



WILTON SCHOOL – PUBLIC SCHOOL 30

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (DISTRICT 7/ BRONX/ 07X030)
ADDRESS: 510 E 141 STREET, BRONX, NY 10454
TELEPHONE: (718) 292-8817
FAX: (718) 292-3962

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 030 **SCHOOL NAME:** Wilton

SCHOOL ADDRESS: 510 E. 141 Street, Bronx, NY 10454

SCHOOL TELEPHONE: (718) 292-8817 **FAX:** (718) 292-3962

SCHOOL CONTACT PERSON: Roxan Marks **EMAIL ADDRESS:** rmarks@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carlos Lopez & Carol Joseph

PRINCIPAL: Roxan Marks

UFT CHAPTER LEADER: Carlos Lopez

PARENTS' ASSOCIATION PRESIDENT: Zaida Ortiz

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 **SSO NAME:** Empowerment – Network 19

SSO NETWORK LEADER: Elvira Barone

SUPERINTENDENT: Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Roxan Marks	*Principal	
Carlos Lopez	*UFT Chapter Chairperson/SLT Chairperson	
Zaida Ortiz	*PA/PTA President	
Idania Collado	Title I Parent Representative	
Lizzette Muniz	Staff/DC 37 Representative	
Maria Alvarado	Parent	
Emma Amaro-Samuels	Staff/Social Worker/SLT Secretary	
Mildred Baltazar	Parent	
Eileen Costello	Staff/Teacher	
Tanya Jones	Parent	
Carol Joseph	Staff/Teacher/SLT Co-Chair	
Jazmina McFarlane	Parent	
Emily Perez	Parent	
Jenny Rivas	Parent	
Jacqueline Smith	Staff/Teacher	

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

Public School 30, the Wilton School, is located in the Mott Haven section of the south Bronx, New York. PS 30 is a Pre-kindergarten through fifth grade school that serves approximately 494 students from culturally diverse backgrounds. The community is gateway for recent arrivals to this country; they come from countries such as Puerto Rico, Dominican Republic, Honduras, Ecuador, and Mexico. This school is located in one of the poorest congressional district in the United States and the neighborhood is also ravaged by a myriad of social problems; children in foster care, temporary housing, high incidents of asthma, AIDS, crime and drugs. The majority of the students are from low-income households, 95% of the students are eligible for free and reduced lunch.

According to the latest ethnic survey, 2% of the students are White, Asian or Native American; 19% are Black, and 79% are Hispanic. Currently, 18% of the school population receives special education services such as resource room, speech and language or counseling services. The school houses twenty 21 classes; general education classes, four self-contained special education, one Integrated team teaching class, and three transitional bilingual classes. Additionally, 27% of the students are English Language Learners (ELLs) who are enrolled in our bilingual and bilingual special education programs. English as a Second Language services are offered to entitled students in grades K-5 by a certified ESL teacher.

The staff works together as a cohesive unit towards our common goal of improving student outcomes. Supervisory staff is always available and easily accessible to address concerns and implement solutions to problems. Staff is available at all times to support teachers, early in the morning and late in the evening.

Collaboration with local community organizations will continue including partnerships with St. Ann's Church, Graffiti 2, Aspira After-school program and St. Mary's Park & Recreation center. Partnership with Shiloh enables our school to get college students during spring break to work in grades 3, 4 & 5 on test strategies and other needs identified by the teachers. Asphalt Green Recreation Enhancement Program provides activities for students during lunch. Girls Scout meets every other week to provide mentoring and enrichment activities for students.

Wilton School is located in close proximity to other schools and we have established a collegial relationship with the principals and schools. Public School 30 has a long history of community involvement and collaboration with many community based organizations. Shiloh, a non-profit organization offers our school support by organizing college students during the spring break to work in the classrooms as mentors for students in grades 3, 4 and 5. Shiloh enables our parents to have access to affordable summer programs and provides life long experiences for our children. Our collaboration with Girls & Boys Scouts of America, NY Leukemia & Lymphoma Society, Asphalt Green, Friends of Brook Park, Common Cents, St. Mary's Recreational Center – Learn to Swim program ensures students are engaged in physical, social, humanitarian and environmental activities. Students are involved in after-school activities organized by St. Ann's Church, Graffiti 2, Millbrook and Aspira.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	WILTON			
District:	07	DBN #:	030	School BEDS Code #: 320700010030

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	35	36	36		92.3	92.3	94.2		
Kindergarten	69	68	66						
Grade 1	84	80	81	Student Stability: % of Enrollment					
Grade 2	93	92	75	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	102	111	73		93.4	92.1	TBD		
Grade 4	121	99	73						
Grade 5	130	128	98	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		90.5	92.6	98.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		15	13	16		
Grade 12	0	0	0						
Ungraded	1	5	1	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	613	552	512		14	19	18		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	12	33	45						
No. in Collaborative Team Teaching (CTT) Classes	36	20	0	Principal Suspensions	76	60	TBD		
Number all others	44	40	44	Superintendent Suspensions	5	17	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	132	112	91	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	19	35	56	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	40	35	40	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	51	46
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	12	14
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	2	2	5
	0	0	83				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.4	0.2	Percent more than two years teaching in this school	72.0	66.7	68.9
Black or African American	15.5	17.8	19.1	Percent more than five years teaching anywhere	60	66.7	71.1
Hispanic or Latino	83.4	81.0	79.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.7	0.4	Percent Masters Degree or higher	88.0	84.0	93.0
White	0.3	0.2	0.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	100.0	100.0
Multi-racial							
Male	51.9	54.4	54.1				
Female	48.1	45.6	45.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year <u>1</u>	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√ SH	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	√ SH	√	√			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	X	√				
Limited English Proficient	√ SH	√				
Economically Disadvantaged	√ SH	√	√			
Student groups making AYP in each subject	5	6	3	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	81.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.2	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	12.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	49.0	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

In January 2009 an intensive school-wide needs assessment was conducted with all constituency groups in the school. The SWOT analysis which included the strengths of the school, weaknesses, opportunities and threats was completed and analyzed. Analysis of results by all staff led to the development of priorities, inquiry teams and a School Development and Improvement Plan (SDIP). The SDIP was used as a working document and action plan along with the CEP to provide ongoing discussion, reflection and self evaluation. The agreed upon major areas of focus are:

1. Use of Data
 - a. Assessment Practices
 - b. Goal Setting
2. Improving Learning
 - a. Impact of Instruction on student learning
 - b. Behavior management
 - c. Rigor and effectiveness of support
 - d. Student work
3. Parent involvement

In September 2009, following a review of NYS ELA, Math, Science & Social Studies data, Quality Review and NY State Accountability report, the senior instructional team determined that an inquiry team must focus on ELL and Special Education students who continually fail to make adequate year progress. With the guidance of our Cambridge Education Consultant, we are developing action plans for these target students. Teacher teams will also continue to focus on Goal Setting, as well as developing a coherent curriculum for ELL's and Special education students that focuses on improving teacher pedagogy and differentiating instruction to meet these student's needs. Another team will look for patterns or trends in student work for groups of students, classes and across the grades. Parental involvement team will continue to implement activities and strategies planned.

Reading is a high priority for the staff and school administration. Review of our needs assessments identified various priorities for improving student performance; implement successful strategies to address the large number of students that are deficient in basic skills in reading and provide support of English Language learners, special education students and students at risk of not meeting the standards.

Review of comprehensive needs assessment reveal a need for professional development in teaching reading. Teachers need help with management of reading groups and appropriate independent activities that students can participate in during the literacy block while the teacher is conducting guided reading with a small group of students. Review of students writing notebooks and folders show a need for more reading response activities focused on comprehension and a need to increase the volume of writing done by students.

Walkthroughs were conducted by Empowerment Network Leader, Special Service Manager and Instructional Coach of our bilingual self contained special education and general education classes. Feedback from the Empowerment network support staff revealed various areas of concerns noticed in our bilingual classes. There was a need to continuity of language use during lessons, teachers often switched between English and Spanish during instruction.

Classroom observations, formal and informal reveal that there is not enough differentiation occurring during lessons. Teachers were not targeting instructional activities to meet the needs of diverse learners in the classroom. Teachers need to be more explicit during instruction and work more directly with students during lessons. Review of lesson plans and observations reveal a lack of in-depth planning as it relates to small group instruction. Evidence of differentiation was inadequate in teachers plan books.

Teachers need help with examining and analyzing data from Acuity, ARIS and using the information to drive differentiated instruction. Although various sources of data are available to teachers, the use of data to guide instruction was not consistent throughout the school.

English Language Arts

NYS ELA All Tested Students		
YEAR	% LEVELS 3 & 4	Change +/-
2009	40	+3.1
2008	36.9	+5.8
2007	31.1	-2.8
2006	33.9	-3.9
2005	37.8	+12.0
2004	25.8	+0.2

The major area of concern at Public School 30 is the low academic achievement of students as measured by results of state and city assessments. Review of the New York State English Language Art test data for 2009 shows that 40% of all tested students are meeting the state standards, an increase of 3.1% in level 3 & 4.

**Item Analysis 2009 NYS ELA
Grade 3 ELA**

Current grade 4 students, implications for grade 3

% Correct	Performance Indicator
31%	Evaluate the content by identifying important and unimportant details
33%	Read and understand written directions
38%	Make predictions, draw conclusions, and make inferences about events and characters
46%	Evaluate the content by identifying important and unimportant details
46%	Identify the author's purpose
49%	Distinguish between fact and opinion
50%	Identify main ideas and supporting details in informational text
51%	Summarize main ideas and supporting details from imaginative texts, both orally and in writing
52%	Use graphic organizers to record significant details from informational texts
54%	Evaluate the content by identifying important and unimportant details
.9 out of 2	Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events
1.2 out of 2	Identify elements of character, plot, and setting to understand the author's message or intent
1.9 out of 3	Use basis punctuation correctly; Capitalize words such as literary titles, holidays, and product names

Grade 4 ELA

Current grade 5 students, implications for grade 4

% Correct	Performance Indicator
27%	Make predictions, draw conclusions, and make inferences about events and characters
33%	Use specific evidence from stories to identify themes; describe characters, their actions and motivations; relate a sequence of events
35%	Use specific evidence from stories to identify themes; describe characters, their actions and motivations; relate a sequence of events
36%	Collect and interpret data, facts, and ideas from unfamiliar texts
36%	Understand written directions and procedures
41%	Use knowledge of story structure, story elements, and key vocabulary to interpret stories
53%	Evaluate the content by identifying whether events, actions, characters, and/or setting are realistic
57%	Identifying a main idea and supporting details in informational text
57%	Identifying a conclusion that summarizes the main idea

Grade 5 ELA

Further implications for grade 5 instruction

% Correct	Performance Indicator
38%	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
41%	Read to collect and interpret data, facts, and ideas from multiple sources
42%	Recognize organizational formats to assist in comprehension of informational text
43%	Distinguish between fact and opinion
44%	Define the characteristics of different genres
46%	Read to collect and interpret data, facts, and ideas from multiple sources
48%	Read to collect and interpret data, facts, and ideas from multiple sources
51%	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
54%	Identify information that is implied rather than stated
56%	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
0.9 out of 3	Observe the rules of punctuation, capitalization, and spelling; use correct grammatical construction

**NYS 2009 ELA
By category & grade level**

	All Tested	General Ed	Special Ed	Black	Hispanic	ELL	English Prof	Male	Female
grade 3	37%	47%	9%	43%	33%	24%	41%	27%	47%
grade 4	43%	55%	6%	41%	44%	38%	45%	39%	48%
grade 5	40%	48%	19%	33%	41%	14%	56%	41%	39%
all students	40%	50%	12%	40%	40%	23%	47%	36%	45%

Analysis of subgroup data shows that the special education and ELL students are performing below standards in reading.

Historical ELA data by program and % change

	General Education	+/-	Special Education	+/-	ELL	+/-	English Proficient	+/-
2007	33	-5.6	21.2	16.5	13.7	10.3	36	+1
2008	41.2	8.2	19.6	-1.6	15.5	1.8	43.1	+7.1
2009	50	+8.8	12.0	-7.6	23	+7.5	47	+3.9

Results of NY State 2009 ELA assessment for general education student show that 50% of the students are meeting the standard, an increase of 8.8% from 2008. English language learners also increased 7.5% but this subgroup still lags in ELA achievement. Among the English proficient students 47% are meeting the standards and increase of 3.9%. Unfortunately, performance for special education student decreased by 7.6%, leading us to create a focus group to target this subgroup as well as ELL's.

According to the 2009-10 Federal Title I accountability status report, PS 30 is in Restructuring year 1 for English Language Arts. The 2008-2009 School Report, reveals that the school has only met its Annual Yearly Progress (AYP) target in English Language Arts for Black students, all other subgroups (Hispanics, English Language Learners and economically disadvantaged) made AYP through the Safe Harbor. Student with disabilities did not make adequate progress resulting in the school moving into restructuring this year.

NYSESLAT

Analysis of the NYSESLAT for spring 2009 show that ELL students need additional help in the reading and writing strand of the assessment.

Year	Beginning	Intermediate	Advanced	Proficient
2009	41	64	40	14
2008	39	50	47	10
2007	37	51	53	14

NYC Periodic Assessment
Acuity ELA ITA & Spring Predictive (2008-2009)

Grade & Average % point obtained	Implications for instruction
Grade 3	<ul style="list-style-type: none"> • Distinguish between fact and opinion • Identify a detail explicitly stated in text • Identify the root of a word with a prefix • Determine how a passage is organized-chronological order/sequence • Use context clues to determine the meaning of unknown words • Summarize a passage • Make predictions based upon text events • Determine a character or thing's behaviors or traits inferred • Use context clues to determine the meaning of unknown words • Use context clues to determine the meaning of a simile or metaphor • Make predictions what a character or person will do next based upon his or her actions • Determine author's purpose in writing a text
Grade 4 57%	<ul style="list-style-type: none"> • Use a concept map to organize information from one source • Identify missing piece from a concept map that best summarizes a passage • Add detail from a text to a web that describes an object • Identify the details that describe a character's or person's traits • Use passage details to support conclusions drawn from the passage • Determine a character or thing's behaviors or traits inferred • Use context clues to determine the meaning of unknown words • Use context clues to determine the meaning of a simile or metaphor • Make predictions what a character or person will do next based upon his or her actions • Determine author's purpose in writing a text • Determine what came before or after another event explicitly stated in text • Evaluate content by identifying the author's purpose
Grade 5 48% Current grade 5 students	<ul style="list-style-type: none"> • Use headings to locate information • Distinguish between a fact or opinion • Compare or contrast two character's or people's actions • Explain how the use of a simile supports an author's purpose • Distinguish between relevant and irrelevant information – to the main idea • Identify information in a passage or table • Interpret information text marked in italics • Use context clues to determine the meaning of unknown words • Determine what supporting details are describing – inferred • Interpret a stanza or segment of a poem that includes figurative language • Identify an example of imagery • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance • Determine the moral or universal theme – inferred from text • Identify details that support the main idea • Determine main idea – inferred from text • Determine the best Web-based resource for finding more information about a subject with a main topic and sub-topic • Determine an author's purpose – in his or her choice of words

NYS Mathematics

NYS MATH All tested students		
YEAR	% LEVELS 3 & 4	Change +/-
2004	26.4	4.4
2005	43	16.6
2006	45.9	2.9
2007	48.4	2.5
2008	55.2	6.8
2009	66.1	10.9

NYS Math data reveal that 66.1% of the students are meeting the state standard and this represents an increase of 10.9% over 2008. According to the NYS Accountability report PS 30 is in good standing for mathematics, all subgroups have consistently demonstrated gains in mathematics.

Item Analysis 2008 NYS Math Grade 3 Math

Current grade 4 students, implications for grade 3

% Correct	Performance Indicator
45%	Develop fluency with single digit multiplication facts
45%	Read and interpret data in bar graphs and pictographs
47%	Understand the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand
53%	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
55%	Estimate numbers up to 500
62%	Describe and extend numeric (+,-) and geometric patterns
64%	Read and interpret data in bar graphs and pictographs
65%	Tell time to the minute, using digital and analog clocks
65%	Identify odd and even numbers
66%	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
67%	Identify and construct lines of symmetry
68%	Formulate conclusions and make predictions from graphs
69%	Describe and extend numeric (+,-) and geometric patterns

Grade 4 Math

Current grade 5 students, implications for grade 4

% Correct	Performance Indicator
30%	Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)
33%	Use a variety of strategies to add and subtract numbers up to 10,000
35%	Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
36%	Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches whole feet, whole yards, whole centimeters, and whole meters)
38%	Select appropriate computational and operational methods to solve problems
45%	Formulate conclusions and make predictions from graphs
47%	Interpret the meaning of remainders
47%	Know and understand equivalent standard units of length: $\frac{1}{2}$ inches = 1 foot, 3 feet = 1 yard
48%	Develop and make predictions that are based on data
52%	Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box
53%	Make change, using combined coins and dollar amounts
54%	Estimate numbers up to 500
54%	Formulate conclusions and make predictions from graphs
56%	Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)

Grade 5 Math

Implications for grade 5 instruction

% Correct	Performance Indicator
20%	Add and subtract proper fractions with common denominator
21%	Find a missing angle when given two angles of a triangle
28%	Calculate multiples of a whole number and the least common multiple of two numbers
30%	Read, write, and order decimals to thousandths
34%	Calculate elapsed time in hours and minutes
35%	Measure and draw angles using a protractor
37%	Classify quadrilaterals by properties for their angles and sides
37%	Formulate conclusions and make predictions from graphs
40%	Classify quadrilaterals by properties for their angles and sides
41%	Know that the sum of the interior angles of a quadrilateral is 360 degrees
42%	Identify the ratio of corresponding sides of similar triangles
44%	Calculate the mean for a given set of data and use to describe a set of data
45%	Compare and order fractions including unlike denominators (with and without the use of a number line) Note: commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.
48%	Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)

**Historical NYS Math
Data by program and % change**

Year	General Education	+/-	Special Education	+/-	ELL	+/-
2004	28.1		14.6			
2005	48	19.9	16.4	1.8		
2006	51	3	20.7	4.3	29.8	
2007	53	4	23.1	2.4	29.3	-5
2008	61.9	8.9	26.9	3.8	36.4	7.1
2009	70.6	+8.7	59	+32.1	62.6	+26.2

**NYS 2009 Math
By category & grade level**

	All Tested	General Ed	Special Ed	Black	Hispanic	ELL	English Prof	Male	Female
grade 3	81%	80%	86%	S*	83%	76%	84%	85%	76%
grade 4	66%	69%	58%	53%	69%	66%	66%	65%	68%
grade 5	55%	63%	33%	33%	57%	61%	61%	54%	56%
all students	67.3%	70.6%	59%	43%	69.6%	67.6%	70.3%	68%	66.6%

S* = small group total

NY State Science Assessment

**NY State Science
Spring 2009
Grade 4 & levels 3 & 4 including % change**

	Level 1	Level 2	Level 3 & 4	+/- change
2004	21	60	30	
2005	42	55	41	11
2006	8	53	45	4
2007	6	40	42	-3
2008	23	32	39	-3
2009	5%	42%	52%	+13%

Science instruction is another priority in PS 30. The scores in grade 4 has declined since 2007, this year 52% of students were tested at level 3 & 4, and increase of 13% over 2008 scores. Students in level 1 decreased by 17%, only 5% of students tested a level 1. The focus will to be to provide support in order to move those level 2 students into levels 3 & 4.

