



**TIMOTHY DWIGHT ELEMENTARY SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 10/ X/ 033**

**ADDRESS: 2424 JEROME AVE BRONX NEW YORK 10468**

**TELEPHONE: 718-584-3926**

**FAX: 718-584-7004**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 033      **SCHOOL NAME:** Timothy Dwight Elementary School

**SCHOOL ADDRESS:** 2424 Jerome Ave Bronx, New York 10468

**SCHOOL TELEPHONE:** 718-584-3926      **FAX:** 718-584-7004

**SCHOOL CONTACT PERSON:** Ms. Lynette Santos      **EMAIL ADDRESS:** Lsantos4@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mr. Gilberto Diaz

**PRINCIPAL:** Ms. Lynette Santos

**UFT CHAPTER LEADER:** Ms. Paulette Patterson

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Maritza Reyes

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 10      **SSO NAME:** CFN # 9

**SSO NETWORK LEADER:** Mr. Mac McDonald

**SUPERINTENDENT:** Ms. Sonia Menendez

## 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
<b>Ms. Lynette Santos</b>	*Principal or Designee	
Ms. Paulette Patterson	*UFT Chapter Chairperson or Designee	
Ms. Maritza Reyes	*PA/PTA President or Designated Co-President	
Ms. Maria Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>N/A</b>	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mr. Gilberto Diaz	Member/ Teacher	
Mr. Michael Alonso	Member/Teacher	
Ms. Anissa Jones	Member/Teacher	
Ms. Christina Mercado	Member/Parent	
Ms. Joaquina Sanchez	Member/Parent	
Ms. Reynalda Maceda	Member/Parent	

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

- Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

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

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## **Mission Statement 2009-2010**

### ***“A School Community that Works Together Developing Great Minds”***

IT IS THE MISSION OF P.S 33 TO PROMOTE A SAFE AND ENRICHED ENVIRONMENT, WHERE CULTURAL DIVERSITY IS CELEBRATED AND EDUCATIONAL RIGOR IS OUR STANDARD. WE ARE AN EXEMPLARY COMMUNITY OF LEARNERS WHERE CHILDREN AND ADULTS ALIKE ARE ENCOURAGED TO REACH THEIR FULL POTENTIAL. WE PREPARE OUR STUDENTS FOR THE MANY CHALLENGES THAT THEY WILL FACE IN THEIR LIVES BY ENSURING THAT THEY MAKE INFORMED DECISIONS AND VALUED JUDGMENTS.

- TO HELP STUDENTS GAIN PERSPECTIVE AND BECOME CRITICAL THINKERS
- TO CREATE AN ENVIRONMENT OF MEANINGFUL ACADEMIC EXCELLENCE
- TO ENSURE THE SAFETY AND WELL-BEING OF ALL STUDENTS
- TO FOSTER AND MAINTAIN CARING, CONCERN, AND RESPECT AMONG STUDENTS, PARENTS, AND STAFF.

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#### Community Profile

P.S. 33 elementary is a neighborhood school with 958 students from diverse backgrounds. This schools' capacity is 164%. It is an overcrowded school that continues to welcome families. Our school is situated on Fordham Road and Jerome Avenue in the Northern portion of the Bronx. With one of the largest populations of low socio-economic families, P.S. 33's children come from an economically deprived community, where 98% of the students are economically deprived. Although the neighborhoods of P.S. 33 are diverse in terms of their ethnic and economic composition, they are comprised predominantly of minorities, the majority of whom are Latino from the Caribbean, and South and Central America. Many of them are recent immigrants to the United States. We also have African Americans and immigrants from Asia and West Africa.

#### School Profile

P.S. 33 participate in the Title I Program enabling us to upgrade our instructional program for all students in the school by working collaboratively to develop a comprehensive plan for ongoing instructional reform. We have participated in this initiative since the beginning of the school year. We also participate in Project Arts. Our

Extracurricular Activities include, Student Council, Computer Club, Science Club, LEAP Arts Program, Book Clubs, Dreamyards Arts, Chorus, Music & The Brian Keyboard Program, New York Cares Tuesday Tennis, New York City Spring Junior Tennis League, Basket Ball Team, Base Ball Team, Boy's Scouts, Boys to Men Character Development and Mentoring Program, LEAP Arts Community Based after-school and summer school program, and Computer Club, peer mediation and conflict resolution.

Our family at P.S. 33 is composed of 100.0% fully licensed and permanently assigned teachers. 58.9% have been here more than 3 years. 43.8% of our teachers have more than 6 years experience in the Department of Education. We are proud that most of them have obtained higher teaching degrees. 74.4% hold Masters Degrees or higher. We have 90.8 % of core classes taught by "highly qualified" teachers.

#### Achievement Characteristics

The achievement data available to date from the Division of Assessment and Accountability, revealed that P.S. 33 made a good deal of progress in achieving the student outcome goals established for the 2008-2009 school year. We also relied on The Annual School Report, The New York City Progress Report and the School's Quality Review. In almost all categories, reflects P.S. 33 students out-pacing other schools in the District and City in some instances, by 2 %. We are also a school in Good Standing with a NYC Progress Report Grade "A" at 89.9 index points and A Well Developed School Quality Review.

#### Literacy for General Education and Resource Room Students

- Students in grade four demonstrated statistically significant gains in average reading performance from spring 2008 to spring 2009
- Across grade four, less of the students who scored in the lowest third's (levels 1-2) in reading in spring 2008 scored out of this third in spring 2009. Many of the students who scored in the level 3 quartile in reading in spring 2008 maintained a level 3 or achieved a level 4 in reading in spring 2009 providing evidence of substantial progress toward achieving their goal.

The New York State Tests on the 2008-2009 *Annual School Report* shows that our **Grade 4 ELA**, in the first quartile scored the following:

@ **Level 1**, 9.0 % of our 4th grade students showed to have serious academic deficiencies.

@ **Level 2**, 42.4 % of our 4th graders showed that they needed to continue receiving extra help to meet the NYS standards in order to pass this test

@ **Level 3 & 4**, 48.6 % of our 4th graders showed that they had met the standards and with continued steady growth, would be able to pass this test.

We have examined the evaluation from **The Annual School Report**. They are as follows:

In our **Grade 4 Mathematics** test, scored the following:

@ **Level 1**, 7.7 % of our 4th grade students showed to have serious academic deficiencies.

@ **Level 2**, 14.2 % of our 4th graders showed that they needed to continue receiving extra help to meet the standards in order to pass this test.

@ **Levels 3 & 4**, 78.1. % of our 4th graders showed that they had met the standards and with continued

Steady growth, would be able to pass this test.

In our **Grade 4 Science** State Test Results for the multiple choice test component in the Spring of 2009, our students scored 76.3 % at levels 3 and 4.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 033 Timothy Dwight							
<b>District:</b>		10	<b>DBN:</b>		10X033	<b>School BEDS Code:</b>		321000010033	
DEMOGRAPHICS									
<b>Grades Served:</b>		Pre-K	√	3	√	7		11	
		K	√	4	√	8		12	
		1	√	5	√	9		Ungraded	√
		2	√	6		10			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08*	2008-09
Pre-K		18	35	36			92.1	91.4	92.6
Kindergarten		174	159	142					
Grade 1		170	190	162					
Grade 2		165	179	185					
Grade 3		181	162	148					
Grade 4		158	162	148					
Grade 5		191	172	142					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		0	2	1					
Total		1057	1055	969					
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:				
<i>(As of June 30)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
		89.5	92.2	88.9			95.2	98.5	95.7
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:				
<i>(As of June 30)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
		26	8	91			49	31	22
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
# in Self-Contained Classes		53	57	40	Principal Suspensions		23	3	0
# in Collaborative Team Teaching (CTT) Classes		11	11	10	Superintendent Suspensions		4	6	5
Number all others		53	61	56					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
# in Transitional Bilingual Classes		145	133	102	Number of Teachers		62	73	76
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		213	194	189					

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	20	6	6	Number of Administrators and Other Professionals	8	15	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.7
				% more than 2 years teaching in this school	53.2	58.9	68.4
				% more than 5 years teaching anywhere	46.8	43.8	44.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	82.0	74.0	76.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	90.8	99.4
American Indian or Alaska Native	0.7	0.3	0.3				
Black or African American	16.1	15.6	14.7				
Hispanic or Latino	80.6	82.2	83.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.5	1.1				
White	0.5	0.5	0.4				
<b>Male</b>	48.8	48.3	48.7				
<b>Female</b>	51.2	51.7	51.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SINI 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	89.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	10.5	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	17	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	52.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9.8		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Progress Report Improvement

As we reflected on school year 2008-2009 we focused on needs assessment. The following were goals to meet our needs: To improve our New York City Progress Report Target score 89.9 for school year 2009-2010 by 5 points for school year 2009-2010. Maintain our letter grade from a "A" or strive for at least a high letter grade "A" which will enable us to maintain State expectations meeting AYP for English Language Arts, Mathematics, Science and Social Studies with our students with Disabilities, English Language Learners/Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.

