction through ESL methodologies and strategies. In most cases, these are the beginning and intermediate ELLs receiving their second daily period of ESL instruction. Self Contained ESL classes = The class is composed of English language learners from different language backgrounds. The instructional program includes language arts and subject matter instruction.

All programs ensure that ELLs benefit from strong instruction in the English Language through a rigorous academic core curriculum. Using ESL methodologies and instructional strategies, students are provided with content-area instruction in English and English Language Arts. Content areas are taught using ESL strategies. Bilingual dictionaries and materials in the native language are available for additional support of language development. All teachers are duly licensed, certified and highly qualified.

Instructional Strategies: The ESL teacher incorporates ESL methodologies and instructional strategies such as the Total Physical Response, Natural Approach, Language Experience Approach, Cooperative Learning, Scaffolding, Differentiated and Small Group Instruction, role playing, music, songs, chants, integrated and applied learning, functional proficiency, thematic units, flexible grouping all within the framework of the *Teachers' College* Reading and Writing Workshops. The Literacy Program consists of a 90-120 minute literacy block on each grade. Each workshop includes a mini lesson, active engagement, independent practice and a share session. The use of listening centers, computer technology, realia and manipulatives help develop vocabulary, reinforce comprehension skills, and improve the four language skills: listening, speaking, reading, and

writing. Art, music and drama are integrated into the lessons to strengthen these four language skills. Students are grouped according to their language proficiency and reading levels. Trade books of different genres and leveled library books are part of the Reading and Writing Workshops. Language learning also takes place through Mathematics lessons as part of the *Every Day Mathematics* Program. The *Every Day Mathematics* Program incorporates ESL strategies and techniques that are available to the math teachers and classroom teachers. During the literacy block students receive ESL services for 45 minutes if they are at the Advanced level and 90 minutes for students at the Beginning and Intermediate levels, four times a week as determined by their performance on the NYSESLAT. Arts, Technology, Music, Social Studies and Science are part of the curriculum. Our bilingual fourth grade class also attends classes in our model Science lab. At the Science lab, students are given the opportunity to test hypothesis, make self directed discoveries, conduct experiments and complete hands on activities.

ELLs also participate in our academic intervention services during the school day as well as in our extended day and extended year programs. This includes special education ELLs as well as ELLs with interrupted formal education (SIFE) and long term ELLs.

ELLs with less than one year of schooling in an English language school system are exempted from standardized testing, excepting those tests which are available in other languages; usually, Mathematics, Social Studies and Science. However, all ELLs are periodically assessed with all in-house instruments (see p. 45) in order to be assigned to flexible learning groups and their progress reported to parents. Every spring, according to the NYS testing calendar, the New York State English Language Achievement Test is administered to all ELLs. However, other instruments such as those cited on page 45 of this document are used to provide the data needed to measure the literacy and language development of ELLs.

The numbers of ELLs by years of service are represented below:

Newcomers (0-3 years)	4-6 years	Long Term (6 years completed)	SIFE	Special Education
316	58	1	5	15

Our school is privileged to be a community that is linguistically and ethnically diverse. The languages and numbers of ELLs in each language group appear below:

Language	K	1	2	3	4	5
Akan	-	-	-	-	1	-
Albanian	1	6	6	5	3	4
Arabic	1	1	-	1	-	2
Bangla	-	5	3	2	1	2
Chinese	1	2	-	1	-	1
French	-	1	-	-	-	-
Khmer	-	-	-	1	-	-
Hindi	-	-	-	3	-	-
Korean	2	2	3	1	1	-

Polish	-	-	-	-	1	-
Punjabi	-	-	2	-	-	-
Serbo-Croatian	-	2	-	-	-	1
Spanish	20	44	58	51	40	28
Turkish	-	-	-	-	-	1
Twi	-	1	1	-	1	-
Ukrainian	-	-	-	-	-	1
Urdu	1	-	3	1	1	-

Total Physical Response, role playing, music, songs, chants, integrated and applied learning, functional proficiency, thematic units, and flexible groupings based on need. Extended day/week programs further enhance language development before/after school and on Saturdays. Contingent on funding, summer programs are sometimes made available.

Mandated Number of Instructional Minutes - To ensure that ELLs receive the mandated number of minutes as per their proficiency level reported in the data, teacher schedules (program cards) are reviewed by the Program Supervisor, Ms. Rosa Maria Peralta, Principal. Each classroom teacher is required to prepare a schedule that reflects the flow of the week bearing the content or subject matter of instruction and the language of delivery. The schedules must also reflect that both English and the native language are used to deliver content/subject matter and that the appropriate number of minutes are dedicated to English and native language instruction. The schedules (program cards) of the free standing ESL teachers must also reflect that the mandated number of instructional minutes is being provided according to the proficiency levels of the teacher's caseload. In all programs, teacher plan books are reviewed periodically for evidence of differentiation based on proficiency levels, rigor and accommodations based on special needs.

Content Area Instruction -

Language and instructional approaches - In the TBE program the language of instruction is driven by the proficiency level of the students as depicted in the table on page 30. Gradually English instruction is increased using ESL methodology. The percentage of the use of native language also varies depending on the nature of the content. Content concepts are taught in the native language while reinforcement of those concepts or enrichment is done in English. Terms are developed and their contextual meaning clarified. Built into the lesson "share time" is the opportunity for students to use content language to discuss concepts and further develop their oral language skills in English and Spanish.

In the free standing ESL program the language of instruction is English with native language support from bilingual teachers [Eng/Span, Eng/Al, Eng/Ko], and bilingual dictionaries and materials. Content is made visual and concrete with hands-on learning opportunities which do not require mastery of earlier foundations. Cognates with terms in other languages are highlighted to make content comprehensible. Bilingual dictionaries and dual language books are used to enhance concepts. Visual aids and resources procured from the Internet are integrated into lessons.

In all programs, writing in the content areas has a prominent place through math reflections, social studies and science reports, and research and investigations to produce a letter or critique/debate an identified topic. ESL through content

area instruction allows for maximizing of time.

Differentiating Instruction -

Differentiation of Instructional Time - The appropriate allocation of minutes of instruction in English and the native language is based on proficiency levels. As per state guidelines, students receive the required number of minutes/percentages stated on pages 30 and 31.

Differentiated Materials - Instruction is tied directly to the core curriculum and state standards. Materials on the same theme but varying in readability levels are purchased to ensure that the same essential skills are learned albeit at varying levels of depth and difficulty.

Differentiated Grouping - Groups are created to accommodate a diverse range of learners. Groups are formed to address the language and content needs of learners sharing similar needs. The groups are temporary and are disbanded when the concept is mastered or the goal has been reached.

Differentiated Modalities - Based on student needs, strengths and interests, teachers use the three learning modes - auditory, visual, and kinesthetic - to direct student attention and maximize comprehension. Strategies/Resources such as illustrations, dramatic gestures, actions, emotions, voice variety, sketches, photos, demonstrations and hands-on materials support comprehensible input.

Differentiated Assignments - A hierarchy of tasks gradually prepare students to meet increasingly demanding linguistic tasks. For example, students progress from looking at visuals (rather than text) to writing what they understand or see in pictures to doing extensive reading on a topic. Tasks and activities are assigned at different levels of depth and complexity to promote participation of all students.

Differentiated Support/Intervention - Students receive support from Early Grade Reduction teachers, ESL teachers, Librarian, Guided Reading teachers, Guided Writing teachers, Guided Math, Clusters and Bilingual Writing Intervention teachers. Students are grouped based on need and proficiency levels. Support teachers are rotated within the target classrooms so as to take full advantage of their expertise.