Based on analysis of science data the following areas need additional support;

- Describe some survival behaviors of common species.
- Identify ways in which humans have changed their environment and the effects of those changes.
- Describe chemical and physical changes, including changes in states of matter.
- Observe and describe properties of materials, using appropriate tools.
- Observe the way form of energy can be transferred into another form of energy present in common situations.

NY State Science Grade 4

Test Date April 2009

Subgroup Analysis

Category	# tested	Level 1	Level 2	Level 3	Level 4	Level 3 & 4	Mean Score
All students	73	5	42	29	23	52%	68
Gen Ed	58	3	43	29	24	53%	69
Spec Ed	15	13	40	27	20	47%	65
Black	15	-	67	27	7	34%	60
Hispanic	58	7	36	29	28	57%	70
Female	32	-	47	34	19	53%	70
Male	41	10	39	24	27	51%	67
Eng Prof	51	2	47	33	18	51%	67
LEP/ELL	22	14	32	18	36	54%	69
Econ Disadv	70	4	43	30	23	53%	68

Special education, English language learners and male students have a higher percentage of level 1 in science. Currently, only 34% of Black students are meeting the standards and no student scoring at level one. Black students also represent the largest percentage of level 2 and efforts must be placed on moving these students.

NY State Social Studies Assessment

Grade 5

% levels 3 & 4 including % change

Year	% level 3 & 4	+/-
November 2004	15.3	*
November 2005	33.6	18.3
November 2006	40	6.4
November 2007	44	4
November 2008	23	-21

Social Studies performance has gradually increased over the years. In 2007-8 school year 44% of tested students in grade 5 are meeting the state standards. Results of current assessment data demonstrate a 21% decline in social studies achievement, resulting in only 23% of fifth graders meeting the state standards.

Target areas for development in social studies include;

- Using picture documents and resources to develop essays
- Vocabulary development
- Fact and opinion
- Essay writing – introduction, body and conclusion
- Global history, Revolutionary War & Civil War, 13 Colonies, Constitution and historical events
- Branches of government
- Geography and map skills

2008-9 Inquiry team focusing on Improving Instruction created units based on analysis to target current fifth grade students from September to test date. Grade 4 students will also use target lesson in the spring 2010 to sharpen their skills. The school purchased Social Studies Vocabulary workbooks to use with students.

Social Studies Grade 5
Subgroup Analysis
Test Date November 2008

Category	# tested	Level 1	Level 2	Level 3	Level 4	Level 3 & 4	Mean Score
All students	94	50%	27%	20%	3%	23%	56
Gen Ed	72	44%	26%	25%	4%	29%	59
Spec Ed	22	68%	27%	5%	-	5%	48
Black	9	56%	11%	33%	-	33%	55
Hispanic	85	49%	28%	19%	4%	23%	56
Female	41	49%	27%	22%	2%	24%	58
Male	53	51%	26%	19%	4%	23%	55
Eng Prof	61	36%	33%	26%	5%	31%	60
LEP/ELL	33	76%	15%	9%	-	9%	49
Econ Disadv	94	50%	27%	29%	3%	23%	59

Analysis of Subgroup performance on the NY State Social Studies test reveal that more special education and English language learners are scoring in level 1 and their mean score is lower than the other groups. Only 5% of special education students and 9% of English language learners are meeting state standards. As a result, an inquiry group will focus this year on these particular groups, looking closely at the instructional program, curriculum and classroom practices.

Attendance

Year	Percentage
2003-4	92.2
2004-5	93.1
2005-6	91.9
2006-7	92.3
2007-8	92.3
2008-9	94.2

Attendance continues to be a focus for our school, although the attendance increase 1.9% over 2007-8 we are still striving to address the issues on chronic attendance in targeted students.

Analysis of NYC Progress Report

Our school received a letter grade A on the 2008-2009 NYC Progress Report, after two years of consecutive C's our targeted interventions has enabled students to make substantial progress. The overall score increased 48.6%, from 32.7 to 81.3%. Analysis of the environment section shows that PS 30 demonstrated slight improvement of .2% increase resulting in a letter grade A for that section. Although ELA scores increased, student performance section of the Progress Report only increased 3.1% overall to 12.1% out of 25. The percentage of students at proficiency level 3 & 4 for ELA increased 5%, and the median student proficiency increased .02 to 2.86. Mathematics performance increased to 66.7, an increase of 11.0% and a .09% change in median student proficiency to 3.15.

The major area of concern last year was the student progress section which decreased to 11.9, a change of 13% over 2006-2007 Progress Report. During 2008-9 and based on the ELA and Math test, the school gained 37.1% student progress resulting in 49.0% out of 60. This area was a D in 2007-8 and currently an A.

NYC Progress Report 2008-9

ELA Student Progress Analysis	2007-8	2008-9	+/- change
% of students making 1 year progress	56.0	75.3	19.3%
% of students in lowest 1/3 making 1 year progress	78.0	89.3	11.3%
Average change in proficiency at level 1 & 2 students	.18	.39	.21%
Average change in proficiency at level 3 & 4 students	-0.13	0.00	0.13%

Math Student Progress Analysis	2007-8	2008-9	+/- change
% of students making 1 year progress	48.9	62.2	13.3%
% of students in lowest 1/3 making 1 year progress	58.3	72.4	14.1%
Average change in proficiency at level 1 & 2 students	0.15	0.45	.30%
Average change in proficiency at level 3 & 4 students	-0.26	0.01	.27%

Learning Environment Survey Report

	2008	2009	+/- change
Academic Expectations	8.1	8	- .1
Communication	7.8	7.7	- .1
Engagement	7.6	7.5	- .1
Safety and Respect	8.1	8.2	+ .1

Response Rates

	2008	2009	+/- change
Parents	90	82	- 8
Teachers	98	89	- 9

2008-2009 survey shows that 82% of the parents responded to the survey, a decrease of 8% over last year. Response rates for the school were higher than the city average of 45%. Overall parents were satisfied with the instruction and support offered by the school. Teacher survey return rate decreased by 9%, however the rate was higher than the city average of 73%.

2008-9 School Quality Review Report

*Reviewer Sal Fernandez
Review Date: November 5-6, 2008*

The Quality Review Report outlined the following areas that the school needs to improve:

1. Develop school action plans that are transparent and systemic, include measurable interim goals and timeframes, and evaluate teacher's instructional practices to improve student outcomes in core subjects.
2. Further develop teachers' ability to set goals for individual students' self-assessment that include interim benchmarks and specific timeframes that will strategically track each student's progress.
3. Develop a tiered professional development plan that will provide teachers win all core subjects with strategies to engage students in learning and create differentiated approaches to improve student outcomes.
4. Develop consistency and congruency in the use of differentiated instruction and activities to promote higher levels of engagement and challenge in order to motivate students' interest to meet or exceed individual learning goals in core subjects.

School Quality Criteria 2008-2009

Based on the checklist, our school received underdeveloped with proficient features in the following areas:

Quality Statement	Areas	
2.1	Plan and Set Goals	Use collaborative and data informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?
3.2	Develop Coherent Instructional and Organizational Strategies	Teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?
4.3	Align Capacity Building to Goals	Provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?
5.1	Monitor and Revise	The school plan's for improving student outcomes and its strategies for improving each teacher's instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?

Greatest Accomplishments

Mathematics

One of the greatest accomplishments for PS 30 was improving math achievement for students in grades 3, 4 & 5 on the NY State Math test. Moving the school from Corrective Action in math to a school in good standing has been a great accomplishment for our school and staff.

Core Knowledge Reading Pilot

We are piloting the Core Knowledge Reading Program (CKR) in our kindergarten classes. The program is a revolutionary new approach to reading instruction. Its basic tenants state that reading comprehension has dual aspects to it. The first is decoding skills taught in our skills strands. The second aspect is background knowledge. This includes vocabulary and cultural literacy sufficient to understand what is being decoded, which is taught in our Listening and Learning strands. The program offers pre and post assessments of students reading achievement. The DOE facilitates and offers program support for teachers and they receive ongoing professional development to support the implementation of the Core Knowledge program. There are site visits from CKR staff and online support services. There is a parent component to the program that includes meetings, workshops, newsletters, and updates on student progress. The Core Knowledge Program will continue as part of the school's educational program for the next two years, grade 1 in 2009-10 and 2010-11 the pilot will conclude in grade 2.

The Academy

We have developed a partnership with The Academy at Carnegie Hall, The Julliard School, and The Weill Music Institute. This partnership provides music skill-building and enhancement of existing school music curriculum by utilizing a curriculum-based program for elementary schools. It provides musical skill-building using creative approaches to instruments, sectional, small group lessons, and modeling through the use of his/her instruments. In addition, a Fellow from the partnership provides planning and co-teaching in school including professional development, evaluation, performance units, and ongoing partnership assessment with a Teaching Artist Mentor. There are networking opportunities for the principal and professional development for teachers. Students and their families will be able to attend free concerts in all five boroughs of the city.

Reading Reform

This year we have partnered with Reading Reform Foundation to train teachers to understand and use the most effective methods of the teaching reading. Teachers use all four sensory channels in the brain and teach in a systematic, phonetic approach to language. Students learn to decipher words and improve their fluency while reading. Teachers and students examine words for their roots and meaning, thereby leading to deeper and more thoughtful reading. Reading Reform consultants works with teachers two days a week in the classroom, and time is provided for them the plan lessons for future implementation.

Barriers to continuous improvement

One of the barriers faced by the school is the progress of ELL's and ELL's with IEP, these students fall in various categories under NCLB. Particular focus on teacher development in needed to address instructional needs for these groups. Teacher preparation is another barrier to continuous improvement some teachers are not knowledgeable in the methodology of teaching ELL's and students with disabilities. Alignment of state standards and delivery of lesson content needs more support. Instruction in the classroom needs to be more explicit and teachers must use the standards to guide activities. Some teachers do not understand or are able to assess towards the standards.

SECTION V: ANNUAL SCHOOL GOALS

Goal # 1 - English Language Arts-Reading

Teachers will gather and interpret various sources of data to monitor students' progress and differentiate instruction in order to increase student achievement in reading.

- ❖ During the 2009-2010 school year, PS 30 will increase the performance of subgroups in reading in grades 3, 4 and 5 as measured by the NY State ELA test.

Subgroup	Winter 2009 NYS ELA % level 3 & 4	Projected Gains	Expected Outcome
General education	50	2 %	52
Special education	12	3%	15
English language learners	23	2 %	25
English Proficient	47	2 %	49

The school will implement various strategies to help meet the target set by the NYC Progress Report and NCLB requirements. P.S. 30 will implement a balanced reading program using Words Their Way, Making Meaning and Lucy Calkins' writing units of study. Making Meaning is a comprehension program that is meant to foster student's growth, while focusing on specific strategies to help students become effective readers at different levels. Grades 2-5 are currently focusing on the following strategies: retelling, using schema, making connections, visualizing, wondering, questioning, making inferences, determining important ideas, understanding text structure, summarizing and synthesizing.

The program Words Their Way enables teachers to teach explicitly phonics, vocabulary and spelling instruction. Students also become aware of the regularities and conventions of English orthography needed to read and spell. A curriculum calendar for reading and writing was introduced to teachers in September to assist with implementing these activities.

In order for us to gain a deeper understanding of our students literacy needs, the Fountas & Pinnell Benchmark Assessment was launched in May of 2008. In addition high interest and low level books and Readers Theatre were purchased to motivate our struggling readers. Several types of assessment tools are used to customize reading instruction. Periodic assessment, Acuity ELA ITA and Predictive, Fountas & Pinnell Benchmark system, Making Meaning unit assessments and conference sheets are used by teachers. Guided reading activities, conferences notes, reading logs, student work in reading & writing folders are the tools currently in place and assist teachers in gaining more data on students. Kaplan Reading Workshop Test Prep is utilized to develop students' test sophistication skills for the NYS ELA Test. Grammar skills is addressed by Time for Kids and Sadlier program provide instruction to support vocabulary development.

Goal # 2 - Writing

Teachers will develop students' writing skills by following the units of study, conducting mini-lessons and using the writing process daily during the writer's workshop.

- ❖ Baseline writing collected in September 2009 showed that 30% of the students were at standard; by June 2010, 50% of students in grades 1-5 will meet the writing standards as evidenced by the General Writing Assessment Rubric Summary Sheet.

It was decided school-wide to continue with the Lucy Calkins' Writer's Workshop Model and Units of Study because students are able to synthesize, organize, reflect on and respond to everyday life experiences. There has been noticeable progress in the students' writing journals and in writing displayed throughout the school. Writing assessment tool was developed and teachers evaluate student's writing five times a year in order to monitor progress towards the standards.

Goal # 3 - Social Studies

During the 2009-2010 school year all students will improve their social studies skills.

- ❖ By June 2010, students in grade 5 will demonstrate a 10% increase on the NY State Social Studies assessment.

Social studies instruction will follow NY State Standards and NYC Scope and Sequence units of study. Houghton-Mifflin textbook program is used in grades 4 & 5 as part of the NYC core curriculum Trade books are used to supplement instruction in all grades. The social studies cluster teacher works with all grades in supporting the social studies program.

Goal # 4 - Science

During the 2009-2010 school year, all students will improve their skills in science through authentic experiences using Delta and Foss kits.

- ❖ By June 2010, students in grade 4 will demonstrate a 3% increase on the New York State Science Assessment.

Science instruction for all grades is delivered through the use of Delta Science Modules and Foss Kits. Teachers use the NY State standards and the NYC Scope and Sequence when planning instructional activities. The science cluster teacher supports the instructional program for all grades, specifically grades 3 & 4.

Goal # 5 - Math

During the 2009-2010 school year, all students will improve their skills in geometry, algebra and number sense in mathematics through authentic experiences using Everyday Mathematics.

- ❖ By June 2010, students in grades 3, 4 & 5 will demonstrate a 3% increase on the New York State Math assessment.

The mathematics program Everyday Math has been implemented throughout the years adding a grade every year. It has been a great success for preparing students for the NY State Math Test; which led us to carry out the third addition of the program which now addresses Pre-K through 5th grade. Literacy is enhanced through the use of the Everyday Mathematics Libraries. The games reinforce skills and strategies as well as provide active engagement in the daily teaching of math. The math cluster teacher enables students to gain important insights through the use of technology. Ongoing assessments are administered after the completion of each unit. Results are analyzed to plan instruction and encourage students to achieve higher levels of conceptual awareness.

SECTION VI: ACTION PLAN

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

Goal # 1 - ELA - READING

Subject/Area (where relevant): ELA – Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will gather and interpret various sources of data to monitor students’ progress and differentiate instruction in order to increase student achievement in reading.</p> <ul style="list-style-type: none"> ❖ During the 2009-2010 school year, PS 30 will increase the performance of subgroups in reading in grades 3, 4 and 5 as measured by the NY State ELA test. <table border="1" data-bbox="508 797 1787 1008"> <thead> <tr> <th>Subgroup</th> <th>Winter 2009 NYS ELA% level 3 & 4</th> <th>Projected Gains</th> <th>Expected Outcome</th> </tr> </thead> <tbody> <tr> <td>General education</td> <td align="center">50</td> <td align="center">2 %</td> <td align="center">52</td> </tr> <tr> <td>Special education</td> <td align="center">12</td> <td align="center">3%</td> <td align="center">15</td> </tr> <tr> <td>English language learners</td> <td align="center">23</td> <td align="center">2 %</td> <td align="center">25</td> </tr> <tr> <td>English Proficient</td> <td align="center">47</td> <td align="center">2 %</td> <td align="center">49</td> </tr> </tbody> </table>				Subgroup	Winter 2009 NYS ELA% level 3 & 4	Projected Gains	Expected Outcome	General education	50	2 %	52	Special education	12	3%	15	English language learners	23	2 %	25	English Proficient	47	2 %	49
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<i>implementation timelines.</i>	Grade leaders will document grade level meetings using the Team Meeting Sheet and forward copies to Academy Facilitators/Coaches for duplication and follow up with administration.	Pre-K to 5 All students	Grade Leaders Classroom Teachers Academy Facilitators/Coaches Assistant Principal Principal	September – June 2010 (ongoing) <i>Contract For Excellence TL Fair Student Funding EGCSR State</i>
	Distribute School-wide Assessment binder for teachers to use to collect data on the progress of students in English Language Arts <ul style="list-style-type: none"> • NY State ELA Standards • A Comprehensive Approach to Balanced Literacy: A Handbook for Educators • Curriculum Binder • Teacher Desk Reference (new staff) • Conference Notes Form • Spelling Inventory Sheet • F&P Benchmark • Next Step & Goal sheet • Making Meaning Conference Sheet 	Pre-K to 5 All students	Academy Facilitators/Coaches Classroom Teachers Assistant Principal Principal	September 2009 <i>Contract For Excellence Title I SWP TL Fair Student Funding EGCSR State</i>
	Distribute monthly newsletter in English and Spanish “Reading Connection” to families, this publication provides parents with strategies to help their children develop as readers.	Pre-K to 5 All students	School Aide Secretary Principal	September – June 2010 <i>TL Fair Student Funding Title I</i>
	Professional Development outlining expectations for teaching and learning <ul style="list-style-type: none"> • Distribute curriculum pacing calendars • Review 120 minutes literacy block components • NYC Scope and Sequence • Outline the expectations for learning environment including meeting areas, literacy centers, leveled library, 	Pre-K to 5 All students	Academy Facilitators/Coaches Classroom Teachers Assistant Principal Principal	September 2009 Grade level meetings during September and October <i>TL Fair Student Funding EGCSR State</i>

	process charts, word walls and technology.			
	Prepare and Distribute Reading Log Folder and Summary Sheet for students to record the books read during the school year.	Grades 1 to 5 All students	School Aides Academy Facilitators/Coaches Principal	September 2-5, 2009 <i>Contract For Excellence TL Fair Student Funding</i>
	All students will have Book Baggies to hold the various books to read. During shop for books students select books on their independent reading level and books by interest or themes.	K to 5 All students	Classroom Teacher Academy Facilitators/Coaches	September 2 – 3, 2009 <i>TL Fair Student Funding EGCSR State</i>
	Provide management strategies for students during independent reading. Teachers will display charts that help students to work on meaningful activities when they have completed the independent reading. “What to do when you’re done” charts are reviewed with students and posted in the classroom.	Grades 1 to 5 All students	Teachers grades 1-5 Academy Facilitators/Coaches	September 2 – 22, 2009 during grade level meetings <i>Contract For Excellence TL Fair Student Funding EGCSR State</i>
	Classroom libraries are leveled and organized by genre or themes. Library will reflect the reading levels of the students in the class and current themes for other curriculum areas being studied in Math, Social Studies and Science.	K to 5 All students	All Teachers Cluster Teachers Assistant Principals	September 2-12, 2009 <i>TL Fair Student Funding EGCSR State</i>
	Administer Fountas & Pinnell Benchmark to determine the independent and instructional reading level of students in order to form groups. Teachers were provided with the reading levels for their class from the June 2009 reading level benchmark. <i>Due dates for F & P benchmarks & submission to Principal:</i> <u>Benchmark # 1</u> Sept 9 – October 30, 2009 <u>Benchmark # 2</u> Jan 4 – February 12, 2010 <u>Benchmark # 3</u> April 7 – June 4, 2010	Grades 1 to 5 All students	Classroom Teachers Academy Facilitators/Coaches AUSSIE consultant Assistant Principal	<u>Benchmark # 1</u> Sept 9 – October 30, 2009 <u>Benchmark # 2</u> Jan 4 – February 12, 2010 <u>Benchmark # 3</u> April 7 – June 4, 2010 <i>Title I SWP TL Fair Student Funding EGCSR State</i>