### Data Analysis:

- We received a letter grade "A" for our New York City Progress Report 2008-2009 compared to 2007-2008 at a letter grade "B"
- Our school met 100% of its improvement for school year 2008-2009
- Our school's overall Progress Report Score for 2008-2009 is 89.9
- The 2008-2009 score places our school in the 76 percentile of all elementary schools citywide-i.e. 76 percent of those schools scored lower than this school; compared to our school in 2008-2009 at 52 % of all elementary schools citywide.
- We scored a letter "A" for *Student Progress* at 52.6 for 2008-2009 compared to 2007-2008 at 34.4.
- We scored a letter "A" for *School Environment* at 10.5 for 2008-2009 compared to 2007-2008 at 6.9
- We scored a letter "A" for *Student Performance* at 17.0 for 2008-2009 compared to 2007-2008 at 10.6
- All of our Data Inquiry Students for 2008-2009 meet our goals-increased by 4 Fountas and Pinnel Reading Levels (at least a L-P)**
- 16 of our Data Inquiry Students for 2008-2009 Increased by 1 performance level in the NYS ELA**
- 2009 NYS ELA & Math Performance Results are below:

**ELA-2008**

Grade	L1	L2	L3	L4	L3& 4
3	14	46	75	6	<b>57</b>
4	13	61	64	6	<b>70</b>
5	1	57	78	3	<b>81</b>

**Math 2008**

Grade	L1	L2	L3	L4	L3& 4
3	2	16	105	25	<b>130</b>
4	12	22	93	28	<b>121</b>
5	5	24	88	27	<b>115</b>

**1. The following are the Data Sources used for Reporting Needs Assessment Findings**

<b>Data Sources</b>	
ECLAS2	Acuity Predictive, ITA's
EL SOL	Classroom Performance
Running Records	Teacher Performance
School Benchmarks	Student Journals
School wide Independent Reading Progress Chart	DRAs
Student Portfolios	Teacher-Made Tests
State Tests	LAB-R
School wide Weekly and Cumulative Assessment	NYSESLAT
Observations and Surveys	

We are most proud of the gains we made in our progress report for school year 2008-2009 compared with the progress report for school year 2007-2008. We received 89.9 index points in 2008-2009 compared with 56.8 for 2007-2008. We implemented the Chancellor's Initiative for Data Inquiry to improve our ELA for all students including our ELL's and Special Needs around specific skill sets that are related to *information and understanding, vocabulary development and critical analysis*. Our goal is to work with our School's Leadership Team to collaborate with our Literacy Team, Math Team and Curriculum Team to organize our school around academics and increased student achievement for each student through the action research of our Data Inquiry Team and the 20 students selected. This school year with the continuous use of our data binder, thusly, enabling us to look at each child, inform instruction and increase student achievement for each child. The AIS Profile Sheet will serve as a monitoring tool to show program effectiveness and students' growth. We hope to use the findings of the action research from our Data Inquiry Team to share with all teachers that will better enable them to educate our students. We utilize strengthen our hypothesis "If Academic Interventions on a specific skills set needs is related to vocabulary development then all students including ELL's and Special

Needs will yield reading levels that are approaching or on level. Through the work of the inquiry team we will be able to increase students reading levels to grade 3 (Fountas & Pinnell) and impact the instruction of all students in our school for ELA. We hope to continue this CFI initiative that will expand our data inquiry team and support the learning of all students. We also hope to use the findings to provide professional development of our teachers to better instruct our second language learners. Through the use the various interventions, such as Headsprout, Goals, Explode the Code and 30 mins PM AIS Push in daily on word study-vocabulary development, we will be able to accomplish our goals increasing our NYS ELA by 2%. To track and monitor progress, we will utilize our students Independent Reading Level Progress Charts Quarterly Data. This will enable our students to acquire the skills and strategies to become better readers, thinkers and writers.

We utilized teachers' feedback for our common planning time a new Professional Learning Community Initiative-Cambridge "Common Priorities Design Cycle Toolbox approach in school year 2009-2010 to plan workshops to meet their needs. With the support of the Literacy Team, Math Team, Professional Development Team, Curriculum and Administrative Team we will model planning for all grades, conducting inter-grades visitations, Labsites and model classrooms. We will utilize our CFN # 9 feedback for planning and our inter-school visitations to improve our classroom practices. The staff will be provided a common planning time of two forty-five minutes periods for collaborative planning using Cambridge Common Priorities Cycle Toolbox by grade levels once per a week. Each grade level will be involved in Labsites experiences 2 x per month to acquire standard based teaching practices and students' learning. Special attention is given to looking at the evidence of students' learning. Teachers spends time analyzing external assessment results Essential Questions and Topical Questions had the ongoing foci for the month which are posted, reflecting the school wide foci on Reading Strategies for the month. Students are assessed on a weekly basis on the specific skill and strategy taught. The data is analyzed for further interventions. On a weekly basis the Administrative Team conducts walkthroughs for each grade to evaluate the success and needs of students and teacher. They focus on students' notebooks, performance tasks, students' portfolio, reading logs, bulletin boards, use of rubrics, criteria charts, exemplars, assessments of the units to gather the data for a data driven approach to instruction.

## Literacy

### **Needs Assessment Findings**

At P.S. 33, we realize that Reading, Writing, and Speaking English well are all critical skills for living the American Dream. We will continue providing our teachers with new tools to increase oral and written language proficiency for higher academic standards.

Under the No Child Left Behind program, the academic progress of every one of our students will be tested in reading and math, including those learning English. All our ELLs are tested annually to measure how well they are learning English, so that their parents will know how they are progressing.

Our Needs Assessment includes a review of the following indicators:

- ECLAS2
- State and City assessment results
- P.S. 33 Weekly Assessments and Cumulative Assessments
- Monthly Progress Report and Goal Setting with Parents
- Annual School Report Card
- Students Portfolios
- Teacher Developed tests and projects

There is not one sole approach that can be used to teach all children to read or to be better readers. Children have different personalities, different learning styles, and have had different experiences that prevent a one-size-fits-all approach from being successful. Along with comprehension issues, there is a city-wide concern with students' levels of vocabulary readiness. On the basis of running records alone, teachers and staff have, in the past, sometimes confused fluency with comprehension. Students who are referred to as "word callers"- those who can read quickly and fluently- are often found to be reading above their comprehension levels. Professional development and one-on-one conferencing with teachers is a priority at P.S. 33 to ensure that students are reading "just right" books, and that word study remains an important part of the curriculum. Also this year we are implementing for the first time school wide Word Study PM AIS. This initiative takes place every day for 25 minutes, Students receive interventions from their classroom teachers on basic word attack skills and strategies.

At P.S.33, we recognize the growing need for a clear statement of the expectations for the linguistic development of our many students who are learning English as a new language. In our community, we are dealing with the increasing numbers of English Language Learners. We will continue providing a curriculum that addresses the Language Learning needs of our students. We have expanded our ESL program with our 5 certified ESL teachers for classroom and push in instruction.

Through a teacher's careful planning and instruction that aligns with the standards, students can learn and can be nurtured in a heterogeneous classroom – without labels. To achieve this, a teacher's instructional planning must always be multilevel. This approach allows all students to gather what is necessary to help them grow, even though what they gather differs from one child to another. Heterogeneous instruction helps to erase lines of distinction – social, emotional, and academic – while supporting students.

Upper-grades teachers that are beginning to teach for the first time must investigate whether these two beliefs are central to their own classroom teaching and learning and its effectiveness within their own group of students. This is due to the diversity among students as the grade level gets higher. Multiple approaches can be an answer for this dilemma.

Phonics instruction is a way of teaching reading for early grade teachers that stresses the acquisition of letter-sounding correspondences and their use in reading and spelling. The primary focus of phonics instruction is to help our beginning readers understand how letters are linked to sounds to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading. Systematic phonics instruction in the lower grades is recommended by the National Reading Panel because research has shown that it helps students decode, spell, and comprehend what they read. It is because of this recommendation that our early grade teachers, at P.S. 33, have chosen to implement *Foundations* in Kindergarten & Grade 1. We also are implementing Words their Way for Kindergarten through the third grade as one component of its reading and writing instruction. The many, simple and fun activities help our teachers to develop the younger child's reading skills.

With the understanding that there is a national reading crisis that cuts across all ethnic and socioeconomic groups; and with the result that we're becoming a nation of two societies: one that reads, and one that doesn't read, we have found that the parents of many of our students are not aware of the problem's scope. Parents realize that reading is a prerequisite for all other learning, and they want their children to be good readers.

We honor our students and give them incentives when they perform well on tests by putting up their pictures and test scores on bulletin boards throughout the halls at our school. On the other hand, we also do not forget our other students that may not do as well on tests by encouraging them and giving them incentives as well. Our SLT will continue to implement students' celebrations for excellence with our **Annual P.S. 33 outdoor Bar B Q**. Also, students who are meeting and exceeding, making 1 year's progress gain 2 PBIS Principal's Stars which is worth 3 point each! These are huge endeavors, that 100% of our School Leadership Team volunteers to expedite.