Instructional Plan for SIFE and Newcomers:

- Age appropriate grade placement
- Appropriate class placement based on results of the LAB R (bilingual, free standing ESL)
- Environmental Print - Label things in the room
- Listening Centers with taped readings of well-illustrated beginning-to-read books
- Assign bilingual buddies
- Diagnose reading, writing, and content skills to drive instruction
- Use newcomers as a classroom resource
- Rely on visual and kinesthetic modalities more than auditory - Newcomers will be weakest in auditory learning.
- Tailor oral questions to match stages of language development - silent stage, emergent, etc.
- Break complex questions into their components.
- Use of picture books and picture dictionaries

- Selection of materials that contain: copious illustrations that clarify text, little text on each page, repetitive, patterned or predictable text, high frequency words, simple sentence structures.
- Accept one-word utterances
- Provide for oral reviews of lessons
- Sample Methods: point to pictures as items are mentioned, dramatize, use realia, read at a slow-to-normal speed, pause for processing, revisit selections, use of Big Books, build sight word recognition, transition to writing through story illustrations, captioning, oral retells, extending selections through hands-on activities.
- Allow for "invented spelling"
- Extensive read alouds
- Extend concept understandings through the native language
- Grade on knowledge of the content not on level of expression
- Feedback: Use comments rather than letter or number grades, identify major problems only

Instructional Plan for ELLs receiving 4 - 6 years of service (including long-term ELLs):

- Listening Center: Teacher made audio tapes of content based materials
- Peer coaches to help the learner with independent work
- Diagnose reading, writing and content skills to drive instruction
- Make lessons memorable through realia and manipulatives
- Bilingual dictionaries explaining English grammar, weights & measure, coinage, etc.
- Mine stories for reading instruction possibilities
- Teach phonics in context
- Provide for oral and written reviews of lessons
- Integrate content based writing
- Extend reading opportunities through classroom libraries and independent reading times
- Make native language connections through cognates and structural analysis of English
- Individualize reading and writing activities based on need and ability levels
- Unify literature, writing, science, social studies and math through thematic units
- Environmental Print - Word Walls that contain content based vocabulary and highlight word features
- Spelling - in context, cluster words that share a commonality
- Feedback: Use comments and letter or number grades; identify major problems and few minor problems

Intervention Programs & Transitional Support for ELLs -

Subject Matter	Format	Language of Instruction	ELL subgroup targeted
Social Studies	Before School	English & Spanish	Grade 5
ESL	Before School	English	Grades 3-5
E-PAL	Before School	English	Grade 2
ELA "Young Readers" Program	Before School	English	Grades 1 & 2

ELA	Saturdays	English	Grades 3-5
Math	Saturdays	English	Grades 3-5
ESL	Before School	English	Grade 1& 2
Math	Before School	English	Grade 1 & 2
Science	Before School	English	Grade 4
LEAP Program	After School	English	Grades K - 5
AIS	School Day	English	Grades K - 5
Early Grade Reduction	School Day	English	Grades K - 3
Guided Reading	School Day	English	Grades K - 5
Guided Writing	School Day	English	Grades K- 5
Bilingual Writing Intervention	School Day	English & Spanish	Grades 1 - 5
Test Practice - all subjects	School Day	English & Spanish	Grades 3 - 5

New Programs -

Arts Horizons - ESL through dance for grade 5

Ballet Ambassadors - ESL through ballet for grades K - 5

HH Lehman College Arts Residency - ESL through art

LEAP Program - Language development for ELLs through: Puppetry and Literacy, and Storytelling Grades 1 & 2; Creative Dramatics, Portraits/Self Portraits, and Biographies/Autobiographies Grades 3 - 5

Young Readers Program - Reading for first and second grade ELLs

Equal Access to All School Programs -

Our ELLs make up 33% or close to 1/3 of our school population. For each program offered, we reserve a minimum of 1/3 of the seats in said program for ELL participation. For example, for a program involving 90 students, at least 30 ELL students are recruited.

After School and Supplemental services for ELLs

From the above table it can be noted that the majority of our offerings for ELLs are before the school day begins. The LEAP program will be offered after school as specified. Additionally, we offer Saturday programs in the subject areas of ELA and Math. Other supplemental services include the Montefiore Medical Center Clinic (MMCC) housed in our school. This service has a mental health component and includes a bilingual Psychologist, bilingual Social Worker and bilingual clerks/receptionists. It serves all registered students, currently 900, during school hours. In the MMCC after school program the participating students can complete homework and participate in recreation from dismissal time until 5:00 pm. The Beacon Program is our recreational evening program which has two sessions: Session I - 2:30-6:00pm=homework help & recreation for students in grades 5-8; Session II ("Night Beacon")- 6:30-8:30 M,W,F; Sat. 10 am - 8:30 for grades 5-High School= homework help & recreation; T, H - Adult Night, recreational activities, 6:30-8:30pm.

Instructional Materials to support ELLs - All Programs

- Bilingual classroom libraries that include high interest low level books in the content areas
- Bilingual dictionaries
- picture books without words
- picture books with little text on each page
- Environmental Print
- Listening Centers with taped readings of well-illustrated beginning-to-read books
- Listening Centers with teacher made taped readings
- Reading materials with little text on each page, repetitive, patterned or predictable text, high frequency words, simple sentence structures.
- Big Books in all disciplines
- Realia and manipulatives for all content areas
- Grade 4: Scott-Foresman texts and materials.
- Grades 3 - 5: Scholastic Core Curriculum Library for Social Studies
- Grade 5: Scott-Foresman Document-based booklets.
- GPS Reading Kits for differentiated ELA skills practice
- Board Games on language structures (i.e. homophones, contractions, rhyming words, etc)
- Board Games on language skills (i.e. finding the main idea, inferencing, distinguishing fact from opinion, etc)
- Thematic puzzles based on content (i.e. The Coral Reef, The United States, The Continents, etc)

Form TIII – A (1)(a)

Grade Level(s) K-5 _____ Number of Students to be Served: 380 _____ LEP _____ Non-LEP

Number of Teachers 14 Other Staff (Specify) One Bilingual Guidance Counselor, One Bilingual Psychologist, One Bilingual SETTS, One Bilingual Speech Teacher, 3 Bilingual Writing Teachers. One Bilingual Social Worker.

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.

Language Instruction Program - Our language instruction program includes: ▪ heterogeneous transitional bilingual classes (Eng/Span) in grades K, 3, & a grade 4/5 bridge, ▪ a 1st grade self contained ESL class, a 2nd grade bilingual CTT class and ▪ free standing push-in and pull out models of instruction to serve the ELLs in monolingual classes. The instructional groups within all models are formed based on language proficiency as well as flexible grouping based on need. The instructional strategies for all models include but are not limited to: content based English language learning, integrated learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction and field trips. Free Standing ESL instruction is coordinated and developed through ongoing articulation with classroom teachers. ESL methodologies are infused across the disciplines. Instructional materials that will under gird academic language development in English and Spanish as well as develop the native language, have been purchased. In the bilingual classes, the content areas are taught in Spanish. Native language arts are part of the instructional program of the classrooms. However, ESL is also taught through the disciplines of social studies, science, and mathematics so as to facilitate the transition of students to monolingual classes.

Through Title III funding, ELLs in grades 1-5 are offered before school, after school and Saturday opportunities to further develop their academic language in the following disciplines: ESL, Math, social studies, and science. The emphasis of the programs is on reading and writing academic English.

The following table synthesizes the before/after school and Saturday offerings that support our ELLs and their parents:

Program	Number of Students	Grade Levels	Times/Days Of Program	Language of Instruction & Provider	Program Duration	Purpose
AM Soc Stud	15	5	M-F 7:00AM-7:45AM	Span Certified Bilingual Teacher	Oct-Nov	Enhance CALP for bilingual students
AM Soc Stud	15	5	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	Oct-Nov	Enhance CALP for ESL students
ESL	65	3, 4, 5	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	Nov-Dec	Language Enrichment

ESL	48	1, 2	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	April-May	Language Enrichment
ELA for ELLs	36	3, 4, 5	Sat 9:00AM-12:00PM	Eng Certified ESL Teacher	Jan-May	Language Advancement
AM Science At no cost to Title III Funds	15	4	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	TBA	Enhance CALP for ELLs
GED Program	50	Parents of all grades	Tues 3:30PM-5:00PM	Eng Certified ESL Teacher Span Certified Bilingual Teacher	Nov-April	Preparation for GED Exam
ESL for Parents	25	Parents of all grades	Thurs 3:30PM-5:00PM	Eng Certified ESL Teacher	Nov-April	Language Development for Adults
Language Development Program – LEAP	75	Grades 1-5	Fridays 2:30PM - 4:00PM	Contracted Consultants, Certified Bilingual & ESL teachers	Jan. 2010 - May 2010	Language Development

The contracted services of the LEAP (Learning through an Expanded Arts Program) program will provide supplemental language development after school activities and opportunities for students as follows:

Grades 1 & 2 - Puppets and Literacy: Students create character puppets and perform for their peers. Puppet plays will help students improve their speaking and listening comprehension skills. They will analyze characters, understand the plot, and interpret setting and mood. They may also collaborate and, with teacher assistance, write then enact original plays.