	Enter student's benchmark levels into tracking system and provide analysis of each student's reading level in relation to the grade level benchmark.	Grades 1-5 All students	Assistant Principal	<i>November, March and June 2010</i> <i>TL Fair Student Funding</i>
	Teachers will review F & P Benchmark data analysis in relation to the distance from the benchmark and set individual goals for students based on data.	Grades 1-5	Classroom Teachers Academy Facilitators/Coaches AUSSIE consultant Assistant Principal	<i>November, March and June 2010</i> <i>TL Fair Student Funding</i> <i>EGCSR State</i>
	Administer and analyze Words Their Way Spelling Inventory in order to differentiate word study activities. Using this data, teachers will organize groups based on students' skills level.	Grades 1 to 5 All students	Teachers Grades 1-5 Assistant Principal	September 8-26, 2009 <i>TL Fair Student Funding</i> <i>EGCSR State</i>
	Classroom teachers will implement daily word study activities using Words Their Way program.	Grades 1 to 5 All students	Classroom Teachers Assistant Principal	Daily during literacy block September 8 – June 2010 <i>TL Fair Student Funding</i> <i>EGCSR State</i>
	Implement Making Meaning reading comprehension program daily, conduct read aloud and small group reading. Teachers will administer unit assessments, maintain conference sheets and collect student work samples in ELA folder/Assessment binder.	Grades 1 to 5 All students	Classroom Teachers Assistant Principal	October 2-June 2010 daily during the literacy block <i>TL Fair Student Funding</i> <i>EGCSR State</i>
	Teachers in grades 3, 4 & 5 will use ARIS ELA data with proficiency rating and set goals for students and develop an action plan with target interventions.	Teachers grade 3, 4 & 5	Classroom teachers 3-5, Academy Facilitators/Coaches, Assistant Principal, Cambridge Consultant and Principal	October 2009 February 2010 June 2010 <i>Title I CA</i> <i>Contract For Excellence</i> <i>TL Fair Student Funding</i>
	Analyze NYS student results for the winter 2009 ELA test. <ul style="list-style-type: none"> • Identify areas that were below state benchmark for each standard tested • Create and distribute item analysis by class 	Grades 3, 4 & 5 All students	SAF Academy Facilitators/Coaches Principal	September 15-26, 2009 <i>Contract For Excellence</i>

	<p>Conduct grade meetings to assist teachers in grades 3-5 to create groups in the classroom and identify the distance of each student in reference to the state scale score of 650 by reviewing ELA Progress Report data.</p>	<p>Grades 3, 4 & 5 All students</p>	<p>Teachers grades 3- 5 Academy Facilitators/Coaches ESO Achievement Coach Assistant Principal Principal</p>	<p>October 6-October 10, 2009 <i>TL Fair Student Funding</i></p>
	<p>Review item analysis and identify areas to focus test sophistication lessons to address areas below standards. Create test calendar by grade with specific skill explicitly stated for teachers to implement daily target strategy lessons using ELA Coach materials.</p>	<p>Grades 3, 4 & 5 All students</p>	<p>Academy Facilitators/Coaches SAF ESO Achievement Coach Principal</p>	<p>October 8-17, 2009 <i>Contract For Excellence TL Fair Student Funding</i></p>
	<p>Teachers will implement Test Sophistication lessons in ELA daily between 8:30-9:00. These lessons target areas identified on the winter 2009 NYS ELA item analysis.</p>	<p>Grades 3, 4 & 5 All students</p>	<p>Teachers grades 3- 5 Assistant Principal</p>	<p>October 20-January 9, 2010 (daily lessons in the morning) <i>TL Fair Student Funding EGCSR State</i></p>
	<p>Use professional development needs assessment and classroom observations to develop action plans and to organize topics for grade level meetings, attendance of teachers at specific workshops and courses to support their professional growth.</p>	<p>Pre-K- 5 All Staff</p>	<p>Targeted teachers Assistant Principal Principal</p>	<p>October-November 2009 <i>TL Fair Student Funding EGCSR State Title I</i></p>
	<p>Implement Kaplan Reading Workshop lessons as outlined in the curriculum map for ELA strategy lessons.</p>	<p>Grades 3, 4 & 5 All students</p>	<p>Teachers grades 3- 5 Assistant Principal</p>	<p>September - April 23, 2010 <i>TL Fair Student Funding</i></p>
	<p>Implement Sadlier Oxford lessons to assist in the development of vocabulary.</p>	<p>Grades 2 to 5 All students</p>	<p>Teachers grades 2-5 Assistant Principal</p>	<p>September 2-June 2010 <i>TL Fair Student Funding</i></p>
	<p>Classroom teachers will use Time for Kids Grammar books during the literacy block. These targeted lessons will assist students to develop grammar skills based on students' needs.</p>	<p>Grades 1-5</p>	<p>Classroom Teachers grades 1-5 Academy Facilitators/Coaches</p>	<p>September-June 2010 <i>TL Fair Student Funding</i></p>

	<p>Support teachers with the implementation of new Core Knowledge Reading Pilot</p> <ul style="list-style-type: none"> • Improve reading instruction in kindergarten • Focus on decoding strategy taught in the Skills Strand • Focus on background knowledge, vocabulary and cultural literacy taught daily in the Listening and Learning Strand • Administer pre-post assessments including Dibbles & Woodcock Johnson • Site visits by the DOE Literacy coach • Ongoing professional development for CK teachers • Participation by principal and assistant principal in required feedback sessions. 	Kgn & Grade 1 students in general education monolingual classes	<p>Selected Kindergarten and grade 1 teachers CK Literacy coach Assistant Principal Prek-2 Principal Office of Teaching & Learning Office of English language arts</p>	<p>September – June 2010</p> <p><i>TL Fair Student Funding EGCSR State</i></p>
	<p>Conduct Parent Workshops to assist parent support the development of English Language Arts skills in their children.</p>	Pre-K to 5 All students	<p>Parent Coordinator Academy Facilitators/Coaches</p>	<p>Ongoing October-May 2010</p> <p><i>Title I TL Parent Coord. TL Fair Student Funding</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p><i>Contract For Excellence – funding for Teacher Quality – Academy Facilitators/Coaches TL Fair Student Funding – classroom teachers EGCSR State – funding for reduced class in K-3 Title I TL Parent Coord. TL Fair Student Funding Title III</i></p>			

Indicators of Interim Progress and/or Accomplishment

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

Analysis of ELA goals and progress towards goals using interim assessment. Results are recorded on the Goal Setting Tracker and teachers will measure progress and revise goals as needed. Analysis is done for subgroups and all tested students.

Review Fountas & Pinnell Benchmark data to monitor the percentage of students benchmarking on grade level. It is projected that 50% of grade level students will meet the grade level benchmarks indicated in the chart below.

Grade	Reading Level Benchmark November	Reading Level Benchmark March	Reading Level Benchmark June
1	C	E	H
2	H	J	L
3	L	M	N
4	N	P	R
5	R	S	T

Review Team Meeting sheets to monitor the grade meetings and planning of units by teachers.
Periodic assessment tools Acuity will be used to monitor growth in reading in October, January, April, May and June.
Review of assessment binders to identify students below grade level and provide targeted intervention.
Review lessons plans and conduct observations to ensure compliance with ELA coursework and program requirements.
Review unit assessments for Making Meaning and Words Their Way to track growth.

SECTION VI: ACTION PLAN

Goal # 2 - WRITING

Subject/Area (where relevant): ELA - Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will develop students' writing skills by following the units of study, conducting mini-lessons and using the writing process daily during the writer's workshop.</p> <ul style="list-style-type: none"> ❖ Baseline writing collected in September 2009 showed that 30% of the students were at standard; by June 2010, 50% of students in grades 1-5 will meet the writing standards as evidenced by the General Writing Assessment Rubric Summary Sheet. 																							
<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>	<table border="1"> <thead> <tr> <th data-bbox="415 743 1058 813">actions/strategies</th> <th data-bbox="1066 743 1272 813">Target population</th> <th data-bbox="1281 743 1629 813">responsible staff members</th> <th data-bbox="1638 743 1976 813">implementation timelines & funding</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 820 1058 914">Professional development in writing, using resource writing CD and curriculum map including units of study for the year.</td> <td data-bbox="1066 820 1272 914">Pre-K to 5 All students</td> <td data-bbox="1281 820 1629 914">Academy Facilitators/Coaches</td> <td data-bbox="1638 820 1976 914">August 28-29, 2009 <i>Contract For Excellence</i></td> </tr> <tr> <td data-bbox="415 920 1058 1193">Teachers will use School-wide Writing binder to collect data on the progress of students in English Language Arts <ul style="list-style-type: none"> • NY State ELA/Writing Standards • Writing Continuum • Writing process charts • Conference Notes Form • Unit checklists </td> <td data-bbox="1066 920 1272 1193">Pre-K to 5 All students</td> <td data-bbox="1281 920 1629 1193">Academy Facilitators/Coaches Assistant Principal</td> <td data-bbox="1638 920 1976 1193">August 28- September 5, 2009 <i>TL Fair Student Funding Contract For Excellence</i></td> </tr> <tr> <td data-bbox="415 1200 1058 1330">Teachers will use Lucy Calkins Units of Study in Writing daily during the writing workshop. Teachers will use this resource to implement the writing curriculum.</td> <td data-bbox="1066 1200 1272 1330">K to 5 All students</td> <td data-bbox="1281 1200 1629 1330">Classroom teachers Academy Facilitators/Coaches</td> <td data-bbox="1638 1200 1976 1330">September 2009 – June 2010 <i>Contract For Excellence</i></td> </tr> <tr> <td data-bbox="415 1336 1058 1430">Distribute to all classes; <ul style="list-style-type: none"> • Writers' notebook • Writing in Progress folders </td> <td data-bbox="1066 1336 1272 1430">K to 5 All students</td> <td data-bbox="1281 1336 1629 1430">School Aides Academy Facilitators/Coaches</td> <td data-bbox="1638 1336 1976 1430">September 2-5, 2009</td> </tr> </tbody> </table>				actions/strategies	Target population	responsible staff members	implementation timelines & funding	Professional development in writing, using resource writing CD and curriculum map including units of study for the year.	Pre-K to 5 All students	Academy Facilitators/Coaches	August 28-29, 2009 <i>Contract For Excellence</i>	Teachers will use School-wide Writing binder to collect data on the progress of students in English Language Arts <ul style="list-style-type: none"> • NY State ELA/Writing Standards • Writing Continuum • Writing process charts • Conference Notes Form • Unit checklists 	Pre-K to 5 All students	Academy Facilitators/Coaches Assistant Principal	August 28- September 5, 2009 <i>TL Fair Student Funding Contract For Excellence</i>	Teachers will use Lucy Calkins Units of Study in Writing daily during the writing workshop. Teachers will use this resource to implement the writing curriculum.	K to 5 All students	Classroom teachers Academy Facilitators/Coaches	September 2009 – June 2010 <i>Contract For Excellence</i>	Distribute to all classes; <ul style="list-style-type: none"> • Writers' notebook • Writing in Progress folders 	K to 5 All students	School Aides Academy Facilitators/Coaches	September 2-5, 2009
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Distribute to all classes; <ul style="list-style-type: none"> • Writers' notebook • Writing in Progress folders 	K to 5 All students	School Aides Academy Facilitators/Coaches	September 2-5, 2009																					

	<ul style="list-style-type: none"> Publishing folder (drafts/revisions/rubrics) 		Principal	<i>TL Fair Student Funding Contract For Excellence</i>
	Implement daily writer's workshop and mini-lessons while following the units of study outlined in the curriculum map. Host publishing celebrations at the end of units to share writing projects.	Grades 1 to 5 All students	Classroom teachers AUSSIE consultant Academy Facilitators/Coaches AP & Principal	September 3 – June 2010 Ongoing <i>Contract For Excellence TL Fair Student Funding EGCSR State</i>
	Staff will encourage students to get involved in contests and activities that celebrate writing to promote social, cultural, emotional awareness and literacy.	Pre-K to 5 All students	All Staff Assistant Principals	Ongoing September-June 2010 <i>TL Fair Student Funding</i>
	Hold annual Poetry Café celebration for students to share original poems, read favorite poetry and study various forms of poetry.	Pre-K to 5 All students	Academy Facilitators/Coaches All Teachers Support Staff	April 2010 (annual Poem in your Pocket Day) <i>Contract For Excellence TL Fair Student Funding</i>
	Teachers will use the General Writing Assessment Rubric to evaluate students' writing <ul style="list-style-type: none"> General Assessment Writing Rubric will be used by all teachers. Class Assessment Summary will record class data Individual Assessment Summary 	K to 5 All students	Teachers AUSSIE consultant Academy Facilitators/Coaches Principal	Ongoing September – June 2010 <i>Title I SWP Contract For Excellence TL Fair Student Funding EGCSR State</i>
	Teachers will analyze baseline writing samples for all students in grades 1-5 to form groups based on needs identified by teachers. School leaders will support teachers through this process. <i>Baseline samples due October 16, 2009</i>	Grades 1 to 5 All students	Classroom teachers Academy Facilitators/Coaches AUSSIE consultant Principal	September 17, 2009 <i>Title I SWP Contract For Excellence TL Fair Student Funding EGCSR State</i>
	Teachers will use the school-wide writing rubric aligned with NY State Standards to monitor progress in writing and to evaluate writing and	K to 5 All students	AUSSIE consultant Academy Facilitators/Coaches	September 9-October 16, 2009

	plan mini lessons that differentiated.		Principal	<i>Title I SWP Contract For Excellence</i>
	Teachers will submit writing assessment data for students five times a year and submit summary forms to the principal. These assessments will be used to monitor progress towards goals and identify areas of improvement. <i>Assessment 1 – October 16, 2009 Assessment 2 – December 18, 2009 Assessment 3 – March 5, 2010 Assessment 4 – May 14, 2010</i>	K to 5 All students	Teachers AUSSIE consultant Academy Facilitators/Coaches Principal	<i>Assessment 1 – October 16, 2009 Assessment 2 – December 18, 2009 Assessment 3 – March 5, 2010 Assessment 4 – May 14, 2010 Title I SWP Contract For Excellence</i>
	Teachers will integrate writing in social studies, science, math and other subject areas.	All students	All Teachers Academy Facilitators/Coaches Assistant Principal	<i>September –June 2010 TL Fair Student Funding EGCSR State</i>
	Increase mastery of grade level vocabulary through word identification assessments.	Pre-K to 5 All students	All Teachers Academy Facilitators/Coaches Assistant Principal	<i>Ongoing September – May 2010 TL Fair Student Funding</i>
	Conduct Parent Workshops to support the development of writing skills, vocabulary, writing process, content and elaboration.	Pre-K to 5 All students	Parent Coordinator Selected Teachers Academy Facilitators/Coaches Assistant Principal	<i>Ongoing October-May 2010 Title I SWP TL Parent Coord.</i>
	Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include	<i>TL Fair Student Funding Contract For Excellence Title I SWP TL Parent Coord. EGCSR State Title III</i>		

<p><i>reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review General Assessment Writing Rubric Summary sheets submitted by teachers in September, November, February, April and June to monitor progress towards attaining standards.</p> <p><i>Assessment 1 – October 16, 2009</i> <i>Assessment 2 – December 18, 2009</i> <i>Assessment 3 – March 5, 2010</i> <i>Assessment 4 – May 14, 2010</i></p> <p>Review Publishing folders for adherence to units of study and monitor writing progress. Review students' writer's notebook for evidence and adherence to writing curriculum.</p>