Professional development is provided for staff on Balance Literacy Practices focusing on refining and integrating the content areas such as Science and Social Studies into The Reader's Workshop, The Writer's Workshop, Differentiated Instruction, Word Study/Vocabulary Development, Genre Studies, Shared Reading,

Guided Reading, Interactive Read Alouds, Independent Reading, Buddy Reading, Literature Circles, Author's Study, Model Writing, Guided Writing, Shared Writing, Usage of Mentor Texts and Authors, Exemplars, Development of Criteria Charts, Rubrics, Readers' Notebooks, Writer's Notebooks, Writing Folder's, Writing Process, Integrating Science and Social Studies into ELA, making Connections and Comprehension for Non-Fiction, reading Skills and Strategies: Looking at Student Work, Understanding Different Informational Texts, Test Sophistication Strategies, Types and Elements of Historical Fiction, Historical Narrative Writing, Immersing Students in Elements of Memoir, Use of Rubrics-Peer Editing, Exemplar-Letter to Another Character or Diary Entries Writing, Types and Elements of Procedural Writing, Text Features, Criteria Charts, Rubrics & Peer Revisions, How to Immerse students in Poetry, Poet's Café, The Elements of Poetry, Elements of Realistic Fiction, How to Stretch a moment in Writing Cambridge-Common Priorities Design Cycle, Learner Centered Initiative – Power Standards, Data Analysis, Literacy Activities & Portfolio Assessment, Differentiated Instruction, Positive Behavior Interventions Support (PBIS), Classroom Organization Management Practices (COMP-TFC), English as a Second Language Teaching Practices, Portfolios and Peer Review. These learning opportunities will give our teachers an opportunity to improve their craft and transfer effective practices into their classroom instruction and develop standard based learning experience for students. The classroom data binder will serve as a resource for tracking student progress, teacher development needs and evaluating school programs.

Our ELA scores showed an increase in Spring 09. There was a total of 424 students tested of which, 232 are levels 3 & 4. While 192 students were at levels 1 & 2. Compared to the results of Spring 08, there was a total of 485 students who were tested of which, 206 are levels 3 and 4. While 277 students were at levels 1 and 2 (57 students @ level 1). The many contributing factors that led to our success were the interventions we provided to the increased number of students who were taking the test for the first/second time as second language learners who had 1 year or more formal NYC education. We also utilize a data driven approach for student learning and professional development. In addition, students were asked to look at their weekly assessments analyze their data and set daily and weekly learning goals. Both teacher and students were involved in a very rigorous goal setting process that enabled support staff, administrators and parents to better facilitate the learning of each child. In June 2009, the Principal met with grades 3-5 students in their classes and shared their 2009 NYS ELA and Math results, at this meeting we conducted their data analysis and engaged students with identifying learning needs and setting goals for 2009-2010. During the month of November 09 and December 09, the Principal will meet with each child to get a pulse on where there are with accomplishing their goals. At this meeting the Principal and student reflects on accomplishments, next steps and indicators for success. The Principal also invites parents as needed to these meetings. The cycle continues during the months of March-April 2010 the Principal meets with students evaluate their goals, plans next steps and indicators for success. During the months of May-June 2010 we will look at our NYS ELA and Math results to see if students were able to accomplish their long term goals established in June 2009. At the June 2010 whole class meetings the Principal with the Administrative Team reflects and sets new goals with students for school year 2010-2011 utilizing the results of their 2010 NYS ELA, Math, Science and Social Studies tests.

Analyzing our 4<sup>th</sup> grade results for 2009 our noticings are: our ELA scores (L3 & L4 @ 48.6 %) we showed an increase by 7.3 %. Compared to 2008, our noticings are: our ELA scores (L 3 & L4 @ 40.7 %). In 2009 there were a total of 144 students who were tested of which 70 are levels 3 & 4. While 74 students were ate levels 1 & 2 (13 students at level 1). Compared to 2008 there was a total of 162 students who were tested, of which 66 are levels 3 and 4. While 96 students were at levels 1 and 2 ( 21 students at level 1). Our *ELA Average Progress* indicates the following: School Progress Points ELA 2008 was maintained compared to 2008 at 0.34. Our *ELA % 1-Year Progress* indicates the following: School's 1-Year Progress % ELA 2009 67.3% while we improved by 3.5 % compared to 2008 % of students making 1-year progress at 63.8%. Our percentage of students in school's lowest 1/3 students making at least 1 year of progress is 90.3 % compared to 2008 at 80.4%. The many contributing factors that led to the increased success were our early morning AIS that comprised of all teachers providing 37.5 mins interventions, Monday-Thursday on specific skill and strategy lessons; Extended Day AIS and Vacation AIS that serviced our

level 1 - 4 students. In addition, we maximized our resources by utilizing our out of classroom teachers who worked in a team of three to push in and provide intense interventions for all students. Our Saturday AIS which serviced our levels 1-4 students was another contributing factor in our increased performance. Due to budget reduction we are not able to provide these intensive interventions for school year 2009-2010. However, we are focusing on our students at risk, who will attend our PM extended day school Tues- Thurs, from 3:15-5:15 PM. We are also ensuring that all of our students receive interventions during our PM AIS for 25 minutes daily during our school day. We will also focus on moving those 192 students to meeting and exceeding standards this year by utilizing a rigorous push-in interventions program to target students' needs and move them to proficiency levels.

In addition, we will utilize Grade Level Facilitators and 3 f-status instruction teachers to provide Professional Development to all staff on the ELA which will be given to our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students in April. Teachers will incorporate the use of the ELA strategies into their everyday lesson plans. The focus is on demonstrating effective read alouds, note taking skills, developing short responses and extended responses for read alouds, developing thematic essays that are standards based, using comprehension strategies and test taking strategies. On a weekly basis the Administrative Team will conduct Learning Walks for each grade to evaluate the success and needs of students and teacher. They will focus on Science and Social Studies essential questions, topical questions, students' reader's notebooks, performance tasks such as comprehending document based texts, process charts that supports the reader's workshop, mini-lessons, content focus, students' portfolio, Acuity Predictive and ITA's review analysis, school wide weekly strategy/skill assessment & action plans, school wide cumulative assessments; students' independent reading level quarterly progress chart, students monthly-weekly daily goal setting evaluation and monitoring template, ECLAS2 analysis and assessments of the units to gather the data for a data driven approach to instruction. The administrative team will conduct formal and informal observations to monitor teaching practices and students' outcomes. Priority will be given to how we respond when students are not learning and looking closely at our interventions.

To develop a strong foundation for our students we utilized our 3<sup>rd</sup> Assistant Principal who supervises Pre K-Grade1. We are utilizing our 3 reduce class teacher to target our students and give rigorous interventions. In addition, our Literacy Coach and Learner Centered Initiative (LCI) consultant focused on K- 2 grades school year 2008-2009 and provide professional development with our K-2 teachers on interpreting power standards and data, collecting data such as running records, quizzes, vocabulary tasks, etc., looking at data such as running records, quizzes, vocabulary tasks and ECLAS2, analyzing the data and developing plan of action to meet the needs of each student. This year we have our Cambridge Consultant, David Jacobson providing professional development for our teachers on collaborative lesson planning and looking at students' work products in writing. We also, have our Cambridge Consultant, Christine Lewis providing professional development on various literacy practices for Guided Reading, and vocabulary development. We have also purchased "Words Their Way" and Phonics Month by Month Literacy Programs to improve on our students' vocabulary development; Mondo Guided Reading Libraries, Kaplan ELA-Advantage; Lessons in Literacy, Mondo-Now I get It, strategy units, Strategy that Works-Harvey's mentor texts, etc. In addition, we have replenished the 6 additional Wilson Kits that will be utilized by our support staff for our students at risk in our general education classrooms.

It was our plan to focus and improve our instructional practices for our Special Needs student. We implemented the Wilson program in all of our Special Needs classes. Five of our teachers are trained in the Wilson program and worked with this program during Summer School. In addition, we utilized our 2 SETTS teachers, 2 speech teachers and 4 additional ESL teachers to provide a rigorous academic intervention service for our students with IEP's. Providing support for these children is of high priority for P.S. 33. It is our goal to mainstream these children into our general education classes. We have also provided an additional resource intervention teacher who will provide additional services for general education students with IEPs and who are ELL's in group of 1:5. This year we have implemented for the first time a Special Needs Data Inquiry Team that meets monthly to look at each child's needs and success. This initiative will help us to

meet our goals for each child. In addition, we will continue our Study group with support from our CFN # 9 Specialist, Ms. Evelyn Marzan to help us to acquire effective teaching practices for increased student achievement.

We are also deepening our focus on our ELL's this year. It was our goal to make sure that our students meet proficiency in English by their 3<sup>rd</sup> year in the Bilingual Class and mainstreamed into a Monolingual class. To ensure that students meet proficiency in the English Language we will continue to implement the language allocation policy for our Bilingual Classes and ESL instruction teachers co-taught and planned together to improve instruction. We rehired our 5 ESL teachers and replenished our Hampton Brown, Avenues Program, maintained the 35 smart boards for our classrooms that addressed the diverse learning styles. Teachers, support staff and administrators utilized the NYSELAT data to assess students' strengths and needs. We researched and invested in research based interactive ESL programs that are interactive and effective for our children. The ESL team evaluated the implementation and evaluation of the Avenues Program. Considering the success we had with our ELL's we have revised our ESL program by scheduling a self-contained class on each grade level; 3 of these self-contained ESL classes are serviced by a full time certified ESL classroom teacher while the remaining 2 self contained classes are serviced by 2 ESL push-in certified teachers. We also will continue our Data Inquiry Team Initiative for our ELL's to help us to improve the learning and achievement of our ELL's, taking into account that we have 88% of second language learners in each classroom. This initiative will help us to meet our goals for our children. In addition, we will also continue our Study Group with support from CFN # 9 Specialist Ms. Lorraine Estranda and Ms. Marzan.