Storytelling: A program storyteller helps students develop speaking and listening comprehension skills through the art of storytelling. Students will also work on speaking clearly and with confidence as they develop their vocabulary, reading and comprehension skills.

Grades 3, 4, 5 - Creative Dramatics: Students will write original skits or act out existing stories and plays based on any topic of study and then make simple props and masks for their performance. Students will practice writing dialogue, reading fluently, speaking clearly, and feeling comfortable and confident using English in front of others.

Portraits/Self Portrait, Biography/Autobiography: Students will use a variety of art techniques from painting to photo-collage to create portraits and self-portraits. Students will write simple biographies, autobiographies and descriptive essays to build basic writing skills.

The program includes corresponding after school professional development for teachers.

Parent Involvement- Our parent programs are intended to enhance: ▪ parents’ capacity to improve their children’s achievement and ▪ enhance parents’ confidence and ability to serve as role models for their children. To this end, we have regularly scheduled preparation classes for the General Education examination for parents seeking to attain their High School Equivalency diploma. In addition, we offer ESL classes for the parents of our ELLs. These programs include field trips to historical and cultural entities such as the Museum of the City of New York and

Madame Tussaud's Wax Museum. The thematic parent workshops include but are not limited to topics such as: orientation to content specific curriculum areas, orientation to standardized tests such as the NYSESLAT, family nights on topics such as technology, mathematics and read alouds, parenting offerings on topics such as the emotional health of students, anxiety and stress symptoms in children.

Projected Date	Activity	Target Audience	Topic	Language
February 2010	Family Night - Read Alouds	Parents of grades K-5 ELLs	The value of read alouds, modeling read alouds	English, Spanish, Albanian
March 2010	After School Workshop	Parents of grades 3-5 ELLs	Orientation to NYS Mathematics Test	English, Spanish, Albanian
April 2010	After School Workshop	Parents of grades K-5 ELLs	Orientation to NYSESLAT, Navigating the NYS OSA website	English, Spanish, Albanian
May 2010	After School Workshop	Parents of grades K-5 ELLs	Stress symptoms involved in L ₂ Acquisition	English, Spanish, Albanian

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.

Title III funds will be used to purchase the services of **Staff Development Resources (SDR)** in order to provide two thematic workshops on: *Improving Long Term Memory* and *Diving into Deeper Learning*. The purpose of these workshops is to under gird our two fold goal of: ▪ sustaining the academic and language learning gains already made through the improvement of long term memory in ELLs, and ▪ continuing to embed academic rigor into the core curriculum of ELLs as well as all other academic areas. These opportunities are open to all teachers of ELLs in all of the instructional models in our school. These workshops are sequels to last year's offerings on differentiation and will be the subject of further discussion and examination in the weekly vertical planning sessions school wide.

As part of the LEAP program, staff development workshops will address the needs of the participating teachers based on the language and literacy development focus of the plan described above.

Form TIII – A (1)(b)

School: P.S. 008

BEDS Code: 321000010008

Title III LEP Program School Building Budget Summary

Allocation Amount:\$54,900		
<i>Budget Category</i>	<i>Budgeted Amount</i>	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	<ul style="list-style-type: none"> ♣ 25 days X 2 teachers X .75 hours X \$49.89 = \$1871 ♦ 25 days X 5 teachers X .75 hours X \$49.89 = \$ 4678 ♠ 25 days X 5 teachers X .75 hours X \$49.89 = \$4678 ▼ 15 days X 2 teachers X 3 hours X \$49.89 = \$4491 ❖ 20 days X 2 teachers X 1.5 hours X \$49.89 = \$2994 ⌘ 20 days X 1 teacher X 1.5 hours X \$49.89 = \$1497 ⊗ 21 days X 1 school aide X 2 programs X 1.5 hours per program X \$17.52 = \$1104 ▲ 11 teachers X 3 hours X \$49.89 = \$1647 ★ 11 teachers X 3 hours X \$49.89 = 	<ul style="list-style-type: none"> ♣ Before school Social Studies program for ELLs ♦ Before school language development program-grades 3-5 ♠ Before school language development program-grades 1 & 2 ▼ Saturday ELA program for ELLs - grades 3-5 ❖ GED program for ELL parents - [1 English session], [1 Spanish session] ⌘ ESL for ELL parents of grades K - 5 ⊗ Child care for GED & ESL parent programs ▲ Saturday workshop, "Improving Long Term Memory" ★ Saturday workshop, "Diving Into Deeper Learning"

	\$1647 4 days	
Purchased services - High quality staff and curriculum development contracts.	\$ 6,742 [2 days @ \$3371] \$7,500 [5 classes @ \$1,500]	□ ¹ Contracted Professional Development with <i>SDR</i> <i>Improving Long Term Memory</i> <i>Diving Into Deeper Learning</i> □ ² LEAP Program for children
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,844 \$2,590	^ Books and supplies to support Parent Involvement programs Steck Vaughn <i>GED Preparation</i> - Eng., Span. <i>Survival English</i> ^ Trade books and instructional supplies to support <i>after</i> or <i>before hours</i> ELL programs (grades 1-5)
Travel	\$ 1,750 Transportation \$ 350 Admissions \$ 750 Transportation \$ 1,015 Admissions	◇ Parent Field Trip to Museum of the City of NY ◇ Parent Field Trip to Museum of the City of NY ◇ Parent Field Trip Madame Tussaud Museum [ESL class] ◇ Madame Tussaud Museum [ESL class]
Other	\$ 800 Parent Workshop Refreshments	³ Parent Workshops: »Understanding the NYS Parent Brochure on the NYSESLAT, »Navigating the NYS OSA website
TOTAL	\$54,900	Aligned program of services

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.

In order to determine the high incidence languages of our school, we retrieved the Home Language Aggregation report (RHLA) from the ATS menu. To confirm our findings, we retrieved the school wide RPOB report which includes the home language code for all active students. These reports were perused by the free standing ESL teachers in order to resolve discrepancies in collaboration with the Pupil Accounting Secretary. In addition, the cumulative records of the new entrants were examined to accurately report the OTELE code for students new to our school community. In descending order, the high incidence languages of our school are English, Spanish, Albanian and Bangla.

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.

In descending order, the high incidence languages of our school are English, Spanish, Albanian and Bangla. The Parents Association discussed translation/interpretation services during one of their PA meetings. The executive committee of the Parents Association was given a copy of the aggregated home language report. They have identified meeting translators from among the parent body for simultaneous oral translations during PA meetings. We also discussed our findings during our School Leadership Team meetings. The SLT members agreed that interpretation and translation services are justifiable budget items.

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.

P.S.8 is fortunate to have a pool of pedagogical staff members literate and fluent in each of the high incidence languages, English, Spanish, Albanian and Bangla. In addition, out of our pool of school aides numbering 17, 11 are bilingual in the following combinations: English/Spanish, English/Albanian, and English/Serbo-Croatian. Our principal's secretary as well as our pupil accounting secretary are bilingual: Spanish/English. Two of the four members of the administrative team are

bilingual: Principal - English/Spanish, Assistant Principal - English/Albanian. Administrators, pedagogues and school aides are called upon to provide translation during Parent/Teacher conferences and meetings.

Whenever possible, we avail ourselves of the translated material available through the NYS and NYC educational websites.

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.

Having been given aggregated language information for our school, the Parents Association has identified meeting translators from among the parent body for simultaneous oral translations during PA meetings. Administrators, pedagogues and school aides are also called upon to provide translation during Parent/Teacher conferences and meetings.

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>.