SECTION VI: ACTION PLAN

Goal # 3 - SOCIAL STUDIES

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2009-2010 school year, all students will improve their social studies skills.</p> <ul style="list-style-type: none"> ❖ By June 2010, students in grade 5 will demonstrate a 10% increase on the NY State Social Studies assessment. 																							
<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>	<table border="1"> <thead> <tr> <th data-bbox="415 743 1058 813">actions/strategies</th> <th data-bbox="1058 743 1272 813">Target population</th> <th data-bbox="1272 743 1633 813">responsible staff members</th> <th data-bbox="1633 743 1990 813">implementation timelines & funding</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 813 1058 948">Provide teachers with NYC Scope and Sequence for Social Studies, copies of social studies curriculum map and units of study by grade.</td> <td data-bbox="1058 813 1272 948">Pre-K to 5 All students</td> <td data-bbox="1272 813 1633 948">Academy Facilitators/Coaches Principal</td> <td data-bbox="1633 813 1990 948">August 28-29, 2009 <i>TL Fair Student Funding</i></td> </tr> <tr> <td data-bbox="415 948 1058 1083">Implement in grade 4 & 5 new core curriculum in social studies using Houghton-Mifflin textbook program.</td> <td data-bbox="1058 948 1272 1083">Grade 4 & 5</td> <td data-bbox="1272 948 1633 1083">Classroom teachers Facilitators/Coaches</td> <td data-bbox="1633 948 1990 1083">September – June 2010 <i>TL Fair Student Funding</i></td> </tr> <tr> <td data-bbox="415 1083 1058 1284">Monthly grade meeting to discuss units and plan projects and activities to support content being studied.</td> <td data-bbox="1058 1083 1272 1284">Pre-K to 5 All students</td> <td data-bbox="1272 1083 1633 1284">Classroom teachers Grade leaders Academy Facilitators/Coaches</td> <td data-bbox="1633 1083 1990 1284">Ongoing September- June 2010 <i>TL Fair Student Funding EGCSR State Title I</i></td> </tr> <tr> <td data-bbox="415 1284 1058 1458">Teachers will use a range of primary and secondary sources in the classrooms including photos, artwork, editorials, letters, charts, timelines, interviews and maps during social studies units.</td> <td data-bbox="1058 1284 1272 1458">Grades 1 to 5 All students</td> <td data-bbox="1272 1284 1633 1458">Classroom Teachers Social Studies Cluster Academy Facilitators/Coaches Principal</td> <td data-bbox="1633 1284 1990 1458">September – June 2010 <i>TL Fair Student Funding Contract For Excellence</i></td> </tr> </tbody> </table>				actions/strategies	Target population	responsible staff members	implementation timelines & funding	Provide teachers with NYC Scope and Sequence for Social Studies, copies of social studies curriculum map and units of study by grade.	Pre-K to 5 All students	Academy Facilitators/Coaches Principal	August 28-29, 2009 <i>TL Fair Student Funding</i>	Implement in grade 4 & 5 new core curriculum in social studies using Houghton-Mifflin textbook program.	Grade 4 & 5	Classroom teachers Facilitators/Coaches	September – June 2010 <i>TL Fair Student Funding</i>	Monthly grade meeting to discuss units and plan projects and activities to support content being studied.	Pre-K to 5 All students	Classroom teachers Grade leaders Academy Facilitators/Coaches	Ongoing September- June 2010 <i>TL Fair Student Funding EGCSR State Title I</i>	Teachers will use a range of primary and secondary sources in the classrooms including photos, artwork, editorials, letters, charts, timelines, interviews and maps during social studies units.	Grades 1 to 5 All students	Classroom Teachers Social Studies Cluster Academy Facilitators/Coaches Principal	September – June 2010 <i>TL Fair Student Funding Contract For Excellence</i>
actions/strategies	Target population	responsible staff members	implementation timelines & funding																					
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Teachers will use a range of primary and secondary sources in the classrooms including photos, artwork, editorials, letters, charts, timelines, interviews and maps during social studies units.	Grades 1 to 5 All students	Classroom Teachers Social Studies Cluster Academy Facilitators/Coaches Principal	September – June 2010 <i>TL Fair Student Funding Contract For Excellence</i>																					

	Use data from 2008 NY state social studies assessment and develop lessons with pacing calendar to target specific skill in fifth grade students.	Grade 5	Grade 5 teachers Social Studies Cluster Improving Instruction Team	September-November 2009 <i>TL Fair Student Funding</i> <i>TL Inquiry</i> <i>Title I</i>
	Purchase additional resources from Nystrom to support learning in social studies.	Pre-K to 5 All students	SBM Academy Facilitators/Coaches Principal	December 2009 <i>TL Fair Student Funding</i>
	Teachers will scaffold students using various questions specific to inquiry with documents and artifacts in social studies.	Grades 1 to 5 All students	All Teachers AUSSIE consultant Academy Facilitators/Coaches Social Studies cluster	January – June 2010 <i>Title I SWP</i> <i>Contract For Excellence</i>
	Social studies instruction will focus on comprehension skills including inference and drawing conclusions.	Grades 1 to 5 All students	Classroom Teachers Social Studies Cluster Academy Facilitators/Coaches	October-June 2010 <i>TL Fair Student Funding</i> <i>EGCSR State</i> <i>Contract for Excellence</i>
	Teachers will use maps and globes during instruction and assist students in map reading, legends, symbols, scales, use various measuring tools, understand time zones and interpret different kinds of maps.	Grades 1 to 5 All students	Classroom Teachers Social Studies Cluster Academy Facilitators/Coaches Assistant Principal	October – June 2010 <i>TL Fair Student Funding</i>
	Students will participate in field trips that are aligned with the units of study and expose them to primary documents and artifacts.	Pre-K to 5 All students	Classroom Teachers Trip Coordinator	October – June 2010 <i>TL Fair Student Funding</i>
	Students will generate research writing by gathering and interpreting information, using primary and secondary sources and organizing information in a logical and coherent manner.	Grades 1 to 5 All students	Library Teacher All Teachers Assistant Principal	October – May 2010 <i>Title I SWP</i> <i>TL Fair Student Funding</i> <i>EGCSR State</i>
	Students will create self directed projects and exhibits to display during school-wide Social Studies celebration. Students will participate in	Pre-K to 5 All students	All Teachers Library Teacher Social Studies Cluster	April – June 2010

	culminating activities in social studies including oral presentations, dioramas, student created books, posters, timelines, PowerPoint, experience charts and art.		Assistant Principal	<i>Title I SWP TL Fair Student Funding EGCSR State</i>
	Curriculum development team will work on creating more text sets that are aligned with social studies units. Create checklist, rubrics, and other quick assessments.	Pre-K to 5 All students	Teachers Academy Facilitators/Coaches Principal	December 2009- March 2010 <i>Contract For Excellence TL Fair Student Funding</i>
	Integrate writing in social studies evaluation through historical fiction unit.	Grades 3 to 5 All students	Teachers Academy Facilitators/Coaches	September – June 2010 <i>Contract For Excellence</i>
	Conduct parent workshops to enhance social studies themes and provide parents with ways to help reinforce concepts in social studies at home.	Pre-K to 5 All students	Social studies cluster Selected teachers Parent Coordinator	October, January and May 2010 <i>Title I SWP TL Fair Student Funding TL Parent Coord.</i>
	Provide students in grade 5 with exposure to colonial times through drama. Colonial Cavalcade consultant will work with students weekly and present an assembly highlighting students' knowledge and understanding through music, dancing and oral presentations.	Grade 5 All students	Grade 5 teachers Consultant Assistant Principal	September – November 2009 <i>TL Fair Student Funding</i>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the	<i>EGCSR State TL Fair Student Funding Title I SWP TL Parent Coord. Contract For Excellence</i>			

<p><i>use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review Social Studies folders for adherence to units of study and monitor progress. Review students' notebook for evidence and adherence to social studies units of study and curriculum. Every 6 – 8 weeks there will a review of Assessment binders for unit assessments in social studies and progress monitoring of students' mastery of social studies content. Classroom environment will reflect units of study in social studies with projects displayed, word wall and other artifacts evident in rooms. All students will demonstrate 60% mastery of social studies content and skills as measured by analysis of unit assessments.</p>

SECTION VI: ACTION PLAN
Goal # 4 - SCIENCE

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2009-2010 school year, all students will improve their skills in science through authentic experiences using Delta and Foss kits.</p> <ul style="list-style-type: none"> ❖ By June 2010, students in grade 4 will demonstrate a 3% increase on the New York State Science Assessment. 																							
<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>	<table border="1"> <thead> <tr> <th data-bbox="415 678 1058 743">actions/strategies</th> <th data-bbox="1068 678 1272 743">Target population</th> <th data-bbox="1283 678 1631 743">responsible staff members</th> <th data-bbox="1642 678 1995 743">implementation timelines & funding</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 751 1058 849">Provide teachers with NYC Scope and Sequence for Science, copies of science curriculum map and units of study by grade.</td> <td data-bbox="1068 751 1272 849">Kgn to 5 All students</td> <td data-bbox="1283 751 1631 849">Academy Facilitators/Coaches Principal</td> <td data-bbox="1642 751 1995 849">September 8, 2009 <i>Contract For Excellence</i></td> </tr> <tr> <td data-bbox="415 857 1058 979">Teachers will participate in monthly grade meetings to discuss units and plan projects or activities to support science.</td> <td data-bbox="1068 857 1272 979">Pre-K to 5 All students</td> <td data-bbox="1283 857 1631 979">Classroom teachers Grade leaders Academy Facilitators/Coaches</td> <td data-bbox="1642 857 1995 979">Ongoing September-June 2010 <i>Contract For Excellence</i></td> </tr> <tr> <td data-bbox="415 987 1058 1149">Teachers will use a range of resources provided in the Delta and Foss kits in the classrooms to support science learning.</td> <td data-bbox="1068 987 1272 1149">Pre-K to 5 All students</td> <td data-bbox="1283 987 1631 1149">Classroom Teachers Science Cluster Academy Facilitators/Coaches Principal</td> <td data-bbox="1642 987 1995 1149">September – June 2010 <i>TL Fair Student Funding</i></td> </tr> <tr> <td data-bbox="415 1157 1058 1455"> Students will create self directed projects and exhibits to display during school-wide science celebration. <ul style="list-style-type: none"> • Grade 3, 4 and 5 will display individual projects. • Grade 2 will work on group projects. • Pre-k, Kgn and grade 1 will submit class projects. </td> <td data-bbox="1068 1157 1272 1455">Pre-K to 5 All students</td> <td data-bbox="1283 1157 1631 1455">Classroom Teachers Science Cluster Assistant Principals</td> <td data-bbox="1642 1157 1995 1455">March – May 2010 <i>TL Fair Student Funding EGCSR State</i></td> </tr> </tbody> </table>				actions/strategies	Target population	responsible staff members	implementation timelines & funding	Provide teachers with NYC Scope and Sequence for Science, copies of science curriculum map and units of study by grade.	Kgn to 5 All students	Academy Facilitators/Coaches Principal	September 8, 2009 <i>Contract For Excellence</i>	Teachers will participate in monthly grade meetings to discuss units and plan projects or activities to support science.	Pre-K to 5 All students	Classroom teachers Grade leaders Academy Facilitators/Coaches	Ongoing September-June 2010 <i>Contract For Excellence</i>	Teachers will use a range of resources provided in the Delta and Foss kits in the classrooms to support science learning.	Pre-K to 5 All students	Classroom Teachers Science Cluster Academy Facilitators/Coaches Principal	September – June 2010 <i>TL Fair Student Funding</i>	Students will create self directed projects and exhibits to display during school-wide science celebration. <ul style="list-style-type: none"> • Grade 3, 4 and 5 will display individual projects. • Grade 2 will work on group projects. • Pre-k, Kgn and grade 1 will submit class projects. 	Pre-K to 5 All students	Classroom Teachers Science Cluster Assistant Principals	March – May 2010 <i>TL Fair Student Funding EGCSR State</i>
actions/strategies	Target population	responsible staff members	implementation timelines & funding																					
Provide teachers with NYC Scope and Sequence for Science, copies of science curriculum map and units of study by grade.	Kgn to 5 All students	Academy Facilitators/Coaches Principal	September 8, 2009 <i>Contract For Excellence</i>																					
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	Students will participate in culminating activities in Science at the end of units including oral presentations, dioramas, student created books, posters, PowerPoint, experience charts and art related activities.	Pre-K to 5 All students	Classroom teachers Science cluster Assistant Principal	October – June 2010 <i>TL Fair Student Funding</i>
	Integrate writing in science by using Science notebooks to document learning, reflect on concepts and understandings in science.	Grades 1 to 5 All students	Teachers Assistant Principal	September – June 2010 <i>TL Fair Student Funding</i>
	Provide professional development in scientific method and the inquiry process for teachers.	Pre-K to 5 All students	All Teachers Academy Facilitators/Coaches Assistant Principal SBM Principal	September – May 2010 <i>TL Fair Student Funding Title I</i>
	Teachers will administer, score and analyze Delta-Foss science unit assessments. They will re-teach skills and concepts to those students not demonstrating mastery.	Pre-K to 5	All Teachers Academy Facilitators/Coaches Assistant Principal Principal	September – June 2010 <i>Title I SWP TL Fair Student Funding EGCSR State</i>
	Teachers will expose students to educational trips that support science learning.	Pre-K to 5 All students	All Teachers Trip Coordinator	October – June 2010 <i>TL Fair Student Funding</i>
	Utilize the school library as a resource to conduct research projects in science.	Pre-K to 5 All students	Library Teacher Classroom Teachers	September – June 2010 <i>Title I SWP Contract for Excellence</i>
	Increase students' vocabulary in science in the classroom using word walls and process charts.	Pre-K to 5 All students	Teachers Assistant Principal	September – June 2010 <i>TL Fair Student Funding</i>
	Conduct parent workshops to enhance science themes and provide parents with ways to help their children master concepts in science.	Pre-K to 5 All students	Science cluster Selected teachers Parent Coordinator	October, February & May 2010 <i>Title I SWP TL Parent Coord.</i>

	Participate in the Global Education Greenhouse – Seeds of Hope a district 7 proposal and partner with Parks Department GreenThumb to develop a school based Community Garden.	Pre-K to 5 All students	All Teachers Academy Facilitators/Coaches Social Worker Psychologist Principal	September – June 2010 <i>TL Fair Student Funding</i>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<i>EGCSR State TL Fair Student Funding Title I SWP TL Parent Coord. Contract For Excellence</i>			
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Review Science folders for adherence to units of study and monitor progress. Review students' Science Notebook for evidence and adherence to curriculum, units of study and reflections on learning. Every 6 – 8 weeks there will a review of Assessment binders for Delta and Foss unit assessments in science and progress monitoring of students' mastery of science content. Classroom environment will reflect units in science, projects displayed, word wall and other artifacts. Students will demonstrate 60% mastery of key performance indicators in science and show knowledge of science content and skills as measured by analysis of unit assessments.			

SECTION VI: ACTION PLAN

Goal # 5 - MATHEMATICS

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2009-2010 school year, all students will improve their skills in geometry, algebra and number sense in mathematics through authentic experiences using Everyday Mathematics.</p> <ul style="list-style-type: none"> ❖ By June 2010, students in grades 3, 4 & 5 will demonstrate a 3% increase on the New York State Math assessment. 																			
<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>	<table border="1"> <thead> <tr> <th data-bbox="417 743 1058 813">actions/strategies</th> <th data-bbox="1058 743 1272 813">Target population</th> <th data-bbox="1272 743 1631 813">responsible staff members</th> <th data-bbox="1631 743 1990 813">implementation timelines & funding</th> </tr> </thead> <tbody> <tr> <td data-bbox="417 813 1058 1016">Ensure that all teachers have NYC Everyday Mathematics Planning Guide, Comprehensive Approach to Balanced Mathematics for Educators and NY State Mathematics Standards.</td> <td data-bbox="1058 813 1272 1016">Pre-K - 5</td> <td data-bbox="1272 813 1631 1016">Academy Facilitators/Coaches Assistant Principals</td> <td data-bbox="1631 813 1990 1016">September 8, 2009 Contract For Excellence TL Fair Student Funding</td> </tr> <tr> <td data-bbox="417 1016 1058 1183">Teachers will meet monthly during grade meetings to discuss math units and plan activities to support math instruction.</td> <td data-bbox="1058 1016 1272 1183">Pre-K - 5</td> <td data-bbox="1272 1016 1631 1183">Classroom teachers Academy Facilitators/Coaches Principal</td> <td data-bbox="1631 1016 1990 1183">September - June 2010 TL Fair Student Funding EGCSR State Contract For Excellence</td> </tr> <tr> <td data-bbox="417 1183 1058 1451">Teachers will follow the workshop model and implement math instruction using the Everyday Math program and manipulatives.</td> <td data-bbox="1058 1183 1272 1451">Pre-K - 5</td> <td data-bbox="1272 1183 1631 1451">Classroom teachers Academy Facilitators/Coaches Assistant Principals</td> <td data-bbox="1631 1183 1990 1451">September - June 2010 EGCSR State TL Fair Student Funding Title I SWP TL Parent Coord. Contract For Excellence Title III</td> </tr> </tbody> </table>				actions/strategies	Target population	responsible staff members	implementation timelines & funding	Ensure that all teachers have NYC Everyday Mathematics Planning Guide, Comprehensive Approach to Balanced Mathematics for Educators and NY State Mathematics Standards.	Pre-K - 5	Academy Facilitators/Coaches Assistant Principals	September 8, 2009 Contract For Excellence TL Fair Student Funding	Teachers will meet monthly during grade meetings to discuss math units and plan activities to support math instruction.	Pre-K - 5	Classroom teachers Academy Facilitators/Coaches Principal	September - June 2010 TL Fair Student Funding EGCSR State Contract For Excellence	Teachers will follow the workshop model and implement math instruction using the Everyday Math program and manipulatives.	Pre-K - 5	Classroom teachers Academy Facilitators/Coaches Assistant Principals	September - June 2010 EGCSR State TL Fair Student Funding Title I SWP TL Parent Coord. Contract For Excellence Title III
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	<p>Teachers will integrate writing in the math classroom by having students explain the process for solving problems and learn how to complete extended responses in math.</p>	<p>Grades 2-5</p>	<p>Teachers grades 2-5 Support staff Data Specialist</p>	<p>September - June 2010</p> <p><i>EGCSR State TL Fair Student Funding Title I SWP TL Parent Coord. Contract For Excellence Title III</i></p>
	<p>Teachers will effectively use word walls in mathematics and teach definitions, and skills associated with word meaning in order to increase students' vocabulary.</p>	<p>Pre-K - 5</p>	<p>Classroom teachers Academy Facilitators/Coaches Assistant Principals</p>	<p>September - June 2010</p> <p><i>EGCSR State TL Fair Student Funding Title I SWP Contract For Excellence</i></p>
	<p>Teachers will conduct all assessment and checklist in Everyday Math program and keep track of students' progress towards mastering the content.</p>	<p>Pre-K - 5</p>	<p>Classroom teachers Academy Facilitators/Coaches Assistant Principals</p>	<p>September - June 2010</p> <p><i>EGCSR State TL Fair Student Funding Title I SWP Contract For Excellence</i></p>
	<p>Teachers will work with students to learn basic math facts.</p> <p>K-2 – addition and subtraction</p> <p>Grades 3 – 5 – addition, subtraction, multiplication and division.</p>	<p>K – 5</p>	<p>Classroom teachers</p>	<p>December - June 2010</p> <p><i>EGCSR State TL Fair Student Funding Title I SWP Contract For Excellence</i></p>
	<p>Use flashcards to help students learn basic addition, subtraction, multiplication and division skills in classrooms.</p>	<p>K – 5</p>	<p>Classroom teachers Support staff</p>	<p>September - June 2010</p> <p><i>EGCSR State TL Fair Student Funding Title I SWP</i></p>