### Writing:

The School Leadership Team and Literacy Team organized and developed workshops and Lab Sites to provide instructional strategies that increased standards based writing experiences for students. Teachers were involved in study groups around Differentiated Instruction, "**Differentiated Literacy Strategies: For Student Growth & Achievement**" by Gregory & Kuzmich & The "**Writer's Workshop**" by Ralph Fletcher. Teachers incorporated differentiated strategies in their Reader's & Writer's Workshop, Development of Non-Fiction mini-lessons, components of Interactive Writing (identifying a text; preparing to write; composing the text; writing the text and extending the text), structures of non-fiction, exemplars and mentor authors, criteria charts and rubrics, features of non-fiction, elements of non-fiction, utilize the ECLAS2 and DRA with formal assessments to assess needs and plan interventions. We focused on using student samples of writing with the "**Cambridge Common Priorities Protocols for Looking at Students' Work**" to assess students' strengths, needs and professional development opportunities for the teacher. The strategy of looking at students' work will give teachers immediate feedback to carefully plan lessons and better facilitate the learning of our students. We also purchased mentor texts for each class to address their Units of Studies on the specific genre, we hope to replenish our mentor text resources for each student. Teachers will be engaged in developing an ongoing revised writing curriculum map that reflects the NYS ELA Standards and align resources that will enable our students to achieve. In addition, teachers will collect and provide writing exemplars, criteria charts and rubrics for additional support. Teachers received a curriculum binder that has the unit of study with its' day to day lesson. This improved curriculum binder serves as a guide for year 1 teachers and for those who need additional support planning lessons and expediting the curriculum. Also each grade level will conduct monthly writing Labsites on the genre study, use of exemplars, development of criteria charts and rubrics. This opportunity will enable us to improve our teaching practices to increase learning outcomes.

## **Mathematics**

Because we know how important mathematical development is in young children, during the early grade years of Kindergarten through Grade 5, considerations such as high-quality educational settings and experiences become paramount. We know that mathematics at this age, if appropriately connected to a child's world, is more than "getting ready" for elementary arithmetic. Appropriate math experiences challenge young children to explore ideas related to: *Patterns, Shapes, Numbers, and Space, problem solving, etc.*

We need to foster children's mathematical development by providing an environment rich in language, where thinking is encouraged, uniqueness is valued, and exploration is supported and by the end of grade 2, students should be using many conventional mathematical representations with understanding.

Two important elements of reasoning for students in early grades are pattern-recognition and classification skills.

They use a combination of ways to justify their answers – perception, empirical evidence, and short chains of deductive reasoning grounded in previously accepted facts. Teachers must encourage students to make and investigate mathematical conjectures by asking questions that encourage them to build on what they already know. Students need to be encouraged to make conjectures and to justify their thinking with reasonable arguments. Teachers and administrators must continue to foster ways of justifying that are within the reach of students, that do not rely on authority, and that gradually incorporate mathematical properties as the basis for the argument.

The following are used for **Reporting Needs Assessment Findings**

<b>Data Sources</b>	
NYS Assessment	Classroom Performance
Everyday Mathematics Program Assessment	Teacher Observations
P.S. 33 Weekly and Cumulative Assessment	Math Reflections
Student Portfolios	Teacher-Made Tests
Acuity Predictives and ITA's	

It was our focus to provide effective professional development for the implementation for Everyday Math. K-5 teachers who were already trained in Everyday Math instruction planned and collaborated with new teachers who implemented the program. Our Math Coach, Math Aussie (for the 1<sup>st</sup> time) and the administrators identified Lead Math teachers for each grade as members of the Math Team to turnkey initiatives and implement the revised Math Standards. We interpreted the content standards vs. process standards and planned investigations that incorporated each of the standards. Our math Aussie worked with teachers who needed the additional support to increase their students' performance. We developed systems that effectively monitor the program to its fullest capacity. Through our Learning Walks we determined the components that are missing for a Balance Mathematics classrooms. Our classrooms developed Math Rubrics that are interactive and addressed the revised standards. During our weekly 45 minutes Professional Development teachers engaged in developing Rubrics that addressed the standards, Mathematics vocabulary development and utilization, ELA Math implementation and test taking strategies. In addition, the Math Team developed two lesson labs in each grade where teachers observed standards based instruction. We have expanded our Math professional development by 100% with our Aussie Consultant. In addition, we increased our Labsites by 100%. Teachers are engaged in monthly Labsites, 1 per a grade level on exemplary mathematical investigations.

Our Math scores showed an increase in Spring 09 by 16.9 %. There was a total of 447 students who were tested of which, 366 are levels 3 and 4. While 81 students were at levels 1 and 2 (19 students at level 1). Compared to Spring 08, there was a total of 489 students who were tested of which, 309 are levels 3 and 4. While 173 students were at levels 1 and 2 (39 students @ level 1). The many contributing factors that led to the increase in our success were our early morning AIS support staff that comprised of all staff, Extended Day AIS and Vacation AIS that serviced our level 1 and level 2 students. Our Saturday AIS which serviced our levels 1-4 students was another contributing factor in our increased performance.

We will continue to implement the use of Math Navigator Interventions Program for our students. We also utilized various differentiated resources, such as Options, Kaplan Momentum Math, Kaplan Math Advantage, Continental Press, Monthly Math Jeopardy Assemblies, etc. to support the needs of our students. In addition, we utilized our master teachers to provide intervention services for our P.S. 33 Extended Day Enrichment Program. This initiative will help us to maintain and increase our students' performance by 5% this year. We are also focusing on moving those 81 students to meeting and exceeding standards this year by utilizing a rigorous push-in interventions program to target students' needs and move them to proficiency levels. Due to budget reduction we will not be able to maintain our Math Aussie Consultant to support the professional development of our staff. However, we will utilize our Grade Level Facilitators and Math coach to provide various professional development for our staff.

Analyzing our 4<sup>th</sup> grade results for 2009 our noticings are: ( L3 & L4 @ 78.1 %) showed an increase by 15 %. While 34 students were at levels 1 and 2 (12 students @ level 1). Compared to Spring 2008, our noticing are: our Math scores (L 3 & L4 @ 63.0 %). In 2008 there were a total of 162 students who were tested; of which 102 are levels 3 and 4. While 60 students were at levels 1 and 2 (19 students at level 1). Our *Math Average Progress* indicates the following: School Progress Points Math 2009 0.13 while we improved in 2008 narrowing the gap at 0.32. Our *Math % 1-Year Progress* indicates the following: School's 1-Year Progress % Math 2009-72.1 while we improved by 14.1 % of students making 1-year progress, compared to 2008 at 58%. While the percentage of students in school's lowest 1/3 students increased by 5.8% making at least 1 yr of progress-77.7 compared to 2008 at 71.9%. The many contributing factors that led to the increased success were our early morning AIS, Extended Day AIS and Holiday AIS that serviced our level 1 and level 2 students. In addition, we maximized our resources by utilizing our Math Team to push in and provide intense interventions for all students. Our Saturday AIS which serviced our levels 1-4 students was another contributing factor in our increased performance. We will implement this initiative this year on Mondays and Fridays starting February 2010, at 50 % compared to last year due to budget reduction, to maintain and increase our students' performance by 5% this year. We will focus on moving those 19 of those level 1 students to meeting and exceeding standards this year by utilizing a rigorous push-in interventions program to target students' needs and move them to proficiency levels.

In addition, we will utilize our Grade Level Facilitators and Staff Developers, Math Coach, Math AIS teacher, with Administration to provide Professional Development to all staff on the NYS Math which will be given to our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students. Teachers will incorporate the use of the Math strategies into their everyday lesson plans. They will focus on demonstrating effective problem solving skills, developing short responses and extended responses for Mathematical Solutions, developing rubrics that are standards based, using math games.

Our early grades will continue with Every Day Math and we will support their implementation of this program and the City's Math Frameworks. It is evident that our students needed more Mathematical experiences for application of skills and strategies for their everyday lives. During our common planning time teachers will be engaged in developing our professional learning community, looking at students' problem solving skills and visiting Labsites for new approaches, utilizing the Cambridge Common Priorities Toolbox Protocols. During this time teachers develop systems and interventions to respond when our students don't

assimilate the learning process what is taught. This gives our teachers an opportunity to also gain various strategies and approaches for effective math instruction. To bring our children to maximum potential we will implement an Early Grade Math Competitions. As part of our Assembly programs, students will participate bi-monthly by grades in the **P.S. 33 Math Jeopardy**. Students along with their teachers and families prepared for this major event. We reached out to our PBIS Team who will support this initiative by donating prizes for our Kings and Queens. In addition we will hold our 100 days of School Celebrations for the Community. Also, our Administrative Team, Math Coach and Curriculum Team will collaborate for our “Family Math Day” in January. We will also replenish various additional resources to challenge our students’ mathematical thinking. Some of these are Kaplan-Math Advantage, Momentum Math, Continental Press Math, Math Navigator, Options-Comprehensive Math Assessment, Break Away Math. These initiatives we felt better prepared our students with Mathematical conceptual understandings for life applications.

On a weekly basis the Administrative Team will conduct Learning Walks for each grade to evaluate the success and needs of students and teachers. They focus on essential questions, topical questions, students’ Math notebooks, performance tasks such as problem solving, process charts that support the Math workshop, mini-lessons, content focus, students’ portfolio, Acuity ITA’s, end of unit assessments and predictive action plans, and assessments of the units of study to gather the data for a data driven approach to instruction. The administrative team will conduct formal and informal observations to monitor teaching practices and students’ outcomes.