Written communications from the school are translated into the four highest incidence languages. This includes letters, fliers and posters. Bilingual report cards are used for the students in the bilingual classes. Our Parent Coordinator is bilingual, English/Spanish.

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 School Wide 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 the school for 2009-2010:	\$974,635	\$482,508	\$1,457,143
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,746		
3. Enter the anticipated 1% set-aside for Parent Involvement (ARRA Language):		\$4,825	
4. Enter the anticipated 5% set-aside to ensure that all teachers in core subject areas are highly qualified:	\$48,731		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect - HQ PD (ARRA Language):		\$24,125	
6. Enter the anticipated 10% set-aside for Professional Development:	\$97,463		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect - HQ PD (Professional Development) (ARRA Language):		\$48,250	

8. Enter the percentage of High Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
97%

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.

The 3 teachers indicated in the BEDS 2008 - 2009 as not highly qualified are all highly qualified for their teaching positions this school year. One completed the Library / Media Masters and submitted the necessary paperwork, a second passed the LAST and submitted the paperwork for her Masters as well and the third returned to teaching bilingual classes as per his license.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. 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 at the NYCDOE website link provided above.

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

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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 at the NYCDOE website link provided above.

P.S. 8 School – Parent Compact

School Responsibilities

1. To provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the NYS Student Academic Achievement Standards as follows:
 - Implementation of a comprehensive literacy program for Grades K thru 5 including 150 minutes of sustained literacy instruction.
 - In the area of mathematics our curriculum directly reflects the NYS Math Standards.
 - We are committed to providing instruction by highly qualified teachers who are afforded the ongoing opportunity for superior professional development.
2. To hold Parent-Teacher Conferences twice a year (Nov. & Mar.) during which this Compact will be discussed as it relates to the individual child's achievement.
4. To provide parents with frequent reports on their children's progress. The school will provide three report cards as well as results from all standardized and NYS tests as they become available. Individual progress reports will also be provided as needed.
5. Parents will be informed of teacher's daily availability for scheduled appointments.
6. To provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. Through the "Learning Leaders Program," parents are trained and certified to become eligible to work within classroom environments. Assembly programs and school activities, classroom writing/learning celebrations, and parent workshops are available to all parents.

Parent Responsibilities

We as parents will support our children's learning by making education a priority in our home in the following ways:

- making sure my child is on time and prepared for school everyday;
- monitoring attendance;
- talking with my child about his/her activities everyday;
- scheduling daily homework time in an environment conducive to study;
- making sure that homework is completed;
- participating, as appropriate, in decisions relating to my child's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading and responding to all informational notices from the school or district in a timely manner;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;

- supporting the school’s discipline policy;
- express high expectations and offer praise and encouragement for achievement.
- **This parent involvement policy is reviewed and revisions are considered in mid October of every school year.**
- **A copy of the parent involvement policy is distributed to all Title I parents at the November Parent Teacher conferences.**

P.S. 8 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
 - The school will consistently advertise the role and location of the Parent Coordinator.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

1. Comprehensive Needs Assessment:

To determine its needs, the school relies on the results of the following assessments, evaluations and reporting instruments:

Standardized	In-house	Other
NYS ELA Assessment	Writing Baselines	NYC DOE Progress Reports
NYS Mathematics Assessment	Mathematics Baselines	NYC DOE School Report Card
NYS Social Studies Test (5th grade)	TCWRP Assessment Pro	NYS Gap Analysis for ELA, Math
NYS ESPET Assessment for Science (4th grade)	running records	NYS Gap Analysis for Mathematics
E-PAL for second grade literacy	student conferences	Alternative Assessments for IEP students
NYSESLAT	teacher made tests	Everyday Math Unit Tests
Acuity	checklists, rubrics	Wilson Assessments for IEP students

The analysis of the results of these instruments showed that in the 2008-2009 school year 72.4% of our students achieved a level 3 or 4 on the ELA; while over 90% of students achieved a level 3 or 4 in Mathematics. Our high needs populations also made exemplary gains in both ELA and Math. This means that our ELLs and Special Education students improved by one-half of a proficiency level or more in ELA and/or Math. Overall, in the last two years a greater effort has been made to increase the number of ELLs participating in the intervention and support programs throughout the day as well as before school and on Saturdays. As a positive consequence, a higher number of ELLs are reaching proficiency levels on the NYSESLAT. For the third year consecutively our fourth grade students have met the Adequate Yearly Progress (AYP) targets for Science. This means that the students have met the participation and performance criterion for this subject area.

The movement of these subgroups shows a significant upward trend toward improvement in Test Performance that we can specifically link to our efforts in providing comprehensive and symbiotic support to both groups. This was achieved by aligning resources, curriculum and personnel in designing the goals for improvement in the specific areas of: reading comprehension of non-fiction material, understanding and interpretation of verbal problems in mathematics and interpretation and critical evaluation of scientific data from text and hands-on experiments.

Our "B" school previously in SINI status has improved to an "A" school with an overall score of 99.3 on the most recent NYC DOE Progress Report.

This means that our overall need is to sustain the gains made while moving the lowest quartile of students into higher levels of achievement. This will entail but will not be limited to:

- Vertical Planning that will continue to promote academic rigor through lessons that encourage students to think, question, explore, and engage in rich conversations and discussions
- Project based learning, activity centers, and student reflections.

- Gathering and Using Data from all sources to drive the kind of instruction that will be responsive to student needs through flexible groupings and a seamless curriculum.
- Differentiated Instruction that will include pre and post assessments, tiered activities, flexible grouping, commitment to a knowledge core, demands for higher order thinking, and application or active use of knowledge. Representation of content and skills learning and understandings will be through differentiated end-products that acknowledge student's interests and strengths.
- Improvement of Parent and Community Relations that will be distinguished by a timely free flowing of current information concerning instructional matters and sufficient opportunities for active participation.

2. School wide Reform Strategies:

In an effort to under gird efforts to reach our goals of sustaining achievement and supporting the lowest quartile of students, we are providing the following opportunities to all students, including ELLs and Special Education students:

Program	Grades	Dates	Days	Times
Social Studies	5	Oct-Nov	M-F	7:00AM
E-PAL	2	Nov-Jan	M-F	7:00AM
ESL	1-2	Apr-May	M-F	7:00AM
ESL	3-5	Nov-Dec	M-F	7:00AM
ELA	3-5	Jan-May	Sat	9:00AM
Math	3-5	Jan-May	Sat	9:00AM
ELA	1-2	Jan-Feb	M-F	7:00AM
Math	1-2	Feb-Mar	M-F	7:00AM
Science	4	Mar-May	M-F	7:00AM
Adult GED	Parents	Nov-Apr	H	3:30PM
Adult ESL	Parents	Nov-Apr	T	3:30PM
Adult Citizenship	Parents	Jan-June	W	3:30PM

Our effective methods and instructional strategies include but are not limited to: school-wide vertical planning, effective goal setting based on data, using data as a tool to plan for differentiated instruction, and increasing parent-community participation.

To support teacher planning and unit development, we are currently working collaboratively with a Teachers College Staff Developer in addition to having teachers participate in monthly calendar days at TC. This will include all pedagogues from the various constituencies and will be specific to the needs or demands of their areas of expertise. This will help under gird the work being done at the school level.

To help provide an enriched and accelerated curriculum we will continue to:

- * designate an independent reading period which will follow the workshop model. It will begin with a focused mini-lesson, independent practice, conferencing between teacher and student and end with a sharing session.
- * ensure that additional materials will be present to support our balanced reading and writing program for “at risk” students during the day and those who participate in extended day programs. Support materials will also be used for programs held before school, after school, on weekends and during the summer that will reinforce but not duplicate the materials presented during the school day.
- * administer ongoing formal assessments such as, ELA, EPAL, NYSELAT, RAI, MAI, TC Reading Assessment (Grades K-5), ELA & Math Acuity tests in grades 3-5.
- * administer informal assessments – running records, conferences, teacher made assessments, checklists, rubrics etc.
- * monitor our Everyday Math Program carefully so as to ensure that balanced mathematics is occurring on a daily basis
- * math and literacy coaches will continue to model lessons, coach individual teachers, assist teachers with planning and preparation and provide ongoing professional development

Current strategies for improving instruction and student performance in English Language Arts is based on the most recent data and includes the implementation of a Balanced Literacy Approach which consists of: independent reading, shared reading, guided reading, literacy centers, literature circles, writer’s workshop, interactive read alouds, word study and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year through 150-minute literacy block for grades 1 – 5, which will be guided by our reading and writing curriculum maps. These contain grade-specific units of study. Classroom libraries, academic support personnel in the classrooms, and the assignment of two full time literacy coaches will further support literacy instruction. The data driven work of the Inquiry Team for Literacy and the Inquiry Team for Math will further support our academic intervention efforts to our lowest quartile by identifying a target population and designing appropriate researched based methods and materials that will improve performance.