	<p>Conduct parent workshops that focus on state standards in math including topics our students need to master. Workshops topics will include geometry, algebra, measurement and number sense.</p>	<p>Pre-K – 5</p>	<p>Selected teachers Parent Coordinator Academy Facilitator Assistant Principal</p>	<p>September, January & February 2010</p> <p><i>TL Parent Coord. TL Fair Student Funding Title I SWP Contract For Excellence</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><i>EGCSR State TL Fair Student Funding Title I SWP Contract For Excellence TL Parent Coord. Title III</i></p>			
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic review of student’s math folders for unit assessment and other teacher made test. Review student’s math notebooks and workbooks for adherence to Everyday Math curriculum and units. Periodic review of teachers’ assessment binders for unit assessments and checklist of skills mastered by students. Visit classroom environment to ensure that they reflect the content, math word walls and process charts to support the instructional program. Review class data for Periodic ITA and Predictive Assessments in Math in November, February and June to monitor projected gain of 5% in mathematics.</p>			

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2	0	1	18	3
1			N/A	N/A	3	0	1	25	5
2			N/A	N/A	3	0		38	9
3			N/A	N/A	7	0		35	5
4	32	17	27	73	3	0		31	4
5	30	22	30	71	4	0		36	5

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: Title III ELL & Title I Academy</p>	<p>Title I & Title III Academy will begin on November 14, 2009 through March 20, 2010. The program will meet Saturdays from 8:30-11:30. Six (6) certified teachers (bilingual/regular grade/special education/general education) will conduct intensive literacy instruction based on action plans developed for target students. PS 30 will have six classes of ELL's, these classes will be formed and organized based on the proficiency levels, reading scale scores and NYSESLAT levels. Instructional materials include leveled books (nonfiction), Scholastic Momentum library, Connecting Reading and Writing, vocabulary materials including magnetic letters, wipe off boards, word cards and other support materials. Students will develop fluency and comprehension through the use of Scholastic Momentum library.</p>
<p>ELA:</p>	<p>ELA Intervention. During the literacy block time coaches will address AIS as a push in support for students. Coaches will target areas in need by working with students in small groups and one-to-one. Learning centers will be set up to explore and practice strategies in small groups. This approach will reinforce new vocabulary and skills. Students will work on study skills in Acuity to target their individual needs.</p>
<p>ELA: Extended day 150 Minutes</p>	<p>150 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday, Wednesday and Thursday from 2:35-3:25. Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders. Specific Skills Series is used to work on target areas in students.</p>
<p>Mathematics:</p>	<p>150 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday, Wednesday and Thursday from 2:35-3:25. Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders. Buckle Down Mathematics is used to work on target areas in students.</p>
<p>Mathematics:</p>	<p>Mathematics Intervention will be addressed by coaches as a push-in during the math block time. Games and manipulatives will be utilized to develop their comprehension on concepts. Students will develop their repertoire of math skills to solve problems.</p>
<p>Science:</p>	<p>Coaches will support learning by ensuring students maintain a science notebook. Coaches will support improvement on how students write and think about science.</p>

Social Studies:	<p>Social studies teacher provides support to students during the day in reading through the content areas. During the skills period services are provided to targeted students in a small group.</p> <p>Classroom teachers will provide intervention for social studies using NYS Social Studies practice books. Lessons will address skills that are below standards in social studies. Additional instruction will be offered to students during the extended day sessions during March to June.</p>
At-risk Services Provided by the SETSS/IEP Teacher:	<p>The IEP teacher and SETSS (Resource Room) teacher provides service to at risk students based on referral from the Pupil Personnel Team and on availability in schedule. These providers work with students on similar level in small groups of 5-8 students. Teachers work to improve phonics, fluency, comprehension and math skills.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Our mandated IEP counselor provides services to those entitled by their IEP's and offers support to at-risk students. All of these support services are woven into a school fabric to better serve the community. Activities related to anger management, bereavement counseling, conflict resolution, play therapy and referral to mental health and community agencies. We also refer parents to the programs provided by East Side House Settlement and S.O.B.R.O., which enables adults to continue with evening adult education courses (ESL, GED, and Computer Courses). These services provide the community with expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.</p>
At-risk Services Provided by the School Psychologist:	<p>Intervention services are offered to students by our school-wide psychologist. Services are provided in one-to-one setting, small group or class lessons. These sessions are to help foster positive behavior supports, help students manage anger, deal with difficult social or emotional issues that may impact their performance in school.</p>
At-risk Services Provided by the Social Worker:	<p>The Title I Social Worker provides counseling/mentoring sessions for students and provides direct services to students who have been identified by school administrators as being in need of individual attention. Our school-wide counselor provides individual and group counseling during the school day as well as works with parents in supporting student's social and emotional development. These interactions promote the well-being of the students' lives and provide an opportunity for school children to interact with caring professionals on an individual basis.</p>
At-risk Services Provided by the Social Worker:	<p>The Social Worker provides counseling services during the school day in a one-to-one or small group setting. In addition, the social worker works with parents in support the social/emotional</p>
At-risk Health-related Services:	<p>Medication administration for all co-existing diagnoses along with Health teaching related to each diagnosis. Services are provided during the school day. Asthma classes are provided by a Department of Health Doctor and supported by our school nurse.</p>

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 3 - 5 **Number of Students to be Served:** 45 **LEP** 20 **Non-LEP**

Number of Teachers 6 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Public School 30 will provide ELL students (grades 3-5) in general education and special education classes, including new arrivals, with additional instruction during an extended day Saturday model. Proficient ELL students who are still eligible to test accommodations will be invited. Students will be targeted by their 2009 ELA proficiency rating score. Students will be grouped based on their NY State English Language Arts reading score and NYC proficiency levels. Other data sources such as Fountas and Pinnell level and age will be a factor when forming the classes. Our goal is that 75 percent of target students will meet the goal set by classroom teacher. Fifty percent of students served will demonstrate an increase of one level on the spring 2010 NYSESLAT.

The Title III ELL Academy will begin November 14, 2009 through March 20, 2010. The program will meet Saturdays from 8:30-11:30. Six (6) certified teachers (bilingual/regular grade/special education/general education) will conduct intensive literacy instruction based on action plans developed for target students. PS 30 will have six classes of ELL's, these classes will be formed and organized based on the proficiency levels, reading scale scores and NYSESLAT levels. ELL's and ELL's with IEP's scoring at proficiency levels 1.8-2.1 or level 1 and low level 2 students will

get instruction using Wilson or Foundations. Instructional materials will be purchased and include leveled books (nonfiction), Scholastic Momentum library, vocabulary materials including magnetic letters, wipe off boards, word cards and other support materials. Students will develop fluency and comprehension through the use of Scholastic Momentum library and Rally materials.

The goal of the ELL Academy will be to help ELL students attain English proficiency and meet the state standards in English Language Arts. Students will develop phonemic awareness and be able to hear, recognize and manipulate individual sounds or phonemes in spoken word and vocabulary. The ELL Academy will help students feel a part of the classroom community, use prior knowledge and encourage skills development through in depth engagement with text. Teachers will support students by using various scaffolding techniques and instruction will include graphic organizers that will represent background knowledge. Cooperative learning activities will be incorporated in daily sessions and the use of themes that explore big ideas will be delved into during the program. Teachers will help to make connections between the curriculum and student's lives. Literacy development through native language arts (NLA) and English as a Second Language (ESL) will be used with the students.

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.

Professional development will be provided to teachers in the ELL Academy, prior to the start of the program by coaches, teachers and supervisors. This activity will be conducted after-school for 90 minutes. The coach will guide teachers in activities that are theme based, using non-fiction texts and reading in the content area. Professional development activities will focus on scientific research based strategies that will improve academic achievement. Assessment will be ongoing and data will be used to guide instruction and to provide feedback to students and parents. Staff development will address student needs through understanding the different ways to monitor progress. Some topics for exploration include;

Strategies to help students develop the following skills:

- Word Study/Vocabulary/Editing
- Comprehension, making inferences and identifying details

Form TIII – A (1)(b)

School: Wilton School – PS 30

BEDS Code: 320700010030

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$13,620	273 hours of per session for General Education and Special Education teacher to support ELL students: 273 hours x \$49.89 = \$13,619.97 6 teachers for 3 hours weekly for 15 sessions
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6,810	Comprehension Strategy kits \$600.00 x 11 kits = \$6,600 Supplies = \$210.00
Travel		
Other – 10% Parental Involvement - Per session	\$2,270	45hrs x 49.99 = \$2,245 Supplies = \$25.00
TOTAL	\$22,700	

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.

Based on the demographics 79% of our population is Hispanic, many parents do not read, write or speak English. Approximately 47% of our parents report that their home language is other than English. The main language group other than English in our school is Spanish.

Results of our Learning Survey revealed that 66% of parents felt that papers sent home are a good way for communicating with parents. The survey revealed that 63% rather communicate by telephone and 51% considered the mail an option for communication. Parent Survey indicates a need for translation services. Written translation services are vital to ensure effective home school communication.

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.

Results of the parent surveys reveal a need for translations services. Results were reported at the PTA meeting, discussed at the School Leadership Team meetings and with staff during faculty meetings. Based on parental feedback during school visits, open houses, PTA meeting and other school activities many of our parents require translation services in order to communicate with school staff.

Part B: Strategies and Activities

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

Written translations are provided by the staff of the school for all school letters, flyers, calendar and other written forms of communication.

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

Oral interpretation services are provided at the school. Our school has many bilingual staff members who are readily available to assist in our translation needs. The family worker and parent coordinator is available during Open School night, parent meetings and other activities that may require translation services.

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>.

The school will provide parents with language assistance services and instructions on how to obtain these services. The Notice for Parents regarding language Assistance Services (attachment A of the Chancellor's Regulation A-663) is posted near the main entrance. The School Safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school administration. Mitel updated voice mail services are available in English and 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 Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$555,372	\$107,224	\$662,596
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,554		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,072	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,769		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,361	
6. Enter the anticipated 10% set-aside for Professional Development:	\$55,537		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,722	

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

N/A

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

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

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

School Parental Involvement Policy

I. General Expectations

Public School 30 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.

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

- 1. Public School 30 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - Encourage parents to participate in the PTA, Title I Committee and the School Leadership Team (SLT)
 - Parent Coordinator will hold informational sessions for parents
 - The School Leadership Team and PTA will send out surveys to parents and get feedback on various issues.
 - Create a cohort of parents that will commit to spending time assisting in classrooms.
 - Monthly math and literacy workshops aligned with curriculum and state standards
 - Encourage parents to complete DOE Learning Environment Survey
 - Encourage ongoing communication and procedures to address parent concerns.

- 2. Public School 30 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - The PTA executive board and SLT will conduct a review of the school environment and participate in Quality Review process.
 - Review assessment information and implications for instruction.
 - Review with parents the Annual School Report Card, NCLB status, Quality Review and Progress Report Card and discuss suggestions for improvements in our school.
 - Through technology, parents will be able to learn how to access and interpret pertinent formal and informal data including school report card, standardize test results, periodic assessments and other forms of data.
 - The School Leadership Team will review school data and surveys.
 - Title I representative will communicate with parents via the SLT and PTA.

- 3. Public School 30 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
 - The school staff will conduct meetings throughout the year to review students' assessments and monitor progress using data and address the implications for instruction.
 - Meet with parents following the distribution on the School Status reports, outlining our Annual Yearly Progress and status as it relates to NCLB and NY State standards.
 - Conduct parent meeting for eligible students entitled to receive SES tutoring services.
 - Meet with parents to discuss status of the school based on NYC Progress Report and Quality Review.

- 4. Public School 30 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by:**
 - Social Worker and Family Worker will assist families in Pre-Kindergarten in improving their parenting skills through monthly workshops, home visits and parent meetings.
 - School personnel conduct workshops on literacy, mathematics and other areas of interest to parents.

- Learning Leaders program provides training to parents to serve as volunteers in our school.

5. Public School 30 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Evaluations will be created and distributed by the PTA and the School Leadership Team.
- The Parent Coordinator will be responsible to collecting the surveys.
- The results will be analyzed and presented to the principal, SLT and PTA for review.
- Survey results will be incorporated in our School Comprehensive Education Plan.
- The Parent Coordinator will communicate with the Principal/Assistant Principal regarding concerns and questions that parents may have.
- Teacher member will attend PTA meetings and provide assistance to parents and give feedback to the SLT/Administration and UFT Chapter leader.
- SLT will review Learning Environment Survey and address the areas identified in need of improvement.

6. Public School 30 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –**
- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Teachers will review assessment information with parents during Parent Teacher Conferences
 - Technology sessions are scheduled to provide parents with access to Grow Reports and Interim Assessment results
 - Workshops will be conducted by the Supervisors, Coaches and Teachers regarding New York State standards in English Language Arts, mathematics, science, social studies, and New York City promotional policy, grade level expectations for promotion, performance requirements and assessments.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- The coaches will conduct monthly workshop in math and literacy for parents that will assist them in working with their children at home.
 - Familiarize parents with technology and accessing information on their students' performance on the Periodic Assessment and Grow Reports.
 - Monthly newsletter that provides strategies for parents to help their child with reading skills. Reading Connection newsletter is distributed to families in English and Spanish.
 - Social Worker, Guidance Counselor, Nurse, Dentist, Family Workers, Intervention Teachers, Special Education Support Teacher and other staff are available to assist parents.
 - Provide information to parents about programs, courses and educational opportunities offered in the community.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:**
- Provide monthly updates to parents during the PTA meetings.
 - Schedule open school in September so that parents can meet the teacher, visit the classrooms and hear about grade requirements, curriculum and expectations.
 - Include parents in school activities, publishing celebrations and other events.
 - Conduct parent teacher conference twice a year.
 - Provide flexible scheduling for teachers so that they can meet with parents.
 - Monthly calendars including assessments dates, school events, parent workshops.
 - Parent Coordinator's Newsletter for parents.
 - Information sessions regarding academic interventions services, special education services and promotional policy.
 - Meetings twice a year on No Child Left Behind (NCLB) SES and Choice programs for eligible students.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:**
- Encourage parents to volunteer in classrooms, lunchroom and library.
 - Continue to expose and familiarize parents with local community programs.
 - Encourage parents to visit the library with their children.
 - Plan classroom activities that involve parents (publishing celebrations, awards, attendance breakfast, Family Day, Poetry Café, and Science Fair).
 - Enlist staff organize trips for parents to deepen their understanding of local cultural institutions.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Provide all written communication in English and Spanish
- Monthly calendars/newsletters and flyers are in English and Spanish
- School has staff members that speak the Spanish and Chinese.
- School meetings/workshops are presented in English and Spanish

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team agenda and minutes. This policy was adopted by the Wilton School PS 30 on March 2, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009

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

School-Parent Compact

Public School 30 School-Parent Compact:

Public School 30 the Wilton School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

Required School-Parent Compact Provisions

School Responsibilities

Public School 30 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- 120 minute literacy block including reading, writing, word study, phonics and vocabulary.
- Daily lessons using Making Meaning reading comprehension program.
- Words Their Way is used for word study, phonemic awareness and spelling.
- Sadlier Oxford is used in grades 2-5 for vocabulary development.
- Guided reading and strategy lessons.
- Kaplan Reading Workshop for English Language Arts test sophistication activities in grades 3, 4 & 5.
- Daily writing workshop, mini-lessons, conferencing using Units of Study by Lucy Calkins.
- Administer Fountas & Pinnell Reading Benchmark test by October 31st, February 27th and June 5th.
- Assess writing using General Writing Assessment Rubric in September, November February, April and June.
- 60-75 minutes of mathematics instruction using Everyday Math program Pre-Kindergarten –to- fifth grade.
- Follow NYC Scope and Sequence units of study in Science and utilize Delta Science Modules and FOSS kits to support science instruction. Scott Foresman Science text and workbook will supplement the units of study.
- Administer unit assessments in core curriculum areas.
- Follow NYC Scope and Sequence for Social Studies and implement the units of study in Social Studies. Teachers will use trade books to support content and skills being taught.
- Improving instruction for ELL's to facilitate second language acquisition and assist in the transference of skills into English language learning.

- Continue professional development for facilitating learning communities.
- Provide differentiated staff development for teachers to address classroom management, differentiated instruction for at-risk students and students with special needs, as well as strategies related to mathematics, reading and writing.
- Provide professional development in mathematics on identified areas that students require additional support including: patterns, functions, measurement, modeling, tables, charts, estimations and predictions.
- Continue Character Counts/ALE program, PS 30's in-house suspension room for students who violated the NYC Discipline Code. This alternative learning environment will provide students with character education and developing social skills. The ALE teacher will work with the School-wide Psychologist, Counselor and Social Worker in providing necessary supports for students who consistently violate the discipline code.
- Continue to support student clubs (Boys & Girls Scouts, Book Club, Basketball, and Student Council).

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Conferences are held in November and March of each school year. These meetings take place in the after-noon from 1:00-3:00 pm and in the evening from 5:30-8:00 pm.
- Parents can contact the school to schedule an appointment with staff by telephone, completing a parent communication form or sending a note with their children. The administration will arrange for schedule changes or coverage to facilitate meeting with parents and staff.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Distribute nyStart reports to parent for NY State ELA, Mathematics, Science, Social Studies and English as Second Language assessments.
- Acuity Periodic Assessment reports will be distributed to parents (grades 3, 4 & 5) one week following administrations. (See NYC Assessment Calendar for Predictive and ITA assessments).
- Student Attendance Reports will be distributed to parents (November, January & March for all students and ongoing for tardy and absent students).
- Letters mailed home to parents including an appointment for students with attendance below 90%.
- Inform parents in writing when children are at risk of not meeting promotional criteria and may be at risk of remaining in the grade. (Chancellor's Reg A-501 by January 31st).
- Reading level reports, ECLAS 2 – Record of Child's Progress which indicates literacy levels and student work will be shared with parents.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parent Coordinator will facilitate communications with parents
- Parent communication form in main office is used to schedule meetings and address concerns from parents.

- Parent can contact the teacher via telephone or in writing in order to set up a meeting
- If necessary, the school program schedule can be changed to accommodate meeting with parents.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Parents may volunteer in the school by contacting the main office or parent coordinator.
- Early in the school year training for volunteers is provided to parents through Learning Leaders
- Parent can contact the classroom teacher and assist with class activities or trips.

6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

- Parents, PTA Executive Board and the School Leadership Team will review the policy and make changes as needed.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Parent survey is distributed to all parents and results are shared with the community.
- Results of survey are used to plan activities and workshops for parents.
- The Title I parent representative will serve as a liaison with parents and keep them informed.
- The School Leadership Team members share information with parents.

8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.

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

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

- All school letters, notices, calendars and other forms of written communication is provided in English and Spanish.

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

- Conduct parent meetings during the start of the school of the year outlining grade expectations, promotional requirements, attendance policy and other curriculum related items
- Conduct meetings on the content and format of all assessments including, NY State ELA, Math, Science, Social Studies, NYC ECLAS2, EPAL, NYSESLAT and ELE exams.