**Science**

Taking into account current research and science standards, along with the needs of our students’ population, a draft of the Science Framework is implemented with the City’s Core Science Curriculum. This framework based on National Science Standards and NYS Performance Standards. This will be a guide for our teachers to facilitate the teaching and learning of a fully integrated science program that promotes inquiry and collaborative problem solving. Although teachers will have the freedom of delivery, the core topics and key ideas are prescribed by grade. The teachers will receive monthly professional development on how to use the new core curriculum. This will be determined by using the information from the aforementioned national and state standards. We will formulate a Science Committee to assist in the planning and evaluations of programs, projects and practices. The following are used for Reporting Needs Assessment Findings:

<b>Data Sources</b>	
Teacher Made Tests	Classroom Performance
Running Records	Teacher Observations
School Benchmarks	Student Journals
Student Portfolios-using the scientific method	Baseline Data
	State Assessment

The Administrative Team and Curriculum Team organized and developed workshops and Lab Sites to provide instructional strategies that increased standards based scientific explorations for students. Teachers will be involved in study groups around integrating Science into all curriculum areas. Teachers will incorporate the Scientific Process in their lessons. Also, they will plan collaboratively by grade levels for Scientific Experiments that incorporates vocabulary

development and usage. In addition, our science coordinator will work with teachers closely through the Team Teaching approach. This provides professional development for the teacher and to facilitate increase students' learning. Teachers and students will be involved in a month's unit of study-writing a report using the scientific method. The published work will become a portfolio writing sample.

**Social Studies**

The thrust of the Social Studies curriculum is to assure that students can perform because they are building a body of knowledge from grade to grade consistent from class to class. This body of knowledge and core curriculum is developed so it links to P.S. 33's Literacy Framework. To improve our students' knowledge or performance in the various assessments and the reading and math tests by at least 5%, we will focus on a core curriculum, which will enable students to meet State standards. An emphasis is on connecting learning to the year before and the year to follow. The following is used to Report Needs Assessment Findings.

<b>Data Sources</b>	
Teacher Made Tests	Classroom Performance
Running Records	Teacher Observations
School Benchmarks	Student Journals
Student Portfolios	

Our 5<sup>th</sup> grade students performed @ 87% in school year 2008-2009 in levels 3 and 4. It is evident that this test measures students' understanding of the world from Kindergarten to 5<sup>th</sup> grade. To better prepare our students our teachers in Kindergarten through 5<sup>th</sup> grade worked collaboratively to prepare our students for success and competencies in Social Studies. We developed a new professional development initiative by involving all of our teachers in looking at samples and analyzing the questions for curriculum planning and instruction of the 5<sup>th</sup> grade Social Studies Objective Test and the DBQ's. Our goal is to bring awareness to all teachers on the expectations of our students in 5<sup>th</sup> grade and bridge the gap between the lower grades and the upper grades. In addition, we purchased class sets of trade books for Kindergarten through 5<sup>th</sup> grade to enrich classroom libraries that will facilitate our integrated curriculum using UbD. Also, our literacy curriculum maps integrate Science and Social Studies content and concepts for grades K-5.

**Art**

We are looking at where learning objectives in all of the arts are similar to learning objectives in core subjects; as well as where the Arts provide unique learning opportunities. In developing integrated curriculums and drawing upon multiple learning strategies, we reach the whole child. We have students who have a variety of artistic talents and are academically challenged. We will expand the arts program to meet their needs and promote the development of the whole child.

While addressing the causes of low student achievement has been a significant priority of P.S. 33 over the past few years, there are also concerns among our educators and community members that there is a lack of enrichment opportunities for our youngsters. The need has been articulated, for example, for the strategies in the regular classroom to help teachers identify and nurture the gifted behavior of students. We realize that we can and must do a better job

informing parents of the myriad of enrichment opportunities available to students that are being implemented in our schools. The following are used to **Report Needs Assessment Findings:**

<b>Data Sources</b>	
Student journals Art Projects Classroom Displays Student Created Posters Bulletin Boards Dance Festivals Special Performance Assemblies	Hallway Art Exhibits Written Scripts for Plays Arts Leadership Team Winter, Spring and June Arts Festival Dreamyard mid-point and end point share Music and The Brain Keyboard Performances

Our certified visual arts teacher will service all of our students by cycles. We know that the arts are an excellent way to motivate our students to be in school everyday and engage in learning. Thus, we have continued our 7<sup>th</sup> year with Dreamyards. Due to budget reduction, we decreased our Dreamyards arts Program by 100% from 125%, 6 classes are team teaching with Dreamyard artists. 25 % of the classes team teach for two consecutive years. During this time teachers gain various professional development opportunities to integrate arts into their curriculum. After two years, these teachers are ready to work independently or may collaborate with a novice teacher. While our Dreamyard artists starts a new cycle of teachers allowing us to build capacity. We are now up to 75% of our staff who had Dreamyards training and are integrating arts into their curriculum. We also have for the 2<sup>nd</sup> year our Music and the Brain Keyboard Program for grades K-2 Students. These children will receive two 45 minutes sessions in keyboard music integrating math and literacy.

We also collaborated with BalletTech a non-profit music program that comes to our school on a monthly basis to work with selected students who has dance talent. It is evident that our children possess a wide range of artistic talents. We hope to collaborate with many more non-profit organizations to bring arts to our classrooms. We value the involvement of community based organization and hope to collaborate for the 2<sup>nd</sup> year with LEAP an arts based afterschool, vacation and holiday program. This is a social, emotional development program for children in grades K-5. They provide arts services to our children 3 hours per a day Monday-Friday and 6 hours during vacation.

**Technology / Library / Media**  
**Needs Assessment Findings**

We have installed computers in all of our classrooms, Bi-Lingual and General Ed. We have also purchased software to enhance instruction in all content areas. We have incorporated the use of Technology in the classroom. We developed technological support for standards implementation in all classrooms. We have also ensured access for Parents by expanding Parent Skills in Computer/Technology. We have improved our students' academic achievements through technology. We assist students to become technologically literate by the time that they graduate to the Middle Schools. We ensure that teachers integrate technology into student curriculum to improve achievement.

- More access to the library and its contents for students, teachers, and the overall school community.
- Increased collaboration between teachers and the library/media specialist for the development of learning experiences that utilize the information available in the library/media center. The following is the **Process for Reporting Needs Assessment Findings**.

<b>Data Sources</b>	
Surveys/Questionnaires Learning Walk Student Portfolios	Classroom Performance Teacher Observations

This year our focus was on the utilization of computers technology in all classrooms. We have 32 classrooms in the main building with computers technology. In addition, we received our proposal grant from Councilwoman, Ms. Maria Baez. She donated funds to purchase computers. We upgraded our computer lab and library it is now a state of the art. We purchased 30 smartboards; 4 mobile labs with computers and accessories for our special needs and bilingual classes. Teachers are trained and encouraged to use the technology in their classrooms for differentiated learning opportunities. Also, our computer lab now services each Kindergarten and grade one student with HeadSprout Early Reading Interventions Program. This year we maximized our resources by utilizing those teachers to turnkey the program to teachers in all grades. Also, we have started a new initiative for our parents. This will help us to strengthen our partnership with the home and school. Our parent will participate in Media Technology during their Monday ESL classes.

### Physical Education/Health Education

The staff at P.S. 33 understands the need for more physical activity for every child. The academic demands placed upon our students during the school day presents a challenge for administrators and staff to provide the time needed for physical activity during school hours, after school and on weekends.

#### **1. Process for Reporting Needs Assessment Findings**

<b>Data Sources</b>	
Data for Intramural Enrollment Learning Walk ATS Reports Fitness Best Assessment	School Schedule for K-5 School Report Card Observations

This year our focus was on developing the whole child. We expanded our Physical Education Program by hiring an additional physical education teacher. We will continue to collaborate with our Physical Education teachers who will focus on integrating the physical education of our students with literacy. Our physical education teachers with our literacy coach provided workshops on how to integrate physical education with daily lesson planning on our school's initiatives for

improved non-fiction studies. The gym have displays of literature such as Biographies and autobiographies of famous sports figures for football, baseball, hockey, basketball, figure skating, etc. To promote total health and fitness, our school collaborated with our physical education teachers to plan our “Jump Rope for Hearts Day” proceeds will go to the American Hearts Association. In addition, our school will continue its 4<sup>th</sup> year collaborating with Community based Organization New York Cares to bring their Tennis Program to our school for our children ages 7-10. We also have a Spring New York Junior Tennis League for grades K-5 students’ everyday after school from 3:15 PM -5:15 PM. To promote positive sportsmanship and increase of attendance we had our 10<sup>th</sup> year with basketball tournaments competing with schools from the district. This initiative led by our teachers help our students to develop character development, ethics and habits for success. In addition, our parents were invited to attend these events to promote esteem, recognition, and celebrate their child’s success. Also, for the first time our school promoted our International Games Day for all of our students. This was quite a success as a welcome back for our students and getting them motivated about school and learning.

We also know that there is much work to be done that will enable us to meet the expectations of our School Quality review.