All grades will continue to use *Everyday Math* as the primary vehicle for math instruction in the school. This instructional program will be implemented in the following math blocks: K/1 – 45 minutes, 2/3 – 60 minutes and 4/5 – 75 minutes. A full time math coach will support the effective implementation of the program through focused, on-site math staff development and side by side teaching.

The purpose and focus of science education at PS 8 is to offer all students ways to understand, make predictions, and adapt to an increasingly complex scientific and technological world. We will continue to implement the new citywide science initiative, which will be supported by the FOSS Science kits in all grades. Students will be given opportunities to apply scientists’ methods of investigation through a “hands on” workshop model and inquiry based approaches that incorporate the scientific thinking processes. In addition to classroom instruction, grades K-5 will be served by three full-time science clusters.

PS 8 will continue to follow the NYS Core Curriculum for Social Studies as aligned to the NYS Social Study Standards. The supplemental program for grades K-2 will be the Silver Burdett Social Studies Curriculum. Grade 3 will use the Scott-Foresman Passport to World Communities. In grade 4, the anchor program will be the Scott-Foresman texts and materials. Grades 3, 4, and 5 will be using the Scholastic Core Curriculum Library for Social Studies to support independent reading and research. Grade 5 will also use Scott-Foresman Document-based booklets.

To provide students with a higher level of understanding of basic concepts, a major focus of the social studies instructional program will be on authentic research. Every student, including special education students and English language learners will

be involved in several research projects throughout the year. Classroom Projects will be supported by the school librarian. Other priorities for the school year will be an emphasis on activities that engage students in inquiry and problem solving about significant human issues and participation in interactive and cooperative classroom study processes that bring together students of all ability levels.

3. Highly Qualified Staff

We are committed to the hiring of certified teachers that are highly qualified. Based on the BEDS criteria, at present 97% of our staff is: ✓ identified as duly and appropriately licensed, ✓ assigned to their area of expertise and, therefore, ✓ highly qualified. The 3 teachers indicated in the BEDS 2008 - 2009 as not highly qualified are all highly qualified for their teaching positions this school year. One completed the Library / Media Masters and submitted the necessary paperwork, a second passed the LAST and submitted the paperwork for her Masters as well and the third returned to teaching bilingual classes as per his license. To sustain this gain and continue to attract high quality and highly qualified teachers, we will maintain our relationship with Manhattan College and with colleges throughout the New York City area, such as Lehman College, Fordham University, and St. John's College. Students from these colleges participate within the classroom setting, as well as various school-wide activities and are included in our staff development activities. When the need arises, they become part of the pool of potential hires with the added advantage of being familiar with the school culture and climate. To increase the hiring pool, our supervisors attend Job Fairs and preliminarily interview prospective teachers.

4. High quality and ongoing professional development is planned as follows:

Type	Topic	Provider	Approx. Date	Target
In House	<ul style="list-style-type: none"> ▪ Using Mentor Texts to Support Reading & Writing Workshop ▪ Aligning <i>Everyday Math</i> with Performance Indicators ▪ Using Shared Reading to Enhance Literacy Instruction ▪ Technology Assisted Instruction ▪ Understanding <i>Everyday Math</i> ▪ First Year Challenges ▪ FOSS Science Kit Training ▪ "Make and Take" Literacy Center Activities ▪ Planning Small Group Instruction Using Running Records ▪ Blood borne Pathology ▪ Thematic Parent Workshops 	Literacy Coach Math Coach ESL Specialist CFN 10 Math Coach Mentors Science Clusters Literacy Staff Developer Literacy Staff Developer School Clinic Parent Coordinator , Coaches & Guidance Counselors	Nov. 3, 2009 Nov. 3, 2009 Nov. 3, 2009 Nov. 3, 2009 as needed ongoing Nov. 3, 2009 Nov. 3, 2009 Nov. 3, 2009 Nov. 3, 2009	Grades 3, 4, 5, OTPs Grade K, 1, OTPs Grade 1, 2, OTPs Grades 4, 5, OTPs, Support Staff Classroom Teachers New Teachers Classroom Teachers Grade K, OTPs Grades 2, 3, OTPs Paraprofessionals Parents, Guardians, Care Givers
Off Site	<ul style="list-style-type: none"> ▪ The Challenge of Learning Academic English ▪ The Reading Writing Workshop ▪ Quality Data Inquiry Teams ▪ TC Reading/Writing Project 	BETAC Teachers College CFN 10 Teachers College	Oct. 21, 2009 Nov. 3, 2009 Monthly Monthly	ELL Teachers, Administrators Bilingual Writing Intervention Teachers Inquiry Team Leaders All Teachers as assigned

	<ul style="list-style-type: none"> ▪ ATS Training, Payroll Training ▪ Cleft Palette Conference ▪ Math Calendar Days ▪ ELL Liaisons Conferences ▪ Special Education Liaisons Conferences ▪ Collaborative Inquiry for Effective Music Teaching 	CFN 10 DOE CFN 10 CFN 10 CFN 10 DOE Series	Nov. 3, 2009 Nov. 3, 2009 Monthly Monthly Monthly Nov. 3, 2009, Feb. 2010, May 2010	School Secretaries Speech Teachers Math Teachers & Math Coach Teachers, Administrators of ELLs Teachers, Administrators of SE students Music Teacher Music Teacher Music Teacher
Out Sourced (In House)	<ul style="list-style-type: none"> ▪ <i>Improving Long Term Memory</i> ▪ <i>Diving Into Deeper Learning</i> 	SDR SDR	TBD June 10, 2010	All Teachers & Paraprofessionals

5. Attracting High Quality & Highly Qualified Teachers

- * Job Fairs
- * Student Teachers from Manhattan College, Lehman College, Touro College
- * Assistant Principal actively recruits from local colleges by attending seminars, conferences, etc.

6. Sustaining and Increasing Parental Involvement

The Parent Coordinator and the Parents' Association are essential in bringing parents together for workshops and training in both academic and parenting areas.

The Parent Coordinator develops workshops and forums throughout the year, which focus on parenting skills and issues that enhance parents' confidence and their ability to serve as role models for their children.

The Parent Coordinator is instrumental in forming multicultural committees by inviting speakers and community leaders from various ethnic backgrounds. This engagement increases parental participation in the school community.

Parents are trained through Learning Leaders to participate in the Class Parent Program.

ESL classes for parents are available in the afternoon and evening.

Evening family events include but are not limited to: Read-Aloud Night, Family Math Night, Pot-Luck Multicultural Dinner, Parent workshops related to supporting children's educational progress and parent workshops on understanding standardized tests.

Communication via the use of school calendars, e-mails newsletters, technology, parent handbooks, and other memoranda and notices are translated in to the languages of high incidence in order to help keep parents informed.

7. Transitioning Preschoolers

Pre-Kindergarten children and their parents are invited to attend an open house event in June which includes meeting the teachers and administrators, learning about the Kindergarten Programs, touring the school building and engaging the preschoolers in meaningful activities. They receive informational packets to review at home and interact with their children.

8. Use of Academic Assessments

Student data will be used to focus, plan and drive instruction to meet the needs of individual students. Data will be

gathered and re-gathered at least three times in the year using the TC Text Assessments, Math baselines, narrative writing continuums, IEP information, the SEC reports, NYS standardized testing instruments, teacher made tests, checklists, conferences and/or rubrics. With this information the teachers will be able to group students according to benchmark achievements, adjust flexible groupings and identify next steps. Support staff will assist in data collection by helping to administer ongoing, interim and standardized assessments.