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

- Conduct meetings on school accountability status including the Annual School Report card, Quality Review, Progress Report
- Provide opportunities for parents to comment and provide feedback for future activities.
- Hold a meeting in June for parents to review school progress and brainstorm suggestions for next school year.

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

- nyStart Report for parents (grades 4 & 5 and student retained in grade 3)
- ECLAS 2 literacy development checklist
- Periodic Assessments progress reports that provides information to parents on their child's progress
- Scholastic Reading Inventory report
- NYSESLAT report for English Language Learners (students in Bilingual classes or receiving ESL services)

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

- In the event that a class is being taught by an uncertified teacher, the school will distribute to parents as required by NCLB unqualified letter that notifies the parent that their child is being taught by an uncertified teacher.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- ✓ Monitor attendance and ensure students maintain 94% attendance.
- ✓ Make sure that their child reads at home everyday and keep track of their reading with a Reading Log.
- ✓ Making sure that homework is completed.
- ✓ Monitor the amount of television our children watch daily.
- ✓ Volunteer in my child's school

- ✓ Participate, as appropriate, in decisions relating to my children's education.
- ✓ Promote positive use of my child's extracurricular time.
- ✓ Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- ✓ Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

Specifically, we will:

- Come to school everyday and maintain 94% attendance.
- Follow school rules and adhere to the NYC Discipline Code and School Code of Conduct.
- Adhere to the school's uniform policy by wearing my uniform everyday.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time and keep a record of reading using a Reading Log.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

I HAVE RECEIVED COPIES OF THE PARENT INVOLVEMENT POLICY AND SCHOOL PARENT COMPACT.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
Date	Date	Date

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.

P. S. 30's programs and student achievement, standardized assessments, student and staff attendance rates, and results were reviewed and analyzed by the school's School Leadership Team.

The following data sources were reviewed:

NY State School Report Card SASS and Title I Annual Analyses School Quality Review NYC Progress Report Learning Environment Survey State Assessments <ul style="list-style-type: none"> • ELA, Math, Science, Social Studies NYSESLAT ELE – Spanish Reading EL-Sol	nyStart reports LAB-R BESIS reports Staff Survey Fountas & Pinnell Benchmark System -& reading level monitoring reports Writing Assessment Rubric NYC Periodic Assessments – Acuity Instructionally Targeted Assessments and Predictive Assessments	Literacy and Math student work folders Unit /Teacher Made Tests Parent Survey/Feedback from PTA meetings ATS Reports – Attendance, Special programs, Register reports Suspension and Incident Rates reported in OORS DAA School Profile Reports
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In January 2009 an intensive school-wide needs assessment was conducted with all constituency groups in the school. The SWOT analysis which included the strengths of the school, weaknesses, opportunities and threats was completed and analyzed. Analysis of results by all staff led to the development of priorities, inquiry teams and a School Development and Improvement Plan (SDIP). The SDIP was used as a working document and action plan along with the CEP to provide ongoing discussion, reflection and self evaluation. The agreed upon major areas of focus are:

Use of Data

- a. Assessment Practices
- b. Goal Setting

Improving Learning

- c. Impact of Instruction on student learning

- d. Behavior management
- e. Rigor and effectiveness of support
- f. Student work

Parent involvement

In September 2009, following a review of NYS ELA, Math, Science & Social Studies data, Quality Review and NY State Accountability report, the senior instructional team determined that an inquiry team must focus on ELL and Special Education students who continually fail to make adequate year progress. With the guidance of our Cambridge Education Consultant, we are developing action plans for these target students. Teacher teams will also continue to focus on Goal Setting, as well as developing a coherent curriculum for Ell's and Special education students that focuses on improving teacher pedagogy and differentiating instruction to meet these student's needs. Another team will look for patterns or trends in student work for groups of students, classes and across the grades. Parental involvement team will continue to implement activities and strategies planned.

Reading is a high priority for the staff and school administration. Review of our needs assessments identified various priorities for improving student performance; implement successful strategies to address the large number of students that are deficient in basic skills in reading and provide support of English Language learners, special education students and students at risk of not meeting the standards.

Review of comprehensive needs assessment reveal a need for professional development in teaching reading. Teachers need help with management of reading groups and appropriate independent activities that students can participate in during the literacy block while the teacher is conducting guided reading with a small group of students. Review of students writing notebooks and folders show a need for more reading response activities focused on comprehension and a need to increase the volume of writing done by students.

Walkthroughs were conducted by Empowerment Network Leader, Special Service Manager and Instructional Coach of our bilingual self contained special education and general education classes. Feedback from the Empowerment network support staff revealed various areas of concerns noticed in our bilingual classes. There was a need to continuity of language use during lessons, teachers often switched between English and Spanish during instruction.

Classroom observations, formal and informal reveal that there is not enough differentiation occurring during lessons. Teachers were not targeting instructional activities to meet the needs of diverse learners in the classroom. Teachers need to be more explicit during instruction and work more directly with students during lessons. Review of lesson plans and observations reveal a lack of in-depth planning as it relates to small group instruction. Evidence of differentiation was inadequate in teachers plan books.

Teachers need help with examining and analyzing data from Acuity, ARIS and using the information to drive differentiated instruction. Although various sources of data are available to teachers, the use of data to guide instruction was not consistent throughout the school.

Results of NY State 2009 ELA assessment for general education student show that 50% of the students are meeting the standard, an increase of 8.8% from 2008. English language learners also increased 7.5% but this subgroup still lags in ELA achievement. Among the English proficient students 47% are meeting the standards and increase of 3.9%. Unfortunately, performance for special education student decreased by 7.6%, leading us to create a focus group to target this subgroup as well as ELL's.

According to the 2009-10 Federal Title I accountability status report, PS 30 is in Restructuring year 1 for English Language Arts. The 2008-2009 School Report, reveals that the school has only met its Annual Yearly Progress (AYP) target in English Language Arts for Black students, all other subgroups (Hispanics, English Language Learners and economically disadvantaged) made AYP through the Safe Harbor. Student with disabilities did not make adequate progress resulting in the school moving into restructuring this year.

See data analysis section pages 10-20

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Every effort is being made to provide the highest quality instructional program to best meet the needs of our students. PS 30 has implemented the following programs and interventions to increase student achievement.

- Reading Reform Foundation consultants works with teachers in kindergarten and grade 2 on teaching reading using a systematic and phonetic approach to reading. Students learn to decipher words and improve fluency while reading.
- Core Knowledge Reading Pilot a three year program to improve reading in Kindergarten through grade 3. Currently the program is in two kindergarten classes and all first grade classrooms. Students learn decoding, reading comprehension and background knowledge which includes vocabulary and cultural literacy. The program offers ongoing professional development which is provided by a Core Knowledge Reading Coordinator.
- AUSSIE Literacy Consultant works with teachers in grades 3, 4 & 5 to improve their literacy skills and provides strategies to help students increase achievement in reading and writing.
- Academy Facilitators (Coaches) work with all teachers in strengthening their skills in teaching reading and writing. They assist teachers daily in improving the quality of their teaching.
- Professional development opportunities are provided for all teachers that focus on new strategies to help struggling students, special needs and English language learners.
- Making Meaning is a reading comprehension program that is implemented daily. This program fosters students' growth while focusing on strategies to help students be effective readers at different levels.
- 120 minute literacy block provides more classroom time devoted to improving reading and writing skills. Daily reading using Making Meaning and writing workshops are conducted in classes using the unit of study. Daily guided reading activities and differentiated lessons are carried out to support students need.
- Classroom libraries are leveled to support the range of reading levels and also organized by themes and genre.
- Words Their Way, Time for Kids and Sadlier Oxford Vocabulary materials supports decoding, phonemic awareness, grammar and word study skills.
- Fountas & Pinnell Benchmark Assessment system is used to monitor students' reading. These assessments are conducted three times a year and teachers set goals for every student.

- Woodcock Johnson, Dibbles and other assessment are used in the early grades.
- Periodic assessment, Acuity Predictive and ITA are administered three time a year in reading and math. Assessment results are analyzed and results are used to inform instruction.
- Kaplan Reading Workshop Test preparation for English Language Arts in grades 3, 4 & 5.
- Extended day program provide services for at risk students. These services are offered for 150 minutes weekly in groups of 5-10 students.
- Saturday programs support English Language Arts instruction for ELL's, ELL's with IEP, and at risk students.
- Supplemental Education Services (SES) provides tutoring services for entitled students' after-school or in the home.
- 45-75 minutes math block using Everyday Math program
- Academic intervention services are offered to at-risk students
- Read 180 program provide support during the school day for at-risk students
- Wilson and Foundations provides support for at risk students.

3. Instruction by highly qualified staff.

100% of the staff is highly qualified and state certified in accordance with NCLB.

The school used various strategies to assist teachers that a not highly qualified. Teachers were instructed to meet with the Human Resource staff at the Integrated Service Center (ISC) to discuss status of license and ways in which the teacher will become fully certified. Title 1 funding is available for teachers to enroll in course work and classes that will lead them towards full certification and become highly qualified. Parents are notified when a class is taught by staff that is not highly qualified. Periodic follow-up by the payroll secretary and administration in done to ensure that staff is making adequate progress towards being highly qualified. Staff was directed to complete online HOUSSE in order to demonstrate subject matter proficiency. The school collaborates with NYC Teaching Fellows & Teach for America to recruit certified teachers for shortage areas. The Open Market system which allows UFT members to transfer also allows the school to hire state certified and highly qualified teachers.

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.

Professional development opportunities are shared with staff through distribution of workshop section of the Principal's Weekly and also through the Teacher Weekly publications. Academy Facilitators share other opportunities during grade meetings with teachers. Other opportunities from ISC, UFT, Empowerment Organization, colleges and universities are posted on the bulletin board in the main office. AUSSIE consultant works with classrooms teachers during the school day and focuses on reading and writing strategies. Teachers will receive support with analysis of benchmark data, guided reading, conferencing, explicit teaching to achieve goals and planning and setting goals with next steps.

- All classroom teachers will be trained conducting conferencing, effective workshop model, managing learning centers, conducting guided reading and analysis of reading records. Additional topics may be added based on needs identified by

administration, coaches and consultants. Science clusters and science teachers will attend training offered by central DOE, ESO network, colleges and universities. Support will be provided to teachers in using the Delta/Foss kits.

- Special Education teachers will participate in workshops about different learning styles, behavior modification and effective strategies to improve reading and math skills.
- Teachers of English Language Learners will attend trainings focusing on scaffolding instruction, multiple intelligence and successful strategies for second language learners.
- Teachers in grades 3-5 will receive professional development in using ARIS, Acuity, data analysis and differentiated instruction.

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

Attendance at Citywide hiring fairs

Outreach at local colleges and universities.

Through our partnership with local colleges and universities that provide on-site interns who works in classrooms

Collaboration with Teach for America and Teaching Fellows programs

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

PS 30 offers many programs to increase parental involvement and provide family literacy program. We provide English as a Second Language classes for parents of our ELL students and technology session including ARIS. Monthly curriculum workshops are facilitated by our coaches to provide parents with an understanding of what is going on in the child's classroom, how they can assist their child at home with reading and writing. The math coaches have regular scheduled workshops to assist parents with Everyday Math as their children are learning concepts. A Parent Resource library is available for our parents to borrow materials that will help their children. The parent coordinator provides information to parent on community based organizations and local agencies that can meet their needs.

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.

During the first few days of school, shortened sessions are conducted with parents and children together to get them accustomed to the teacher, routines and class environment. The social worker and family workers assist families by conducting orientation sessions and workshops for our pre-kindergarten families. The social worker and family assistant make home visits and other types of outreach to parents. Visits are scheduled for pre-k parents to visit kindergarten classrooms.

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.

Our school has an Instructional Team consisting of the principal, assistant principal, teachers, support staff with various kinds of certification including bilingual, special education and common braches licenses. The instructional team meets regularly to discuss the use of ongoing assessments and other curriculum issues that surface during the year. Grade leaders are selected by their peers in the

beginning of the school year. These grade leaders serve a liaison with Academy facilitators/coaches who provides feedback on current assessment strategies and techniques to improve instruction. During common planning sessions teachers are able discuss and give feedback on the use of academic assessments. All grade meeting are documented using the PS 30 Team Meeting Sheet, which serves to document the agenda, attendance, action items, concerns, needs and follow up activities.

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.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance, in order to meet the State standards in English Language Arts, mathematics, science, and social studies. Teachers are receiving training and guidance in providing differentiated instruction, small group lessons that will assist them in teaching struggling students. Early in the school year teachers use the NY State Report, Scholastic Reading Inventory, Fountas & Pinnell Benchmark Reading data, math pre-test information to get a picture of the academic level and individual instructional needs within the classroom. They are encouraged to use this information to provide differentiated instruction in the classroom. Furthermore, teachers are supported by our Academic Intervention staff provides "push-in" or "pull-out" services for at-risk students. Identified students are invited to participate in our extended day or Saturday programs designed to meet their needs. Eligible students are offered Supplemental Education Services based on NCLB.

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.

Title I support our Second Step Character Education program which addresses violence prevention, social and emotional development in students. Federal funding provides a breakfast program for all students. AIDP-STH funding supports the needs of students in temporary housing. No Child Left Behind orientation sessions are held in September and February of every school year for newly entitled students eligible for Supplemental Education Services (SES) and Choice programs under NCLB. SES Vendor Fair is offered in September to assist parents in selecting a tutoring program for their child. The school ensures that breakfast and lunch are provided to students enrolled in extended day and Saturday programs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

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

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

NCLB/SED Status: Restructuring Year 1 - ELA **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

The major area of concern at Public School 30 is the low academic achievement of students as measured by results of state and city assessments. Review of the New York State English Language Art test data for 2009 shows that 40% of all tested students are meeting the state standards, an increase of 3.1% in level 3 & 4. Results of NY State 2009 ELA assessment for general education student show that 50% of the students are meeting the standard, an increase of 8.8% from 2008. English language learners also increased 7.5% but this subgroup still lags in ELA achievement. Among the English proficient students 47% are meeting the standards and increase of 3.9%. Unfortunately, performance for special education student decreased by 7.6%, leading us to create a focus group to target this subgroup as well as ELL’s.

According to the 2009-10 Federal Title I accountability status report, PS 30 is in Restructuring year 1 for English Language Arts. The 2008-2009 School Report, reveals that the school has only met its Annual Yearly Progress (AYP) target in English Language Arts for Black students, all other subgroups (Hispanics, English Language Learners and economically disadvantaged) made AYP through the Safe Harbor. Student with disabilities did not make adequate progress resulting in the school moving into restructuring this year.

¹ School Under Registration Review (SURR)
JANUARY 6, 2010

English Language Arts

NYS ELA All Tested Students		
YEAR	% LEVELS 3 & 4	Change +/-
2009	40	+3.1
2008	36.9	+5.8
2007	31.1	-2.8
2006	33.9	-3.9
2005	37.8	+12.0
2004	25.8	+0.2

The major area of concern at Public School 30 is the low academic achievement of students as measured by results of state and city assessments. Review of the New York State English Language Art test data for 2009 shows that 40% of all tested students are meeting the state standards, an increase of 3.1% in level 3 & 4.

**Item Analysis 2009 NYS ELA
Grade 3 ELA
Current grade 4 students, implications for grade 3**

% Correct	Performance Indicator
31%	Evaluate the content by identifying important and unimportant details
33%	Read and understand written directions
38%	Make predictions, draw conclusions, and make inferences about events and characters
46%	Evaluate the content by identifying important and unimportant details
46%	Identify the author's purpose
49%	Distinguish between fact and opinion
50%	Identify main ideas and supporting details in informational text
51%	Summarize main ideas and supporting details from imaginative texts, both orally and in writing

52%	Use graphic organizers to record significant details from informational texts
54%	Evaluate the content by identifying important and unimportant details
.9 out of 2	Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events
1.2 out of 2	Identify elements of character, plot, and setting to understand the author's message or intent
1.9 out of 3	Use basis punctuation correctly; Capitalize words such as literary titles, holidays, and product names

Grade 4 ELA
Current grade 5 students, implications for grade 4

% Correct	Performance Indicator
27%	Make predictions, draw conclusions, and make inferences about events and characters
33%	Use specific evidence from stories to identify themes; describe characters, their actions and motivations; relate a sequence of events
35%	Use specific evidence from stories to identify themes; describe characters, their actions and motivations; relate a sequence of events
36%	Collect and interpret data, facts, and ideas from unfamiliar texts
36%	Understand written directions and procedures
41%	Use knowledge of story structure, story elements, and key vocabulary to interpret stories
53%	Evaluate the content by identifying whether events, actions, characters, and/or setting are realistic
57%	Identifying a main idea and supporting details in informational text
57%	Identifying a conclusion that summarizes the main idea

Grade 5 ELA
Further implications for grade 5 instruction

% Correct	Performance Indicator
38%	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
41%	Read to collect and interpret data, facts, and ideas from multiple sources
42%	Recognize organizational formats to assist in comprehension of informational text
43%	Distinguish between fact and opinion
44%	Define the characteristics of different genres
46%	Read to collect and interpret data, facts, and ideas from multiple sources
48%	Read to collect and interpret data, facts, and ideas from multiple sources
51%	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
54%	Identify information that is implied rather than stated
56%	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
0.9 out of 3	Observe the rules of punctuation, capitalization, and spelling; use correct grammatical construction

NYS 2009 ELA
By category & grade level

	All Tested	General Ed	Special Ed	Black	Hispanic	ELL	English Prof	Male	Female
grade 3	37%	47%	9%	43%	33%	24%	41%	27%	47%
grade 4	43%	55%	6%	41%	44%	38%	45%	39%	48%
grade 5	40%	48%	19%	33%	41%	14%	56%	41%	39%
all students	40%	50%	12%	40%	40%	23%	47%	36%	45%

Analysis of subgroup data shows that the special education and ELL students are performing below standards in reading.

Historical ELA data by program and % change

	General Education	+/-	Special Education	+/-	ELL	+/-	English Proficient	+/-
2007	33	-5.6	21.2	16.5	13.7	10.3	36	+1
2008	41.2	8.2	19.6	-1.6	15.5	1.8	43.1	+7.1
2009	50	+8.8	12.0	-7.6	23	+7.5	47	+3.9

Results of NY State 2009 ELA assessment for general education student show that 50% of the students are meeting the standard, an increase of 8.8% from 2008. English language learners also increased 7.5% but this subgroup still lags in ELA achievement. Among the English proficient students 47% are meeting the standards and increase of 3.9%. Unfortunately, performance for special education student decreased by 7.6%, leading us to create a focus group to target this subgroup as well as ELL's.