*-Our school received a Well Developed for school year 2007-2008 compared to school year 2006-2007 Proficient Rating*

- The principal, well supported by assistant principals, exhibits compelling leadership and a clear vision of moving the school forward.
- The school’s recording and use of data are at a high level and used well to guide instruction.
- Well differentiated professional development is an integral part of the school’s program to enhance teacher’s skills.
- The school provides exceptional support for those students most in need and enrichment opportunities for higher achieving students.
- Extremely effective partnerships provide the school with a high level of support in designing and implementing effective programs.
- Staff work in a very collaborative manner sharing in the vision that contributes to a focus on instruction and a nurturing atmosphere of the school.
- The school, staff, and students, each set and regularly review and revise goals to improve outcomes.
- The school’s use of resources is data-driven and effectively supports the educational goals of the school.
- Parents have many opportunities to learn about and are involved in school programs.
- The inquiry team provides excellent support to the school’s use of data to guide instruction for English language Learners.

*What the school needs to improve:*

- Promote the use of a congruent system between class-work and report cards to provide students with clearer expectations in their work.
- Build on the parent connection and invite them to share relevant information about their child with teachers.
- Extend the students’ goal setting process to include parents thusly enabling them to monitor their child’s performance and progress.
- Further refine the data collection systems to ensure that all relevant data, including the range between levels on the standardized exams, is included to better monitor student progress within and across years.

To promote the use of a congruent grading system all of our staff members were involved in developing rubrics for all learning utilizing our New York City’s Report Card grading System: This rubric is used for day to day assessment, weekly assessment, monthly parent report card , etc.

<i>1-Below Grade Level</i>	<i>2-Approaching Grade Level</i>	<i>3-Meeting Grade Level</i>	<i>4-Exceeding Grade Level</i>
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To build on the parent connection and invite them to share relevant information about their child with teachers, all of our classes meet with parents for our *Monthly Progress Report and Goal Setting Meeting*. During this time the classroom teacher meets with our parents and discusses the strengths and needs of our children and new learning goals for our children. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our *Monthly Bring a Family Member or Friend to Lunch & Open Classroom Initiative*, this enables our parents to receive current ideas and strategies to better support their child at home and also gives them an opportunity to visit their child's classroom and learn more about their child's accomplishment and areas to be improved. During this time the teachers collaborate with parents enabling them to monitor their child's progress and performance. Also, we invite special guests, such as the consultant for our students Premier Homework Agendas, Mr. Mitchell Fleiss, to do workshops on how to use the Homework Agendas as tool what their child is learning, what they need to know more about and how to better improve their organizational skills. In addition, we know that it is equally important for our parents to receive communication, thus we provide our parents with monthly *Home & School Connection NewsLetter* and *Reading Connection NewsLetter*.

To further refine the data collection systems to ensure that all relevant data, including the range between levels on the standardized exams, is included to better monitor student progress within and across years we have developed a consistent *Individual Student Profile Data Sheet*. This gives pertinent information on how students are progressing in their goals. It also, serves as a point of reference for the school to measure the impact on students' interventions, program effectiveness and needs assessment.

### *Children's First Intensive Initiative: Data Inquiry 2008-2009 Needs Assessment/Reflections*

#### 1. Choosing team members:

- At first we invited staff that were interested in data and the Inquiry process to apply. But after we filtered through our students to find the ones on which we would concentrate, it became obvious that we had to work backwards: find the staff that could help us most with the students we had selected. There was funding for 3-4 members, our principal, Ms. Santos, included school funds in the process so we could expand our Inquiry Team to include teachers on the lower grade levels as well (our target was fourth graders). In this way, we could involve teachers in the Inquiry process that we knew would be important to us next year, as we continued and expanded our work that would enable us to meet our goals of 98% participation.

#### 2. Selecting target population & diagnosing their challenges:

- Our AYP drove our choice of target population, in order to comply with city and state accountability standards. Our ELA scores for our ELL population caused us to become a SINI Year One school, and so these students were found to be most at risk. We have a large ELL population (84%), so we also knew that for the short term *and* the long term, focusing on these students was of the utmost importance. We filtered students- again, based on our AYP- for fourth graders (this way they had a measurable test history) who were ELLs, and who were economically disadvantaged (98% of our students). This gave us a list of 32 students. We then took several criteria into consideration for filtering further down to 22 students: student motivation, attendance and parental involvement. The Inquiry Team sat together with teacher and student surveys, data collected from our Headsprout and Explode the Code assessments, and our low inference observations to choose our final 22 students.

- We knew their challenges and wanted to deepen our work. The essential question was: *Why are our 4<sup>th</sup> grade ELLs having so much trouble decoding?* Even our general education classes have up to 12 ELLs on their rosters, so, in essence, all of our teachers are ELL teachers. But we're teaching reading strategies and skills for comprehension to students who cannot read. We knew that remedial work was needed, phonics and fluency intervention, to build the base of knowledge needed before comprehension strategies are meaningful. In other words, these students needed to learn to read before they could read to learn about their everyday world.

3. Planning, implementing and measuring the effectiveness of change:

- We used several measurements for progress, but the only scientific method we had to measure change from September through May were the DRAs. This was our first year of Inquiry work, so we weren't really up and functioning fully until November, when students had already been in school for three months. Our goal was to have our Inquiry students gain an average of three DRA reading levels from September to May, with three data points: September, February and May. Our Inquiry students went up an average of 4-5 reading levels, so we achieved our goal (data on request).

4. Strategies for target students and bringing the change schoolwide:

- We used the Headsprout computer-based reading program every afternoon and Explode the Code phonics workbooks during our Monday-Thursday morning AIS program for our Inquiry student interventions. Headsprout is composed of 80 vertical episodes that teaches students 5,000 vocabulary words and brings them up to a Fountas level "L". There are benchmark readers that students had to read to Inquiry staff after certain episodes (nine benchmark books in all) before continuing on to the next episode. The Explode the Code workbooks were popular with teachers as well as students, and these consumables provided excellent supplemental work in blending, segmenting, fluency and even comprehension. Between the two programs, we found that students were highly motivated to achieve, and that the inter activeness of the Headsprout and the repetitiveness of the phonics work in Explode the Code helped students' confidence and self-esteem as well. Nothing was harder in the afternoons than trying to get Inquiry students off the computers when doing their Headsprout episodes!

- In almost every business, there is a three-year model for profitability, and we have our own three-year model. We began implementing our Inquiry work school-wide, but we spent most of our time "in the lab" with our Inquiry students this year. We communicated our findings through memos that were distributed to staff three times a month. The format was kept consistent: bulleted, one page, and one-and-a-half-spaced for ease of reading. The headings were always the same: What We Learned, What it Means, and What We Can Do (example on request).

5. Changes in **school culture**:

These things improved in the culture of our school as a result of our Inquiry work:

- using data much more to improve instruction in the classroom
- teachers were utilizing literacy centers to support the diverse learning needs of their students
- utilizing small groups to focus on targeted instruction
- using visual aids much more effectively for ELLs, including SMART boards and other technologies
- bridging the upper grades and the lower grades, and how we can transfer the upper grade interventions to the lower grade students
- distributed frequent memos to all staff regarding our findings and how they translate to classroom instruction
- teachers' learning information like giving more time to ELLs for processing, being mindful of common phonemic awareness issues with ELLs and cultural differences.

- Using the afternoon AIS period more strategically
6. What instructional strategies did you use to address target of phonemic awareness with your target population?
- We developed learning stations for our students that addressed their learning styles and also challenged their learning through the scaffolding of the performance indicators.
  - As mentioned above, we used the computer-based program Headsprout, Explode the Code phonics books, Destination Reading computer-based reading comprehension program for those who graduated out of Headsprout, FUNdations and literature circles for our advanced Inquiry students.
  - We used syllable clapping, blending and segmenting (Headsprout and Acuity diagnostic and predictive tests showed that a preponderance of our Inquiry students needed remediation in these areas).
  - We built a strong foundation for reading with our Inquiry students. Most met our goals, and some had already mastered them, so we moved them into comprehension-based interventions (Destination Reading, lit circles).
  - Our challenges included the fact that some students progressed very quickly through Headsprout, and we had to adapt to meet the challenges these students presented us. Also, we know that our interventions were good for developing decoding skills and fluency, but what about comprehension? This is something we will concentrate on more fully next year with our Inquiry work. And there was no formal writing component to our work, something else we must include in next year's Inquiry.
7. We will have **multiple new Inquiry Teams** next year (first bullet in this box).
8. How is Inquiry work influencing planning for next year?
- We will have new ELL PD based on our findings
  - We're implementing a summer school enrichment program for Inquiry students who scored high "2"s on their ELA State test, and will include other students as well.
  - We will stress differentiating instruction for our ELLs based on our team findings
  - We're targeting members for our expanded Inquiry team process for next year. There will be three sub-teams (K-1, 2-3, 4-5).
  - Headsprout will be used schoolwide for K, 1 and 2 students, as well as for interventions on all grades. Our goal with this is to have ALL students on at least a level "L" by the time they reach third grade.
  - Destination Reading will also be used schoolwide as an interactive tool to complement reading strategy instruction in the classroom via computers and SMARTboards.
9. *What will we do differently next year 2009-2010?*
- A lot. We will improve our connection to parents
  - Expand our Data Inquiry team by 90% -thus we will use representative from each grade, Special Needs, Bilingual and ESL Programs to implement and Turnkey key findings of our revised action research at their grade level planning meetings through our Grade Level Facilitators.
  - More organized communication between teams and teachers
  - Continue to have all team members be teachers of Inquiry students
  - Continuum: K-1 will focus on letter recognition and sounds based on LAB-R and ECLAS results
  - 2-3 will concentrate on bridging decoding to comprehension, and will use ECLAS, NYSESLAT and test results

- Continue with 4-5 will concentrate on improving reading comprehension and writing skills
- Reading specialists and more ELL specialists will be included as permanent team members
- We will have more transparency for the Inquiry process itself: fishbowling, PD, inviting groups of teachers to meetings, etc.
- Develop meaningful and scientific benchmarks for tracking progress starting at the beginning of the year
- Particularly when conducting LIO's, it would be more efficient to have a structured schedule to observe the students at specific times of the day, by multiple individuals. It is very important to view the students in their learning environments throughout the day. Also, being that LIO's are subjective, conducting them for each student by multiple data team members may help us reach more concrete data regarding the students' learning styles/behaviors.