9. Additional Assistance to Students

- * Grades 3-5 (including ELLs and special education students) receive small group instruction focusing on reading and test taking strategies during the school day.
- * Grades 3-5 ELA Saturday Academy beginning in January 2010
- * During the school day grades K-5 receive guided reading instruction from guided reading and early grade reduction teachers, as well as the classroom teacher.
- * The Wilson Multi-Sensory Language Program is utilized with targeted students.
- * Before the school day ELLs will participate in enrichment opportunities to further develop their academic language.
- * Before the school day second graders will participate in enrichment opportunities to further develop their language and literacy skills beginning in November.
- * Three writing intervention teachers provide services to ELLs including special education students.
- * September - January: Two days of extended day work in language and literacy development, one day of extended day work in math. February - June: One day of extended day work in language and literacy, two days of extended day work in math.
- * Literacy coach work closely with all teachers in the implementation of the *TCRWP*
- * Grades 3-5 Saturday Academy for ELA and Math beginning in January 2010
- * September - January: One day of extended day work in math. February - June: Two days of extended day work in math
- * Grades 3-5 Saturday Academy in math.
- * During the regular school day students at-risk are given additional small group instruction by math teachers, three times per week, for 45 minute periods.
- * Additional support is given to holdover students through small group instruction
- * Math enrichment is offered during the school day in grades 3, 4 & 5
- * Before school science program for 4th graders - Guidance is provided in interpreting written material as well as performing hands-on experiments and labs.
- * Before school social studies program for 5th graders - Guidance is provided in interpreting authentic historical documents, constructing short responses and writing convincing, well organized essays. Other grades focus on the language of social studies discourse as well as literacy in the content area through thematic prose and poetry and study of other genres.
- * Instructional Support Team Meetings to support children at risk.
- * Networking with outside agencies for referral of students in need.
- * In-classroom interventions by the IEP teacher.

10. Coordination And Integration Of Services And Programs

Program	Service	Target Audience
GED	classes	Parents and Community
ESL	classes	Parents & Community
Citizenship	classes	Parents & Community
Nutrition	Breakfast, Lunch, Snacks	P.S. 8 Students
Mental Health	Counseling	P.S. 8 Families
Medical Health	Medical Services	P.S. 8 Students
Community Involvement	Recreational	P.S. 8 Families
MMC After School Program	Recreational	P.S. 8 Students
Youth Program	After School Recreation	9-18 year old community youth

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

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

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), 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 that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

FORMAT UNDER DEVELOPMENT

All schools must complete this appendix.

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 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 in 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 the 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.

Please respond to the following question for Key Finding 1A

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The process by which P. S. 8 assesses alignment is an on-going one that involves all the constituencies of the school. In monthly meetings, the following constituencies meet: "AIS providers, "Early Grade Reduction teachers, "classroom teachers within a grade with their grade supervisors, "SETSS teachers with supervisor, "Bilingual Teachers, "Teachers in the Free Standing ELL program, "literacy coaches (2) with grade representatives and the literacy supervisors, "math coaches (2) with the Math clusters and the Math Supervisor, "science clusters with the science supervisor, and "the administrative cabinet. The purpose of these monthly meetings is to evaluate how well the following elements have been identified and implemented for the current

month and to anticipate and plan for these elements for the forthcoming month : the focus of content area themes, goals, objectives, expected learning outcomes, assessment instruments and next steps. The free flowing communication within and across the constituencies insures that pressing issues can be identified and prioritized in ways that facilitate their resolution.

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 P. S. 8, this finding is at once applicable and not applicable. It is not applicable because we are making great strides in reaching this goal in that we strive toward alignment between the curriculum and state standards in the following ways:

- Monthly constituency meetings cited above (p. 43)
- Monthly pacing calendars for reading, writing, math, science and social studies that outline and highlight the: learning objectives and goals, standards to be addressed, key vocabulary, supporting materials and texts, and sample mini lessons.
- Monthly meetings with Early Grade Reduction Teachers and Academic Intervention Services providers – to examine flexible grouping vis a vis the students' strengths and needs, looking at data to plan instruction and reassign students based on need, and the selection of appropriate materials and resources.
- An observation template designed by the administration that facilitates the evaluation of teacher performance with a degree of uniformity in terms of expected outcomes.
- Monthly curriculum planning sessions for the purposes of developing thematic units for the month that insures teacher input and staff ownership. The result is a curriculum matrix that identifies the goal and objectives for the month. The meetings include the literacy coaches as well as the literacy supervisors. The agreed upon material is then disseminated to the grade teachers.
- Alignment of the enrichment programs (before and after school) with the state standards is achieved through flow charts that reflect the themes, resource references and expected dates of completion.

However, the finding is applicable in that more work is needed in:

✓deepening the study of identified themes within and across the academic disciplines and for all student constituencies – The curriculum map addresses specific content topics, skills and strategies but needs more detail concerning student expectations and outcomes; perhaps framed as performance indicators..

✓insuring vertical alignment – The school's ELA curriculum map needs a clearer definition of the literacy knowledge and competencies extending across grade levels.

✓ closing the gap between curriculum goals and the taught curriculum for ELLs and special education students.

✓gaps between the written and taught curriculum – More work is needed in critical thinking and differentiation.

✓variations in ELL programs – We have noticed a lack of shared understanding and knowledge of: the basic principles of bilingual education vis a vis second language acquisition, how to marry approaches such as the Reading/Writing Workshop to ESL methodologies in ways that are symbiotic, using content based themes and materials to advance language and literacy acquisition.

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.

✓deepening the study of identified themes within and across the academic disciplines and for all student constituencies – In all monthly meetings for staff constituencies, we will revisit the curriculum matrix to include specificity with respect to student expectations, outcomes and performance indicators.

✓insuring vertical alignment-The administration has planned to devote a minimum of three faculty conferences to the topic of vertical planning. The professional activity period for teachers has been restructured such that teachers across contiguous grades and disciplines can meet in grade clusters to design curriculum that builds upon and extends learning from the previous grade level. The teacher groups have been formed to include SETSS and ELL providers. Horizontal alignment will continue to be maintained through grade meetings and common preparation periods by grade. OTPs will be part of the grade meetings according to the grades they serve.

✓ closing the gap between curriculum goals and the taught curriculum for ELLs and special education students –Bilingual and ESL teachers have been integrated into the vertical planning teams cited above so as to be able to plan to execute curricula that extend the learning from the previous grade level.

✓gaps between the written and taught curriculum - Academic rigor will be promoted through: Contracted workshops on: Improving Long Term Memory and Diving Into Deeper Learning.

✓variations in ELL programs –Bilingual and ESL teachers are included in school wide programs and initiatives such as the TC Reading/Writing Project using ESL methodology.

✓the following professional development offerings will support our efforts to fully align curricula to state standards and continue to infuse academic rigor into all subject areas : ▪ Using Mentor Texts to Support Reading & Writing Workshop, ▪ Using Shared Reading to Enhance Literacy Instruction ▪ FOSS Science Kit Training, ▪ The Challenge of Learning Academic English: Vocabulary Development for ELLs, ▪ The Reading Writing Workshop▪ TC Reading/Writing Project, ▪ CFN ELL Liaisons Conferences, ▪CFN Special Education Liaisons Conferences

✓The work of the Data Inquiry Teams for literacy and math will be data driven and based on performance indicators. These performance indicators will be downloaded from the NYS Education website, discussed and disseminated to the target grades at grade meetings. Teachers will be taught how to access performance indicators for all subject areas from the NYS Education website links.

The school has purchased age appropriate and culturally relevant books and materials.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The math coach meets monthly with the math supervisor and the administrative leadership to discuss the needs of the students based on field observations, articulation with classroom teachers and math cluster teachers, and analysis of the interim as well as the standardized assessments. The Data Inquiry Team for mathematics examines the test items for the lowest one-third of the students in the fourth grade and shares their findings with the math team.

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?

This finding is applicable based on the observations of the data inquiry team for the target population in the fourth grade and the team's analysis of those students' reflections at the end of lessons and previous test results, which manifest a lack of depth in summary reflections.