According to the 2009-10 Federal Title I accountability status report, PS 30 is in Restructuring year 1 for English Language Arts. The 2008-2009 School Report, reveals that the school has only met its Annual Yearly Progress (AYP) target in English Language Arts for Black students, all other subgroups (Hispanics, English Language Learners and economically disadvantaged) made AYP through the Safe Harbor. Student with disabilities did not make adequate progress resulting in the school moving into restructuring this year.

- 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.

The 2008 NCLB Restructuring Plan, School Development and Improvement Plan and CEP focused on all the sub groups that are not meeting AMO and Safe Harbor targets. The ELL/ LEP, Hispanic, Special Ed, and the Economically Disadvantaged students are the sub groups that are not meeting the AMO and Safe Harbor targets. The only sub group that is meeting (AMO) consists of the African American students which we will include in our extended time program in order to sustain their level of growth.

To address the issues impacting student achievement for identified subgroups – (Hispanics, ELL's. Students with Disabilities, economically disadvantaged and all students) the school will do the following:

In September 2008, the school began to implement the NCLB Restructuring Plan that includes the organization of three academies in the school. Each academy has a facilitators/coach that provides support for teachers and students. Core teachers were eliminated in 2009 due to the increasing issues with behavior and students exhibiting problems with transitions. Curriculum modifications were made with the introduction of Time for Kids Grammar for use during the literacy block.

(see Restructuring Plan)

Analysis of NY State 2009 ELA assessment identified specific skills that need further development. The instructional team prepared lessons to address these areas of concerns, prepared a pacing calendar for these lessons. Teachers implement strategy lesson daily from 8:30-9:00. The goals of the program will be twofold; first, a tutorial program implemented to offer students in the sub groups not meeting the standards additional assistance in order to sustain them in the classroom. It will allow them to get the maximum out of the lessons being taught as well as offer them the opportunity to meet their individual needs.

As per the UFT extended day program, 150 minute tutoring program will be redesigned and implemented for grades 3-5. The emphasis will be placed on reading, math, tests prep, with a maximum of 5-10 students specifically targeting students who are not meeting their AMO. This program will serve as an extension of classroom instruction. Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders. Specific Skills Series is used to work on target areas in students. Buckle Down Mathematics is used to work on target areas in students. After articulation between classroom teachers and staff members serving as tutors, lessons will be developed to assist the students in grasping concepts that they do not understand. The goal of this approach is to allow students to actively engage at the same level as their peers. An additional aspect of this program will be to allow the tutorial staff to track students' progress and make recommendations for any further interventions to bring the students to grade level. Ongoing communication with parents will be included to bring awareness of students' progress, as well as providing the parents with follow up home activities to work with their child. The Wilson/Fundation program will be put into practice, as a means of providing targeted intervention for our most struggling readers to improve their reading abilities.

Read 180 is an educational software program that uses individual student performance data to adjust and differentiate reading instruction for students. The Read 180 program allows teachers to track and analyze student performance. This software continually monitors and adjusts the level of instruction that allows teachers to target and individualize instruction.

Core Knowledge Reading Pilot

We are piloting the Core Knowledge Reading Program in our kindergarten and first grade classes. The program is a revolutionary new approach to reading instruction. Its basic tenants state that reading comprehension has dual aspects to it. The first is decoding skills taught in our skills strands. The second aspect is background knowledge. This includes vocabulary and cultural literacy sufficient to understand what is being decoded. This is taught in our Listening and Learning strands. The program offers pre and post assessments of students reading achievement. The DOE facilitates and offers program support. Teachers receive ongoing professional development. There are site visits from CKR staff and online support services. There is a parent component to the program. It includes meetings, workshops, newsletters, and updates on student progress. The Core Knowledge Program will continue as part of the school's educational program for the next two years, grade 1 in 2009-10 and 2010-11 the pilot will conclude in grade 2.

Reading Reform

This year we have partnered with to train teachers to understand and use the most effective methods of the teaching reading. Teachers use all four sensory channels in the brain and teach in a systematic, phonetic approach to language. Students learn to decipher words and improve their fluency while reading. Teachers and students examine words for their roots and meaning, thereby leading to deeper and more thoughtful reading. Reading Reform consultants works with teachers two day a week in the classroom, and time is provided for them the plan lesson for future implementation.

AUSSIE

The Aussie consultant will support teachers in analyzing benchmark assessment data, using data to plan and set goals with next steps, effectively grouping students for differentiated instruction, guided reading and conferencing.

Saturday Test Prep

The Title III ELL Academy will begin November 14, 2009 through March 20, 2010. The program will meet Saturdays from 8:30-11:30. Six (6) certified teachers (bilingual/regular grade/special education/general education) will conduct intensive literacy instruction based on action plans developed for target students. PS 30 will have six classes of ELL's, these classes will be formed and organized based on the proficiency levels, reading scale scores and NYSESLAT levels. ELL's and ELL's with IEP's scoring at proficiency levels 1.8-2.1 or level 1 and low level 2 students will get instruction using Wilson or Foundations. Instructional materials will be purchased and include leveled books (nonfiction), Scholastic Momentum library, vocabulary materials including magnetic letters, wipe off boards, word cards and other support materials. Students will develop fluency and comprehension through the use of Scholastic Momentum library and Rally materials.

The goal of the ELL Academy will be to help ELL students attain English proficiency and meet the state standards in English Language Arts. Students will develop phonemic awareness and be able to hear, recognize and manipulate individual sounds or phonemes in spoken word and vocabulary. The ELL Academy will help students feel a part of the classroom community, use prior knowledge and encourage skills development through in depth engagement with text. Teachers will support students by using various scaffolding techniques and instruction will include graphic organizers that will represent background knowledge. Cooperative learning activities will be incorporated in daily sessions and the use of themes that explore big ideas will be delved into during the program. Teachers will help to make connections between the curriculum and student's lives. Literacy development through native language arts (NLA) and English as a Second Language (ESL) will be used with the students.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

AUSSIE literacy consultant will provide support for classroom teachers in analysis of reading records, conference notes and other forms of data in order to differentiate instruction in classrooms. Professional development will help teachers with small group guided reading, effectively grouping students by strengths and weaknesses as well as explicit teaching to achieve their goals set for students. Title I funding is used for the Assessment/Data Specialist who supports teachers in testing and various forms of data including, NY State testing reports, Acuity Periodic Assessments and Scholastic Reading Inventory.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

PS 30 will allocate funding for a mentor and partner with other schools in the Empowerment Network to hire a mentor/master teacher to work with school based mentor and new teachers. Current mentor will be able to start working early in the year with new teachers. New teachers will be assigned a buddy teacher on the grade that will provide support and guidance for new staff. The coaches will work with teachers in lesson planning and classroom management strategies. Inter-visitations will take place so that new teachers will be able to view experience teachers conducting lessons in mathematics and reading.

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.

Parents are notified immediately upon release of information from NY State on the school statuses. Letters are sent in English and with a tear off portion acknowledging their awareness of the school status. The letter includes strategies that the school is doing to address the areas of identification. The principal holds Parent meetings and State of the School meetings and discusses strategies and activities that will improve the instructional program and increase student achievement. Parents and staff are united in their efforts to implement the plan and will work collaboratively to meet the school's AYP target.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

PS 30's Instructional staff will review the curriculum and instructional materials used to teach reading for ELL's to ensure alignment to NY state standards. Grade level meetings will enable teachers to review various data sources and discuss implications for instruction.

A team will focus on the issues surrounding the progress of English language learners as it relates to ELA. Data will be disaggregated and focus will be on specific students failing to make AYP. Effective classroom observations will guide discussions and curriculum and instructional resources will be aligned if needed.

- Writing curriculum and assessments are aligned with NY State Standards
- Curriculum maps are used and require time to fully develop with skills and strategies. Our school has created lessons and calendars with specific skills to address areas of weaknesses in ELA.
- School curriculum is aligned with the standards. Writing units represents broad range of forms and genres. Daily writing workshop is done in all classes.
- ELA materials including Making Meaning, Words Their Way, Time for Kids Grammar and Sadlier Oxford Vocabulary address the needs of various learners.

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?

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

PS 30's Instructional staff will review the curriculum and instructional materials used to teach math to ensure alignment to NY state standards.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Students in grades 3, 4 & 5 have increased their performance in math over the past few years. Since the Everyday Math program was implemented in PS 30, students have demonstrated improvement in math performance. The school was Corrective Action for mathematics in 2003 and now the school is in good standing for math. We attribute our success to the Everyday Math program and the continuity it provides in the school.

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.

N/A

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

PS 30's Instructional staff will review the curriculum and instructional materials used to teach reading to ensure alignment to NY state standards. Formal and Informal observations will be used to assess the amount of whole group activities occurring in classroom.

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?

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM)*³ 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.

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

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

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

PS 30's Instructional staff will review instructional strategies used to teach math to generate alternative activities that are appropriate to support mathematics learning. Ensure that teachers are using the Everyday Math games that provide small group work for students. Review class group sheets for adherence to planning and implementing group work during the math block.

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?

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

PS 30 has a stable staff and the turnover is minimal for the school.

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

PS 30 has a stable staff and the turnover is minimal for the 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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

School team will continue to research and examine issues impacting our ELL's in general and special education classes. Professional development opportunities are posted and distributed to teachers, strategies shared, instructional resources are provided at the level of English language learners.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Data is shared and reviewed with classroom teachers and support staff. NYSESLAT reports including modality report distributed and reviewed with teachers. ELE Spanish reading assessment results are discussed. Fountas & Pinnell reading levels are entered on a school EXCEL tracking sheet and analyzed to see how far each student is from the benchmark and the goal.

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?

Current technology systems does not allow for disaggregated data for ELL’s by program model. Analysis requires time to create spreadsheet or compute manually. Our school has created Excel sheets that help us drill down specific student level data.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

PS 30 administration, IEP team members and teachers discuss students' with IEPs and their progress at meeting goals set in these documents. Review of test accommodations are discussed when it is revealed that the student may benefit from some other type of test modifications. General or special educations are offered support by the IEP teacher, SETSS teachers or related service providers in implementing and understanding the IEP requirements for their students. The Inquiry team working on Improving Instruction is working on activities that teachers can use to incorporate various modalities and approaches during the design of lesson.

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?

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

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

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

Please respond to the following questions for Key Finding 7:

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

Upon admission to the school the IEP's is reviewed by administrations and the pupil personnel team members. We review the test modifications/accommodations, annual goals, promotional criteria, behavior goals if indicated. Teachers are advised to review the IEP and adjust instruction and assessment accordingly and incorporate medications into their classroom practices.

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?

N/A

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

16

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

Upon registration, all families complete the NYCDOE Residency Questionnaire and information is entered in the ATS system. The Title I SWP Social Worker and Family Worker works closely with these students and families. They articulate regularly with the STH Family Workers assigned to the local temporary housing sites. The school provides provision for transportation to and from the STH site. SES tutoring opportunities are afforded to eligible students. The school provides counselor services for these students and their families. The social worker articulates with the classroom teachers about concerns or adjustment issues that may arise. Instructional materials and school supplies are provided to students. When necessary, clothing, school uniforms and book bags are provided to the children.

Part B: FOR NON-TITLE I SCHOOLS

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Empowerment/District 7	School Wilton/PS 30x
Principal Roxan Marks	Assistant Principal Maria Bailey
Coach Rosa Veras	Coach Susan Lopez
Teacher/Subject Area Ligia Romero/Bilingual SE	Guidance Counselor Elena Martin
Teacher/Subject Area Elsa Cartagena/ESL	Parent Tanya Jones
Teacher/Subject Area Mayra Sanchez	Parent Coordinator Ana Vasquez
Related Service Provider Lois Adami	SAF Deena Abu-Lughod
Network Leader Elvira Barone	Other Emma Amaro

B. Teacher Qualifications

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

Number of Certified	1	Number of Certified	5	Number of Certified	0
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ESL Teachers		Bilingual Teachers		NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	492	Total Number of ELLs	105	ELLs as Share of Total Student Population (%)	26%
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Part II: ELL Identification Process

1. Describe how you identify English Language Learners (ELLs) in your school. Answer the following: Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

In order to ensure optimal language and academic services for students from kindergarten through fifth grade at PS 30, the following start up procedures are in place for the 2009 – 2010 school year. Home Language Identification Survey will be completed by parents and reviewed by a trained staff member. The English LAB-R is administered for initial identification and placement of students whose language indicate other than English. If the LAB-R score is below the state designated level of proficiency, the parent is notified in writing with the Parent Entitlement Letter. A parent orientation is held to present the different programs in the school. Identified ELL's are continually being assessed by the NYSESLAT until they become proficient

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents are notified in writing with the Parent Entitlement Letter and are invited to attend a parent orientation session. Parents will view the video and receive information on the programs available at Public School 30. Parents complete the program selection form indicating the choice of program for their child. The student is placed in the program and a Placement Letter is given to the parent.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The entitlement letters are given to teachers, who in turn hand deliver to parents. Copies are kept in the main office in case a parent was unable to meet directly with the teacher. Parent Surveys are given out and returned at registration. The selection forms are completed and returned at the orientation session. If a parent does not complete it at that time, the parent coordinator and ESL teacher will do outreach to follow up.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Students are identified by the home language survey. Those students who need to be tested by the survey results are given the LAB-R. Next, the parents are notified of scores and based on the selection form; students are placed in either Transitional Bilingual Program or in the Free standing ESL program as appropriate.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

In previous years nearly 90% of parents surveyed chose the Transitional Bilingual Program, However, review of recent trends in the parent survey and selection forms indicate that nearly 70% of parents are requesting Freestanding classes.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Yes, the programs in PS 30 are aligned with parent requests. The home school connection is vital to understanding the parent's needs and requests. Ongoing workshops, parent meetings, and conferences, along with written communications, ensure that the parents are aware of what the schools is providing as well as offering a forum for the parents to have input.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	17			21	20	13				71
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained				1		2				3
Push-In	7	16	17	5	7	2				54
Total	17	16	17	27	26	4	13	0	0	128

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	25
SIFE	5	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	24	2	11	8	0	12				57
Dual Language	NA	NA	NA	NA	NA	NA				NA
ESL	34	0	3	5	2	2				46

Total	58	2	14	13	2	14	0	0	0	103
Number of ELLs in a TBE program who are in alternate placement: ____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	17			20	20	13				70
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	17	0	0	20	20	13	0	0	0	70

N/A

Russian										0
Bengali										0
Urdu										0
Arabic		1			1					0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	7	17	17	6	6	4	0	0	0	56

Programming and Scheduling Information

1. How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

At PS30 the following organizational models are implemented; Push-In (Co-Teaching), Pull-Out and Self-Contained.

- b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

The students are heterogeneous grouped with mixed proficiency levels in one class on each grade level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?.

The data provided by the LAB-R, NYSESLAT, and running records will determine the grouping and levels of our students. The program cards will reflect the mandated minutes of instruction in NLA, ESL, and ELA. These schedules will be reviewed by the administration to assure that these mandates will be adhered to. The schedules will be posted in the classrooms. The Principal and Assistant Principal review program cards, schedules and observe teachers to ensure that proper implementation of language allocation are being used. Lesson plans are reviewed to determine appropriate instruction in accordance with Part 154 requirements. Administration monitors instruction to ensure that lessons are conducted in the native language as described in NYC Recommendation for ELL's and guidelines from Part 154. The following language allocation is used in our school.

Beginning - 60% Spanish and 40% English.
Intermediate - 50% Spanish and 50% English.
Advanced – 25% Spanish and 75% English.

Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. Reading workshop model which includes mini-lesson, independent, shared reading, units of study and daily guided reading activities support and provide strategies for students. Teachers use the units of study to teach various forms of writing using the workshop model, including

narratives, essays, all about books, edge of the seat stories, poetry and realistic fiction. Teachers use the writing process, and backward planning is utilized when planning writing units. Classroom libraries are leveled and organized by theme or genre.

Reading instruction is delivered using Making Meaning., This comprehension program is meant to foster student's growth, while focusing on specific strategies to help students become effective readers at different levels. Grades K-5 are currently focusing on the following strategies: retelling, using schema/making connections, visualizing, wondering/questioning, making inferences, determining important ideas, understanding text structure, summarizing and synthesizing. Teachers conduct guided reading lessons at least three times per week with students. These focused lessons will help to foster decoding, fluency and comprehension skills in students. Teachers work daily on developing students' ability to hear, recognize and manipulate sounds and words.

Fountas & Pinnell Benchmark system is used for conducting ongoing reading records that provide teachers with reading levels of students. Teachers use ongoing assessments and maintain an assessment binder that includes reading records, unit tests and conference notes that reflect the students' strengths and weaknesses in reading. Word walls and process charts are used to scaffold and support the different learning styles of students.

Based on the analysis of winter 2008 ELA data, we prepared lessons that target identified skills that students need more support in. A pacing calendar was distributed and teachers implement Test Sophistication lessons in ELA daily between 8:30-9:00. These lessons target areas identified on the winter 2008 NYS ELA test.

Grades 2-5 use Sadlier Oxford vocabulary materials to support decoding, phonemic awareness and word study activities in the classroom. Kaplan Reading Workshop is used as test preparation for English language arts.

One of our AIS teachers uses the Read 180 and Scholastic Reading Inventory. This computer assisted assessment program helps to enhance reading comprehension. All computers in classrooms have the SRI program installed and teachers use this program to assess their students' progress in reading. Other software programs are available for students to use.

AUSSIE consultant works with bilingual teachers in strengthening their skills in teaching reading and writing. Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. The classroom instruction, whether in a bilingual or monolingual

setting, utilizes the balanced literacy curriculum through the Lucy Calkin's Writing Workshop Model. Teachers use the units of study to teach writing using the workshop model. Classroom libraries are leveled and organized by theme or genre. English and Spanish books are included in the library. Making Meaning, reading comprehension program is provided at the instructional level of the student. Ongoing reading records provide teachers with reading levels of students. Teachers use ongoing assessments by keeping an assessment binder that includes unit tests, conference notes that reflect the students' strengths and weakness in the area of reading. Word walls and process charts in English and Spanish are used to scaffold and support students understanding. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL.

On Our Way to English (Rigby) is used to support ELL students in their acquisition of English language skills. Teachers use De Canciones a Cuentos, trade books to support phonics, fluency, vocabulary and text comprehension. Sadlier Oxford vocabulary materials support decoding, phonemic awareness and word study. Teachers conduct guided reading lessons at least three times per week. These focus lessons will help to foster decoding, fluency and comprehension skills. Teachers work daily on developing students' ability to hear, recognize, and manipulate sounds and words. Lessons on phonics, vocabulary and comprehension are done everyday in the native language. Test preparation in Spanish includes native language cloze passages and teacher made tests.