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On the following pages are some data for uploading. Please use the information below and the documents that follow to complete all fields subsequent to this. For clarification, these were our major successes this year:

**Quantitative data**

- **18 students in Inquiry**
- **15 of 18 students improved ELA State Test scores**
- **7 students of the 18 moved up a performance level**
- **DRA scores moved up an average of three and a half levels between Fall and Spring. 15 of 18 students met or exceeded goals**

**Qualitative data:**

- **Confidence**
- **Changing the culture of the school community**
- **Connection between early grades and upper grades**

School <b>PS 33</b>	Inquiry Team:		Network Team Member: <b>Lynette Santos</b>	Date <b>4/21/09</b>
<b>School Self Assessment and Goal Setting</b>  X Looked at Last Year's Inquiry Work X Engaged in different school assessments X Quality Review X Progress Report X Survey Results X PPR X CEP X Staff Feedback X Looked at Assessment Trends X Looked at current school goals	<b>Principal's Launch of Multiple Teams</b> X Reflect on last year's Inquiry Team X Share school goals X Identify connections to school data and discuss areas in which improvement is needed X Share vision of the Inquiry Team structure (number of teams, participants, schedule for meetings) X Discuss the purpose of the inquiry team- to improve classroom practice and student learning X Consider different teams to address different needs/areas of interest	<b>Inquiry Team Formation /Building and Deepening Team Collaboration\</b> X Identification of the inquiry team(s) and facilitator(s) X Teams should be formed/identified so that, wherever possible, teachers have shared accountability for a common group of students X Select Team with classroom teachers and data specialist X Team has a good understanding of inquiry and action research X Team has a good understanding on how to work collaboratively	<b>Looking at Student Work/Data</b> X Develop skills in using protocols and data tools to look at student work/data X Examine qualitative and quantitative data to develop a deeper understanding of what students do well and what students need to learn X Develop common agreements on how good is good enough X Sharpen inquiry focus as it is informed by looking at student work X Where appropriate, share the team's work with broader school community	<b>Looking at Teacher Work</b> X Teachers use structured protocols and share assignments, lesson plans, curriculum units and resulting student work with colleagues for feedback X Teachers engage in low inference observations, describing student learning in classrooms X Team examines curriculum scope and sequence for alignment with school's standards and student learning needs X Team examines existing classroom, periodic and summative assessments for alignment with curriculum and school's standards

<p style="text-align: center;"><b>What's Working</b></p> <p>Inquiry Team turnkeying at grade-level meetings; literacy stations serving target students weekly; great team of staff, many completing second year of Inquiry work. Developing lessons, strategies and resources- based on our data collection &amp; analysis- that can be used by teachers in classrooms from K-5. that will help with decoding, fluency, vocabulary development and reading comprehension. Great familiarity with the protocols of data analysis. School-wide memos are also a great way to communicate.</p>	<p style="text-align: center;"><b>Current-Focus/Current Challenges</b></p> <p>Prefixes are our current focus. We found that students, especially our ELLs, are struggling with segmenting words. By understanding a relatively small number of prefixes and their meanings, students are better able to decode thousands of words and understand their meanings. Time and scheduling are always challenges, and we are working all the time to align and adjust to assure that we realize our short and long-term goals.</p>
<p style="text-align: center;"><b>Inquiry Team's/Collaborative Team's Next Steps</b></p> <p>Next steps are to further refine the processes we've developed in terms of pre-assessment, application of strategies and post-assessment. Also to communicate even more often with teachers on our findings and get materials and resources out to them in a more timely fashion. We also liked the idea we saw at a CFI meeting of developing specific grade-level sub-goals next year, to be overseen by teachers on the grade.</p>	<p style="text-align: center;"><b>School's Next Steps</b></p> <p>Our school's next steps include the intention to set up a systematic monitoring plan for our Inquiry teachers to not only turnkey their findings with classroom teachers on their grades, but to have monthly evidence brought to the Inquiry team of proof that they've implemented their findings in their classrooms, reflected in the fact that most of them have 80% second-language learners.</p>
<p><b>ESO/CFI Inquiry Process</b></p>	

The following is the Data reflecting the growth of our students

## 2008-2009 Inquiry Student ELA Gap Analysis

Student	Student ID	Scale Score 2008	Scale Score 2009	Perf Level 2008	Perf Level 2009	Scale +/-
#1	203679451	613	650	2	3	+37
#2	207102088	603	641	1	2	+38
#3	203779483	617	662	2	3	+45
#4	214915613	605	639	1	2	+34
#5	205091614	621	606	2	1	-15
#6	203972161	627	631	2	2	+4
#7	208171124	627	614	2	2	-13
#8	205279292	624	625	2	2	+1
#9	214912289	624	660	2	3	+36
#10	205806250	621	628	2	2	+7
#11	214591141	627	644	2	2	+17
#12	215118720	586	618	1	2	+32
#13	204764963	617	623	2	2	+6
#14	205687536	621	610	2	1	-11
#15	204159578	627	631	2	2	+4
#16	205375983	586	589	1	1	+3
#17	211038138	614	631	1	2	+17
#18	211953328	618	621	2	2	+3

Green = went up a performance level  
 Yellow = went up within performance level  
 Red = went down

15 of 18 improved their scores  
 7 of 18 went up a performance level

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Long Term Goal(s):** By June 2010 our school will meet the New York City Progress Report Target score 89.9 to 91.9 index points for school year 2009-2010. To maintain our letter grade A or increase to at least a high letter grade A of 92 or more index points which will enable us to maintain State expectations meeting AYP for English Language Arts with our students with Disabilities, English Language Learners\Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.

**The following measurable objective targets will define whether you have met your goal by June 2010.**

- To have at least 85 % of our teachers participate in the Learning Environment Survey.
- To have at least 50% or more of our parents fill out our learning environment survey. This will improve our New York City Progress Report Target score by 3 points, from 89.9 points to 91.9 for school year 2009-2010. Maintain our letter grade A or increase it to at least a high letter grade A which will enable us to maintain State expectations meeting AYP for English Language Arts with our Students with Disabilities, English Language Learners/ Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.
- Maintain our NYS Accountability Status: School in Good Standing
- Increase the following at least by 5 % in order to meet/exceed the expectations when compared to our Peer's Horizon schools and the City's Horizon schools
- Data Inquiry students will show an increase in their Independent Reading Levels by 4/at least at a 3<sup>rd</sup> grade level beginning grade 4 level.
- Students will show an increase in their Independent Reading Levels by at least 4-6 Fountas & Pinnell Reading Levels
- 95 % of staff will continue to be engaged in Data Analysis (NYS ELA & NYS MATH) using our Learner Centered Consultant, Jennifer Bergioli; 98% of my staff will be engaged in Data Analysis using student work (Weekly, Monthly and Cumulative Assessments, writing samples) to conduct collaborative plan writing lessons and use the Common Priorities Design Cycle to improve students' achievement using our Cambridge Consultant, David Jacobson; 98% of staff will be engaged in Monthly Data Analysis of Weekly and monthly assessments to plan lessons for increased students progress.

**Strategies for meeting our goal, including staffing, scheduling, and funding.**

We are most proud of the gains we made in 2009 NYS ELA Results, Levels 3 and 4 at 54.7 % of 424 students tested. We increased by 11.7 %, exceeding our goals by 100%. Our school scored 54.7% at level 3 and above and 38.7 % at level 2(a total of 93% of level 2 and above) compared to 2008 43% at levels 3 and 4 and 45.4 % at levels 2 ( a total of 88.4% of level 2 and above). We focused on implementing the Chancellor's Initiative for Data Inquiry to improve our ELA for all students including our ELL's and Special Needs around specific skill sets that are related to *information and understanding-collect and interpret data, facts, and ideas from unfamiliar texts, vocabulary development-determine the meaning of unfamiliar words by using context clues, dictionaries and other classroom resources and critical analysis-use specific evidence from stories to identify themes; describe characters, their actions, and their motivations, relate a sequence of events, evaluate the content of the author's purpose* . We will have 95 % of our teachers who are involved with the Data Inquiry Process focusing on the learning of each student. Each grade level will have an Inquiry Team Member who will turnkey findings at our Monthly Faculty Meetings. Also their weekly findings will be communicated in our weekly bulleting and supervisors will follow up for

implementation. Also for the first time, we will have a Special Needs Data Inquiry Team supported by our Network Team, Ms. Evelyn Marzan.