Although we continue to strive for improvement, the finding is also not applicable in that the school's overall performance in math has improved steadily and consistently over the last three years.

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.

To address applicability of this finding we are:

- Isolating the strand of number sense so as to identify it as the area of urgent attention and as a launching point for other areas of need.

- Incorporating more time into the daily lessons to allow students to reflect on their thinking and explain their procedures.

- requiring summary reflections of the primary grades as the basis for more sophisticated reflections in the upper grades.

- Adding rigor to questioning by incorporating higher thinking questions beyond level I of Blooms Taxonomy for Critical Thinking

- In their reflections, requiring students to use grade level mathematical vocabulary as highlighted in the lesson.

- The inquiry team will develop math reflection questions to support mathematical discourse as evidenced in student writing that is aligned to NYS math standards. Provide these to teachers as samples or exemplars.

- Math coaches will insure alignment of everyday math lessons by assisting teachers with ways to differentiate lessons so as to deepen the work for high performing students while affording equal access to the curriculum for lower or under performing students.

2A.1 **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The process by which P. S. 8 assesses ELA instruction is an on-going one that involves the literacy coaches (2), classroom teachers and the administrative cabinet. The process we engage in is the following:

- Monthly grade meetings of the classroom teachers and the respective literacy coach (K-2 or 3-5) to evaluate how well the following elements have been identified and implemented for the current month and to anticipate and plan for these elements for the forthcoming month: the focus of themes, goals, objectives, expected learning outcomes, assessment instruments for ELA instruction and next steps. The group discusses the strategy focus for the month, the curriculum calendar, goals for the unit, performance indicators, supporting materials and rubrics, where applicable. The open communication within the group insures that pressing issues can be identified and prioritized in ways that facilitate their resolution.
- Monthly pacing calendars for reading and writing that outline and highlight the: learning objectives and goals, standards to be addressed, key vocabulary, supporting materials and texts, and sample mini lessons.
- Monthly meetings with Early Grade Reduction Teachers and Academic Intervention Services providers – to examine flexible grouping vis a vis the students' strengths and needs, looking at data to plan instruction and reassign students based on need, and the selection of appropriate materials and resources.
- Vertical planning teams meet weekly during the professional activity period. These teams bridge clusters of grades (K-1 & 3-5) so as to design curriculum that supports and/or enriches the content and skills of the grade below, the current grade and the grade above. The teams examine ways to integrate content based literacy at every opportunity so as make advances on two fronts at once: literary language and literacy development, academic (content based) language development.

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?

For P. S. 8, this finding is both applicable and not applicable. It is not applicable because we are making great strides in this area by aligning the written curriculum with the taught curriculum in the following ways:

- On-going revisiting of alignment through monthly meetings of the school constituencies: ◦AIS providers, ◦Early Grade Reduction teachers, ◦classroom teachers with supervisors, ◦SETSS teachers with supervisor, ◦Teachers in the Free Standing ELL program, ◦literacy coaches (2) with grade representatives and the literacy supervisors, ◦math coaches (2) with the Math clusters and the Math Supervisor, ◦science clusters with the science supervisor, and ◦the administrative cabinet. The purpose of these monthly meetings is to evaluate how well the following elements have been identified and implemented for the current month and to anticipate and plan for these elements for the forthcoming month : the focus of ELA themes, goals, objectives, expected learning outcomes, assessment instruments and next steps. The free flowing communication within and across the constituencies insures that pressing issues can be identified and prioritized in ways that facilitate their resolution.
 - Monthly pacing calendars for reading and writing that outline and highlight the: learning objectives and goals, standards to be addressed, key vocabulary, supporting materials and texts, and sample mini lessons.
 - Monthly meetings with Early Grade Reduction Teachers and Academic Intervention Services providers – to examine flexible grouping vis a vis the students’ strengths and needs, looking at data to plan instruction and reassign students based on need, and the selection of appropriate materials and resources.
 - An observation template designed by the administration that facilitates the evaluation of teacher performance with a degree of uniformity in terms of expected outcomes.
 - Monthly curriculum planning sessions for the purposes of developing thematic units for the month that insures teacher input and staff ownership. The result is a curriculum matrix that identifies the goal and objectives for the month. The meetings include the literacy coaches as well as the literacy supervisors. The agreed upon material is then disseminated to the grade teachers.
 - Alignment of the enrichment programs (before and after school) with the state standards is achieved through flow charts that reflect the themes, resource references and expected dates of completion.
 - From field observations by the administrative team, it was noted that the following lesson components were in evidence: * strategic mini lesson with an explicit teaching point, * partner work, * independent practice, *share, and *conferencing.
 - Our curriculum expo highlights the work done connecting the content areas of science, social studies and math to ELA However, it is applicable in that more work is needed in
 - differentiating instruction during independent work
 - evidence of deeper differentiation of content, process and end products
 - greater accuracy in matching classroom library levels with student performance levels
 - evidence of more differentiation with respect to learning modalities, specifically the kinesthetic modality
 - differentiated questioning that goes beyond levels I and II of Blooms Taxonomy and leads to greater use of application, analysis, synthesis and evaluation.
 - Vertical planning teams meet weekly during the professional activity period. These teams bridge clusters of grades (K-1 & 3-5) so as to design curriculum that supports and/or enriches the content and skills of the grade below, the current grade and the grade above. The teams examine ways to integrate content based literacy at every opportunity so as make advances on two fronts at once: literary language and literacy development, academic (content based) language development.

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 will address the applicability of this finding in the following ways:

- Coaches will articulate with teachers during professional development meetings to assist them with planning differentiated lessons that are realistic and viable.
- Outsourced and contracted institutes that will deepen the work in differentiated instruction
- In house follow up workshop series that highlight the integration of ELA and content area instruction in ways that support differentiation.
- Feedback of the Aussie Consultant and the literacy coaches
- Vertical planning teams that will design curriculum that supports and/or enriches the content and skills of the grade below, the current grade and the grade above. The adapted lessons will then be shared at the respective grade meetings and implemented thereafter. The work will be part of a larger work compiled in a binder and centrally located for easy access.

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 (SOM²)* 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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

The school will use the lens of the math coach, and math clusters as well as the field observations of the administrative team. These parties will also procure feedback from the vertical planning team for mathematics.

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

2B.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?

The finding is both applicable and not applicable. The finding is not applicable in that the school's overall performance in math has improved steadily and consistently over the last three years. The math coach has infused the classroom libraries with math based literature that is interactive, engaging and varied in terms of readability levels. The math coach has supplied all classrooms with resources and materials that extend the learning of the Every Day Math Program. The practice of beginning the instructional day with a morning math problem and a math challenge has been instituted school wide. The vertical planning team is making efforts to infuse more technology interactivity into lessons.

Its applicability rests in our desire to see these advances become more pervasive at a higher degree of incidence.

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

The school will address the applicability of this finding by:

- insuring that every classroom is adequately supplied with the Every Day Math Games
- Requiring that math clusters also utilize the Every Day Math Games, and hands on activities
- Requiring that math clusters show evidence of their efforts to align their program with that of the classroom teacher.
- Open professional development opportunities to all math clusters, particularly those themes relating to differentiation of instruction and deeper learning.
- Actively seek opportunities to engage our teachers in training in the use of smart boards projectors and computer software to enhance mathematics instruction.
- Offering workshops on the topic of Aligning Everyday Math with NYS Performance Indicators

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

- School report card
- In house records

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?

Teacher Experience - 97% of our staff is highly qualified and fully licensed as reported on the most recent school report card.

Teacher Stability - Our turnover rate is less than 1%. In the 2008-2009 school year, only one of our teachers transferred or left for other employment.

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. **Not Applicable**

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The process by which P. S. 8 assesses the relevance of this finding is through monthly meetings of the bilingual classroom teachers with supervisors. Teachers in the Free Standing ELL program meet once per week with their vertical planning teams for their professional activity. The literacy coach, the literacy staff developer and the literacy supervisors meet with individual ELL classroom teachers as needed. The math coach and the Math Supervisor also meet with the ELL classroom teachers as needed.

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?