Our Grade Facilitators work with teachers to improve the quality of their teaching. Teachers participate in professional development opportunities offered by colleges, central and other organization. Professional development opportunities for all teachers which will focus on strategies to help struggling students. Professional development is offered to bilingual teachers in understanding and analyzing the NYSESLAT, ELE, state assessments, Acuity, Fountas & Pinnell benchmark and other data sources.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. Language

At PS30x teachers use the following instructional approaches and methods to make content comprehensible to enrich language development:

1. Differentiated instruction
2. Thematic interdisciplinary instruction
3. There are three levels of instruction
 - a. Level one – Beginners
 - b. Level two – Intermediate

c. Level Three – Advanced

They are divided into small group instruction (Ex. Guided Reading)

4. Music is an excellent vehicle for language learning specifically using songs, vocabulary, sentence structure, rhythm and intonation can reinforce language development.
5. Integrating the four skills (listening, speaking, reading, and writing)
6. Modeling Techniques for content area
7. Integrating context and language goals and objectives

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

The administration and classroom teachers have knowledge when a student has interrupted schooling and based on that premise the teacher will modify instruction to meet the needs of the student. The modifications may include; small group instruction, use of visuals and hands on activities. Instructional materials are available to teachers on the instructional level of the student in order to provide appropriate lessons. The Grade Facilitator provides assistance to the classroom teacher in adapting the curriculum and materials for the SIFE student. The ESL teacher works with these students and provides instruction in English to promote literacy skills, letter and sound relationships, phonics and number sense. All SIFE students are grouped together for additional help in our Title III ELL Academy. Materials are provided on the instructional level of students and instruction is delivered by certified teachers. The ELL Academy after-school program focuses on reading and writing in English and uses leveled books, picture books, magnetic letters and Scholastic Momentum Library. The new 50 minute instruction is offered to all SIFE students and they are grouped together for instruction with a focus on reading readiness, phonics skills, vocabulary and mathematics.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

When a student first arrives at school, a plan is in place to determine his/her English proficiency. The process is similar for new monolingual students. Informal assessments are conducted and a review of test history, attendance, grades and other records are reviewed by administrators or assessment liaison to determine the proper class placement or any special services needed. The parent is given an orientation regarding programs and services that are available in the school. PS 30 offers a full range

of parent workshops to assist them in working with their children as well as to help them improve their literacy and math skills.

During the first three years in the school, strong emphasis is placed on building background knowledge, developing fluency, improvement in reading and writing skills in both languages, and a strong ESL component to help the child transition into a monolingual setting. The students receive ongoing assessments in both languages and various assessments are used including Fountas & Pinnell Benchmark, teacher-made assessments, unit tests and NYSESLAT. The administration and teachers compile a wealth of data, the analysis of which will determine the strategies to be implemented for the student.

The classroom instruction, whether in a bilingual or monolingual setting, utilizes the balanced literacy curriculum through the Lucy Calkin's Writing Workshop Model. Making Meaning, reading comprehension program is provided at the instructional level of the student. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL. Throughout the school year, professional development sessions are given to teachers on effective and research based strategies to use with ELL students, as well as understanding of the cultural and linguistic needs of our population. The school implements Academic Intervention Services (AIS) and ESL pull-out and push-in programs to offer additional assistance as required. The extended day and Saturday programs offer a language acquisition component to provide additional opportunities for targeted students. The results of the NYSESLAT exams will help determine placement for the subsequent years. If extensions of services are required, providers, classroom teachers, and parents will all be part of developing a program to meet the needs of the students the following year.

c. Describe your plan for ELLs receiving service 4 to 6 years.

For ELL students in years 4 to 6 a close examination of data is required. The classroom teachers, along with the ESL teacher will review NYSESLAT scores. This along with close monitoring of the student in the classroom setting will help provide the tools necessary to create a Learning Plan for the student. Ongoing assessments will help determine progress towards identified targets.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Some students, even after they have exhausted their extension of services period, still do not successfully transition to a monolingual setting. At this point, conversations are held with the classroom teacher, parent,

ESL/Bilingual Coordinator, and AIS lead teacher. An in depth analysis of data over the years is presented. Suggestions for placement and services the school can offer are made. The plans for students who have not progressed over an extended time are varied. They range from evaluation for students who seem to have difficulties which go beyond low performance, a change of class type to one which will offer opportunities presented in a different way than current structures, a change in the type of AIS services offered, which would include, different materials, different modes of instruction (technology), and/or different service providers. In some cases, the use of outside consultants, mentors, or members of the CBO community will be utilized to break through the barriers. Individualized differentiate instruction plan for each ELL student.

e. Describe your plan for ELLs identified as having special needs.

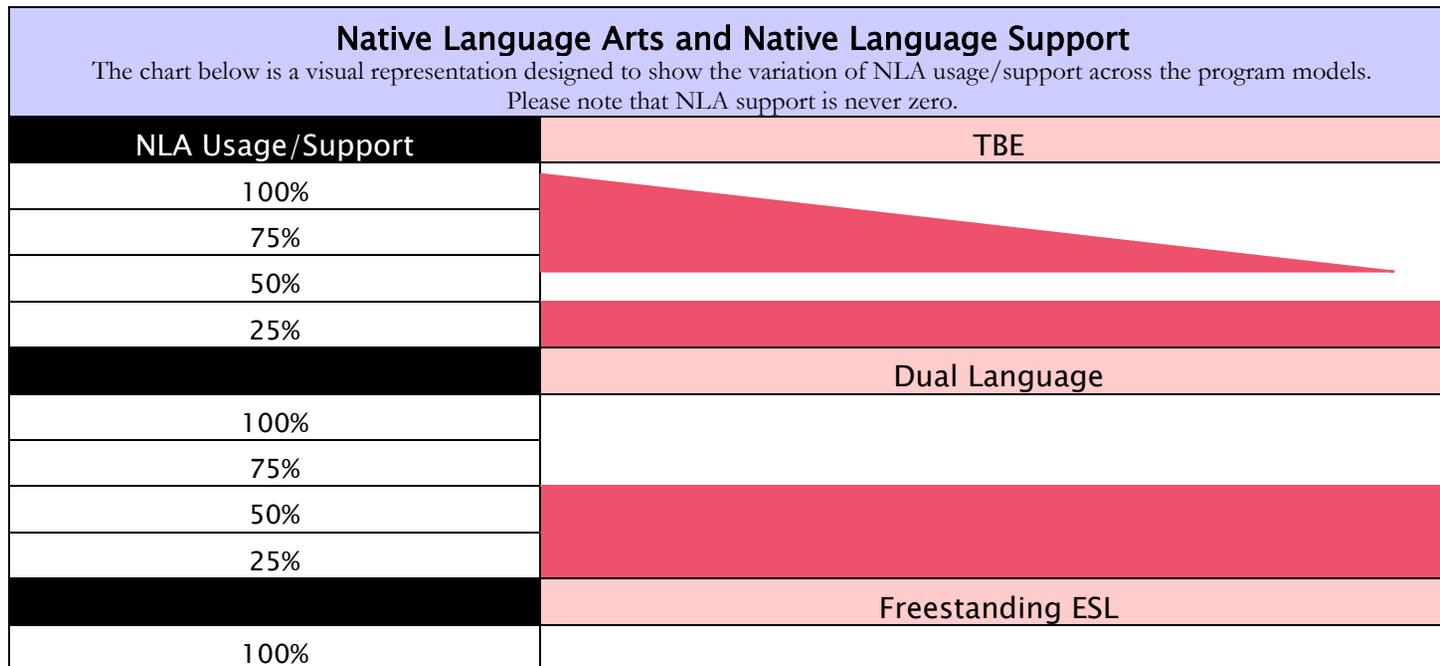
All ELL's with special needs are placed in a bilingual setting as per Individualized Educational Plan (IEP) recommendation. ELL's with special needs adhere to the same instructional plans and curriculum guidelines as the general education population who are ELL's, with the exception that instruction is modified and specific strategies are incorporated to meet students' individual language and academic needs. Via teacher assessments/observations, Fountas & Pinnell benchmark, Acuity periodic assessments and the NYSESLAT, students are monitored for academic development, language acquisition and proficiency to determine individual progress. Once a student is identified as proficient by the teacher and/or by NYSESLAT results, a Type 3 is generated to request a re-evaluation to determine whether the student is able to function in a monolingual setting. When the re-evaluation is completed and the proficiency level is confirmed, a monolingual placement is then offered for the student.

The following services are available for special needs ELL's who are classified as learning disabled or speech impaired:

- Bilingual program (transitional bilingual program that serves students with related services as per the IEP)
- Bilingual 12:1 Special Education Class (12 students with one bilingual special education teacher in a self-contained setting)*
- Bilingual Special Education Teacher Support Services (SETSS) up to 8 students with one bilingual special education teacher.)*
- Special Education Teacher Support Services (SETSS) up to 8 students with one special education teacher.)*
- Bilingual Speech and Language Therapy (Services can be provided at the students' language proficiency levels)
- Speech and Language Therapy (Services can be provided at the students' language proficiency levels)

- ESL Push-In/ Pull-out Services
- ELL Academy (After School E.S.L. Program)
- Additional Instructional Services (50 minutes, 3 times weekly)

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	(This section is redacted with a diagonal hatched pattern)		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day





Programming and Scheduling Information—Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

A program has been designed to target ELLs in order to work with students strategically to increase their reading proficiency based on their needs. One subgroup targeted is the students who scored ELA levels ranging from 1.8-2.1. This group of students will be looked at closely through our inquiry work. Another subgroup targeted is the students with ELA scores ranging from 2.5-3.1. These students will be encouraged to attend the Title III ELL & Title I Academy in addition to receiving assistance from coaches, support staff, and the AUSSIE Consultant. They will receive instruction in English using ESL strategies.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students who become proficient in the NYSESLAT will continue to receive instructional support from the ESL teacher. This support will be provided through a push-in model which enables the students to acquire confidence while reading and writing more in English, and less in Spanish. These students will also be assigned a buddy/partner who will provide additional support when needed. Continued collaboration and planning provides a support structure which allows the transition to occur smoothly.

7. What new programs or improvements will be considered for the upcoming school year?

We are considering the creation of a technology lab specifically designed to meet the needs of the ELL population. The lab will include media and other software geared toward ESL and language acquisition. It will have components for reading, writing, listening and speaking. . There will be opportunities for networking, e mails (electronic pen pals) and multi-cultural exploration. The lab will also have materials accessible to parents to assist them with their Language acquisition as well as being able to assist their children.

8. What programs/services for ELLs will be discontinued and why?

As of this time no decision has been made to discontinue any programs/services. However, based on the review of the data we noticed that the ELL students are not strong in their native language. We are in the process of analyzing current programs to ensure students receive qualitative instruction to meet their needs.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

PS 30 has a myriad of programs. All programs are open to all students. There is an SES program that offers in school and/or home tutoring for eligible students regardless of language. The school offers an extended day and morning program which offers remedial and enrichment instruction to all students from all classes. Title 111 has provided opportunities specifically for the ELL population during these times as well.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In order for our Ell's to recognize and optimize their full potential, the students are provided with in-depth language development activities. These activities are beneficial for those students who are encountering English for the first time and are having difficulty communicating. "The On Our Way to English" series, is a language development program primarily for English Language Learners that provides picture cards where students can attach names to pictures, audio tapes for student to hear the correct pronunciation, and read aloud which establishes fluency. These components of the language program strengthen the language acquisition process.

Reading instruction is delivered using Making Meaning, this comprehension program is meant to foster student's growth, while focusing on specific strategies to help students become effective readers at different levels. Grades K-5 are currently focusing on the following strategies: retelling, using schema/making connections, visualizing, wondering/questioning, making inferences, determining important ideas, understanding text structure, summarizing and synthesizing.

The Teacher's College Writing workshop which includes units of study link language, and provides lessons that focus on strategy instruction that are also beneficial for students who are learning a new language. Conferences during the workshop allow the teacher to zero in on the student's needs, and tailor lessons based observations. Instructional materials include, various books organized by author, theme and genre, Everyday Math in Spanish, Rigby "On Our Way to English", Delta Science Modules and Foss kits for science, Grow and Change big book series and Houghton Mifflin Social Studies in Spanish. Students are provided with copies of New York State Glossaries in math, science and social studies to enhance the academic vocabulary in the native language.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Native language is used to support the English language acquisition. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The analysis of various data shows that ELL's are not making adequate progress even when tests are given in the native language which is used to provide support for our new arrivals and SIFE students. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, library books and communications are available in English and Spanish.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes. The support is offered in a manner appropriate to grade and age levels. For example, in grades 1 and 2, we push in due to the fact that the large number of ELL's in those grades dictate that this mode best meets the needs of the students. All materials purchased and put in the classroom are the results of analyzing the assessments of the students and determining the appropriate materials to meet their needs.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Students are invited to attend the title III summer enrichment program. The program includes classroom activities around themes which utilize community trips in helping develop language skills, as well as assisting the students to become acquainted with their neighborhood and local resources.

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade? N/A
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? N/A
3. How is language separated for instruction (time, subject, teacher, theme)? N/A
4. What Dual Language model is used (side-by-side, self-contained, other)? N/A
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)? N/A

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Staff training is provided by AUSSIE consultant, Academy Facilitators, Reading Reform Foundation, BETAC, and Core Knowledge literacy coach who work with teachers in strengthening their skills and develop strategies to improve reading and writing proficiency using the workshop model. The principal, assistant principal, literacy coach and parent coordinator participated in the Accelerating Achievement for English Language Learners Workgroup sponsored by the Chief Achievement Office. Our Academy Facilitators work with classroom teachers everyday to improve the quality of their teaching and focus on new strategies to help struggling readers and at risk students. Empowerment Network trainings are provided to Administrators, as well as attendance at ELI and other professional development partners.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ESL teacher collaborates with the planning and preparing of instruction to attain student's goals and objectives in order to transition students from elementary to middle school.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. New teachers receive 7.5 hours (10 hours for Spec. Ed. Teachers). The training may include any and all of the following; DOE training, outside consultants, network providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

PS 30 offers a full range of parent workshops to assist parents in working with their children as well as to help them improve their literacy and math skills.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

At Public School 30 we are attempting to remedy these situations by offering parents numerous

workshops to master their own skills as well as how to assist their children at home. Professional development opportunities are being increased in the areas of ESL understanding, cultural diversity and creating an instructional and appropriate learning environments to meet the needs of all students. Early detection and interventions are being put into place as we identify the needs of students as they arrive at PS 30. Proper class placement, appropriate materials, support personnel and AIS services would be available to meet the student's needs.

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

A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated.

4. How do your parental involvement activities address the needs of the parents?

All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the community the school serves. Activities may include health concerns and/or accessing health services, community safety issues, and activities for children during non school hours. This is in addition to the workshops specifically geared to school based issues and concerns and maintaining a strong home/school connection.

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	15`	4	0	0	2	0				21
Intermediate(I)	1		0	0	0	0				1

Advanced (A)	16	1	0	0	0	0				17
Total	32	5	0	0	2	0	0	0	0	39

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	0	2	0	2	3	1			
	I	0	3	1	2	0	1			
	A	0	3	3	11	5	6			
	P	0	9	10	6	10	3			
READING / WRITING	B	0	6	2	10	4	5			
	I	0	8	9	9	7	7			
	A	0	0	4	14	8	4			
	P	0	1	0	0	0	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					
4	5	6	5	0	16
5	1	2	0	0	3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	1	3	2	12	1	1	0	21
5	3	0	1	0	3	0	2	0	9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	2	2	0	0	0	7
8									0
NYSAA Bilingual Spe Ed	2	0	3	0	2	0	2	0	9

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14	7	3	2	3				34

8									0
NYSAA Bilingual Spe Ed	9	1	2	1					13

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	18	10	4	5	N/A	N/A	N/A	N/A
Chinese Reading Test					N/A	N/A	N/A	N/A

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Fountas and Pinnell is used to assess student's English reading levels. Teachers use this data to set goals and inform instruction. Students are being assessed in interims to ensure they're meeting their set goal. EL SOL is used to assess student's Spanish reading levels. This data allows teachers to identify the strengths and weaknesses of students in their native language. Through this assessment it was revealed that students' reading levels were 1-4 levels below. With this knowledge we are able to provide teachers with resources that support the range of readers in their class. Leveled libraries, guided reading books, and support from the AUSSIE consultant are all incorporated to address areas in need. Analysis of the NYSESLAT for the spring 2009 indicates that ELL students need additional help in the reading and writing strands of the assessment

compared to the listening and speaking components of the assessment. In addition, 8% of the students tested out and are now proficient.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

An analysis of the NYSESLAT for the spring 2009 tells us our students have made significant gains in the listening and speaking strands. However, in the areas of reading and writing, students are slowly progressing. Some students entering the school system arrive with limited or no reading/writing skills. Teachers need additional professional development to adequately meet students' needs. In order to support the home/school connection parents will be offered workshops to equip them with the knowledge they need to help their child/ren.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

An analysis of the NYSESLAT for the spring 2009 reveals students are having difficulty with the reading/writing strands. This affects our decision in purchasing programs and materials that will target the areas in need. Professional development is planned to enhance knowledge and skills of staff members to target specific needs.

4. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Although students were tested in their native language, the results indicated that they performed below grade level. When tested in English students appeared to have a better grasp of certain skills even though they scored below grade level.

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

School leadership and teachers are using the results of the ELL Periodic Assessments to ensure alignment of planning to best meet the needs of the students.

- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Periodic Assessments are informing us that ELLs are reading and writing below grade level. Specific areas of

weakness include fluency and writing mechanics (grammar and spelling).

5. For dual language programs, answer the following:

- a. How are the English Proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

The success of the programs for ELLs is evaluated by the outcomes of assessments, growth of students' progress, and analysis of student's work.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Bailey	Assistant Principal		10/30/09
Ana Vasquez	Parent Coordinator		10/30/09
Elsa Cartagena	ESL Teacher		10/30/09
Tanya Jones	Parent		10/30/09
Ligia Romero	Teacher/Bilingual SE		10/30/09
Mayra Sanchez	Teacher/Bilingual SE		10/30/09
Susan Lopez	Coach		10/30/09
Rosa Veras	Coach		10/30/09
Elena Martin	Guidance Counselor		10/30/09
Deena Abu-Lughod	School Achievement Facilitator		10/30/09
Elvira Barone	Network Leader		10/30/09
Lois Adami	SETSS Teacher		10/30/09
Emma Amaro	Social Worker/Bilingual		10/30/09
Signatures			
School Principal		Date	
Community Superintendent		Date	

Reviewed by ELL Compliance and Performance Specialist	Date