The finding is not applicable in that teachers of ELLs are included in every in-house professional development opportunity. In addition, school sponsorship to out sourced professional development is provided. Opportunities for professional development are advertised and promoted through the public address system, in the daily bulletin, through informational flyers, postings, e-mails and face to face communications. As evidenced through attendance records, there is representation of ELL teachers in every professional development opportunity.

Teachers of ELLs will participate in all of the professional development opportunities itemized and described previously (p. 46). Others will be selected to attend CFN and BETAC offerings depending on their relevance to grade and content specificities.

The applicability of this finding rests in our desire for a greater number of participants in outsourced opportunities.

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.

To heighten participation, the school is increasing its efforts to bring contracted opportunities to the school site. It is also continuing the work via thematic follow up workshop series provided in house by school staff and contracted specialists.

The school will participate in offerings by the Network and BETAC concerning ELL issues.

The school is exploring the possibility of creating a staff position that will specifically address the needs of the ELL population in the form of an ESL coach, ESL coordinator or ESL staff developer.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The process by which P. S. 8 assesses the relevance of this finding is through articulation meetings of the administrative team and coaches with bilingual classroom teachers, teachers in the Free Standing ELL program and teachers of ELL self contained classes.

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?

Meetings of the administrators and test coordinators with ELL teachers reveal that teachers in the free standing ELL program are well informed of the performance data for the ELLs they serve and can speak knowledgeably about their students. In this sense the finding is not applicable. However, bilingual teachers are informed to a lesser degree and the teachers of the self contained ESL classes to an even lesser degree. For this reason, the finding is also applicable.

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.

The school has scheduled the participation of ELL teachers in professional development opportunities related to the use of data. It is also preparing to schedule ELL teachers for time in the school's computer lab in order to facilitate the accessing of aggregated as well as disaggregated data. The school has embarked on the widespread and pervasive implementation of the Reading/Writing Workshop and the Teachers College Reading/Writing Project with accompanying training in accessing the data collected by the assessment instrument embedded in this project.. The two Data Inquiry Teams (literacy & math) will pay particular attention to the assessment data relating to the achievement of ELLs and share this information with the affected teachers. Teachers in the free standing ELL program will assist with the analysis and interpretation of all data referent to ELLs using the ATS database.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We hold monthly meetings with the Special Education Team including all SETSS providers – speech teachers, IEP counselors, physical therapists, the school based support team, as well as the school guidance counselors. As per chapter 408, all staff members have access to the most recent student IEPs reflecting specific goals and objectives. To that end, IEPs have been placed in student classrooms. A central file is also available in a common area for other providers to access.

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?

- Formal and informal field observations by supervisors
- Examination of teachers' lesson plan books by supervisors
- Monthly meetings with general education and SETSS teachers

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.

Gabriella Ballentine - Special Education specialist, ISC (compliance – children are receiving mandated services, SEC compliance.)

Hana Mosa – IEP specialist, ISC, works with the special education team regarding writing and using IEP goals/objectives to meet the individual needs of students both in the classroom and through other mandated services.

CTT Training Sessions – both general education and special education teachers participate in professional development opportunities.

Special Education Common Planning Periods – One period per week is set aside in the teachers' schedules to discuss and plan lessons that help increase access to the general education curriculum so as to improve student performance.

The special education committee/team will work closely with other general education and special education teachers, the literacy and math coaches, and assistant principals to discuss and develop curriculum to specifically match the annual goals as indicated on student IEPs.

Special Education teachers (TT, PT, OT, etc) will align the goals and objectives for individual students in collaboration with classroom teachers.

The school will participate in Network offerings.

The school will avail itself of the services of Michelle Robles, CFN Special Services Manager for Special Education.

The finding is also not applicable in that Special Education service providers participate in all school wide professional development opportunities including based on differentiated instruction and those itemized on pages 45 - 46.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

- Formal and informal field observations by supervisors
- Examination of teachers' lesson plan books by supervisors
- Examination of student IEPs by supervisors

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?

- Formal and informal field observations by supervisors – Little or no evidence of modifications within the classroom environment.
- Examination of teachers' lesson plan books by supervisors – Little or no evidence of differentiation of instruction toward equal access to the curriculum.
- Examination of student IEPs by supervisors – IEPs show insufficient evidence of goals and objectives that address behavioral and social/emotional needs of students with disabilities.

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.

- Formal and informal field observations by supervisors – Supervisors will look for attempts at differentiation of instruction and efforts to make the curriculum accessible to students with disabilities in varied but rigorous ways.
- Examination of teachers' lesson plan books by supervisors – Supervisors will look for indications of accommodations and modifications.
- Examination of student IEPs by supervisors – Supervisors will examine IEPs for evidence of behavioral and social/emotional goals and objectives as well as behavioral and social/emotional goals and objectives.

As per chapter 408, all teachers will be held accountable to understand and apply all testing accommodations for students with disabilities within the classroom environment.

The SBST, assistant principals and teachers will devise a behavioral and instructional plan to help teachers support students in the classroom environment reach their academic potential.

We will plan and offer professional development around developing goals/objectives that address academic, behavioral and social/emotional needs.

We will reach out to the CFN and the assistance of Michelle Robles, Special Services Manager.
 We will send designees to attend the CFN monthly meetings for special education service providers.

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

Additional Guidance: In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
- No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
- No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09
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B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

A. Lengthened school day (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

B. Lengthened school year (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring
A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

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 Consolidate 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-7D424EBBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

At the time of this writing, P.S. 8 has 17 enrolled students living in shelters. Of these, 9 are boys and 8 are girls. The following table represents their distribution across the grades.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
2	1	6	2	4	2

Priority for program participation is given to students in this category for all School Wide Programs for Academic Intervention during the school day as well as for extended day, extended week and extended year programs. These programs are intended to provide supplemental instructional support for: ▪ academic achievement, ▪ meeting state standards, and ▪ success on state assessments. The students are scheduled for additional periods/sessions of tutoring and remediation in one of the formats previously cited.

All but the 2 kindergarten students participate in our extended day programs for academic intervention. They are supported with small group instruction beyond that of the classroom teacher in the following disciplines: Reading, Writing, Social Studies and Science.

Three of the students in this category receive one-to-one counseling services from our bilingual guidance counselor. In this forum the stress and anxiety associated with homelessness which may affect student attentiveness and performance may be addressed. One STH student is seen by an ACS counselor.

Our parent coordinator works with the individual parents of these students as needed.

Our Guidance Counselors, Parent Coordinator, literacy and math coaches provide further support through thematic parenting workshops that include but are not limited to: The Emotional Health of Your Child, Anger Management, Helping Children Accept Consequences for Negative Behavior, Test Anxiety, Nutrition, etc. Our guidance counselors and parent coordinator are also the link to other community based social services, housing assistance, free health care, job opportunities and training, adult education and violence prevention. In this way both resources can work together towards establishing relationships between outside agencies and the homeless families in need of these vital programs and services.

Our STH parents and guardians are offered priority placement in our adult programs such as: GED programs in English and Spanish, ESL for adults and Citizenship classes.

Priority enrollment in our school based clinic is given to students in this category. The clinic offers health care as well as mental health services.

At no cost to the funding source, bus passes are provided for students and parents in this category who live beyond reasonable limits for walking.

The fourth grade STH students are part of the target population being studied and served by the work of the Data Inquiry Team for Literacy. As such, their progress and achievement will be tracked on an on-going basis through baseline assessments, Acuity, in-house instruments, and standardized tests. Lesson interventions for these students will be designed specific to the three skill areas identified as the greatest needs: √Identifying main and idea and supporting details in informational text (ELA standard #1), √reading and understanding written directions (ELA standard #1), √evaluating content by identifying important and unimportant details (ELA standard #3). The interventions will be based on the most recent and reliable research on programs for struggling students, such as but not limited to the Options *GPS Reading Program: Navigating the Skills*. These types of programs pinpoint skill ability, personalize reading levels and contain integrated practice for the tested skills.

STH students will also be given priority enrollment in the Mosholu Montefiore After School Program as well as the evening Beacon Program housed in our school. In this way these students may have an alternative location to study and complete homework.

This year we will also be reaching out to our CFN STH liaison, Dawn Carter, for her collaboration in further planning for the needs of our STH students.