This initiative will help us to accomplish our goals for our Special Needs students, that is, to have at least 30 % of our students mainstreamed to general education after 4 yrs of services. It is our ultimate goal to have students become independent learners. In September-October, administrators conducted goal setting with each teacher to set goals for their students' achievement and their professional development. Then in January-March Principal will meet with the teachers for their mid-year goals setting, during this time it is the expectations that 90% of our teachers would have met their goals and are already setting more short term goals to meet their long term goals. At that mid-year goal setting teachers are expected to bring their data binder and students' assessment folders, with their students' portfolio to show how they were accomplishing their goals. The Administrative Team will conduct daily informal observations giving teachers feedback on how to better improve their students' learning.

The Administrative Team will also interview children and collect data on how students were accomplishing their goals. We are very proud of our ongoing goal setting initiative. During the Summer 2009, twenty one of our teachers attend our first Goal Setting Initiative Retreat. At this retreat, teachers focused on the School Quality Review Rubric to develop a document that will meet the well developed criteria for Goals. We also focused on the relevance of students attaining this life skills, setting monitoring and evaluating their goals. We will also have teachers and students share their goals with the parents at students' monthly progress report and goal setting meetings. We will continue to implement our Monthly Progress Report (our 2<sup>nd</sup> year with this remarkable initiative) to our parents. Teachers will meet with parents sharing their child's progress and conduct goal setting with parents. During this time the teacher will highlight the child strengths by performance indicators and their areas for improvement with suggestions on how to better support the child at home. This was a big success at our school last year and we anticipate the same positive results of this initiative.

It is our goal to meet with every child in the school and look closely at their goals giving them feedback for improvement. The administrative team also started to meet with individual students for grade 4 & 5 to set goals for their NYS ELA 2010 utilizing the results of 2009. During this time the team shared with students their 2009 NYS ELA results and we established how many more points they needed to score to improve their performance level. Students are very eager to set goals and targets for themselves. This we know is a very big undertaking and it was very successful last year. We will also meet with grades K-3 students and set goals with them, using their Independent Reading (Fountas and Pinnell Level) to set goals for the 3 semesters. We started this initiative last year as result of my leadership development with our consultant Ms. Migdalia Maldonado, whom will continue to work with us this year. We noticed that students Independent Reading Levels were increasing by an average 2 levels per a semester. We are very proud of this work. Thusly, we will continue to use this approach to track and monitor our school wide goals.

This will be the 3<sup>rd</sup> year for data binder initiative which will enable us to look deeply at each child. It will help us to improve and differentiate instruction and increase student achievement for each child, by monitoring on AIS Profile Sheet. We will work with our School's Leadership Team to collaborate with our Literacy Team, Math Team and Curriculum Team to organize our school around academics and increased student achievement for each student through the action research of our Data Inquiry Team and the 20 students selected. Out of these 20 students it is our goal for 97% of them to have Independent Reading Levels increased by 3-5 Fountas and Pinnell Levels.

We will refine and utilize our hypothesis "If Academic Interventions on a specific skills set needs is related to vocabulary development then all students including ELL's and Special Needs will yield reading levels that are approaching or on level. We will deepened the work of our Inquiry Team for school year 2009-2010, looking closely at the learning of our ELL's and how we can better support their needs in becoming proficient in their listening, speaking, reading and writing skills. Through the work of the inquiry team we will be able to increase students' reading levels to grade 3 (Fountas & Pinnell) and impact the instruction of all students in our school for ELA. Through the use of the various interventions, such as Headsprout, Goals, Explode the Code and 45 mins push in daily, we will be able to accomplish our goals increasing our NYS ELA by 5 %. This will enable our students to acquire the skills and strategies to become better readers, speakers, thinkers and writers.

This year we are trying for the first time our distributive initiative that is grade level facilitators at our common planning time. This initiative will allow teachers to take risks and give us feedback. I will also utilize teachers' feedback for our common planning time utilizing our Cambridge Common Priorities Toolkit approach in school year 2008-2009 to plan workshops for

school year 2009-2010 to meet their needs. With the support of our Network Leader, Mr. Mac Donald and Team we will look closely at the gaps of our school so we can better plan for school wide success. This support will enable us to support our Literacy Team, Math Team, Data Inquiry Team and Special Needs Data Inquiry Team, Curriculum and Administrative Team, Instructional Support Team (IST), Student Intervention Team (SIT).

We will model planning for all grades, conducting inter-grades visitations, Labsites and model classrooms. We will also utilize the ongoing feedback from our Empowerment Network Team for planning and our inter-school visitations to improve our classroom practices, with a focus, on differentiated instruction and writing. The staff is provided with a common planning time of two forty-five minute's periods ( first 45 minutes is mandatory while the 2<sup>nd</sup> 45 minutes is optional) for collaborative planning using Cambridge Common Priorities Toolkit by grade levels once per a week. The following are in place: Week 1 teacher focus on Data Talk; Week 2 teachers focus on Looking at Student Work-Math; Week 3 teachers plan collaborative writing lessons and implement; Week 4 Looking at Student Work-Literacy and resources for Units of Study. Each grade level also will be involved in Labsite experiences 1 x per month to acquire standard based teaching practices and students' learning.

This year we will pay special attention to looking at the evidence of students' learning at our Administrative Data Talk weekly meetings. We are focusing on writing this year. We will engage our teachers and curriculum teams to assess students' learning and develop systems and interventions to respond when students don't learn. Teachers are involved with our Cambridge Common Priorities Tool Kit training. At this remarkable collaborative activity, teachers are meeting monthly with Mr. Jacobson, Cambridge Consultant to analyze their writing lesson plans and collaborative lessons, teach the lesson, bring samples of students writing of the lesson and evaluate their practices for improvement. Teachers will analyze their data in students writing by classes and grade levels. During this time the teachers also look at needs and classes that were successful with needs, they share their best teaching practices with their colleagues. Thusly, teachers collaboratively plan lesson, they teach the lessons and bring samples of students' work to evaluate the lessons and better improve the lesson plan and students' learning. We also noticed last year 2008-2009, that we needed to develop consistent rubrics to grade our assessments. We (grade leaders and staff developers) planned a number of retreats with the NYC Leadership Academy to develop rubrics for each assessment (a total of 30 assessments per a grade) for grades K-5. This is still an ongoing work in progress and is ready for school wide implementation for this school year 2009-2010.

We have implemented our school wide assessments. Teachers, currently have a rubric for each assessment. This lends itself for a coherent grading system and for a common focus for teacher's collaboration and support for each other to better improve their practices. It is our goal to build capacity and have distributive leadership. Thusly, for the first time, we will implement grade level facilitator for grade level meetings. I have collaborated with P.S. 91x, Principal Pratti and conducted inter-visitiation to P.S. 91x to learn more about distributive leadership. We will also have my consultant, Ms. Migdalia Maldonado who will facilitate the development of the grade level facilitators.

### **Literacy**

This year our focus is on students' writing. Teachers are receiving professional development from our consultant David Jacobson, Cambridge: Common Priorities Toolkit. Teacher meets 1 x per month to look at students' writing samples, identify needs, collaboratively plan lessons and implement their lessons. Teachers are then required to bring samples of students' work for the collaborative lessons.

At this meeting they discuss surprises and successes. They also reflect on how their students' learning is improving due to their effective practices. We are also continuing to provide professional development for staff on data analysis, using data to increase students' learning, Balance Literacy Practices focusing on integrating the content areas such as Science and Social Studies into The Reader's Workshop, The Writer's Workshop, Word Study/Vocabulary Development, Genre Studies, Shared Reading, Guided Reading, Interactive Read Alouds, Independent Reading, Buddy Reading, Literature Circles, Author's Study, Model Writing, Guided Writing, Shared Writing, Usage of Mentor Texts and Authors, Exemplars, Development of Criteria Charts, Rubrics, Readers' Notebooks, Writer's Notebooks, Writing Folder's, Writing Process, Portfolios and Peer Review.

These learning opportunities give our teachers an opportunity to improve their craft and transfer effective practices into their classroom instruction and develop standard based learning experiences for students. The classroom data binder served as a resource for tracking student progress, teacher development needs and evaluating school programs.

Our ELA scores showed an increase in Spring 09 There was a total of 424 students who were tested, of which 54.7% are at level 3 and above. While 39% were at level 2 and 7 % at level 1. Compared to 2008 NYS ELA, there was a total of 485 students who were tested of which, 42.7 are levels 3 and 4. While students were at levels 1 and 2 (57 students @ level 1). The many contributing factors that led to the success was the deeper focus on data of students learning, their learning styles and how were we planning lessons and interventions to meet their needs. We also increased our focus on the students who were taking the test for the first time as second language learners who had 1 year or more formal NYC education. Thusly, we created ESL classes where students were receiving ESL instruction all day long.

We are also refining the way we provided ESL AIS Program using Hampton Brown-Avenues instructional program. In addition, due to our budget cuts, we modified our daily push in program we revamped our After-School and tutoring model of 1:10 teacher to student ratio to a 1:20/26. The staff selected for this program went through a very rigorous selection process that enabled us to hire teachers with exemplary ESL experience and can cope with more students. Thus, we utilized our highly qualified staff to support our ELL's who are at risk. Since, our ELL's were expected to take the test after 1 year of formal education we knew that we needed to provide rigorous ESL Programs for our students.

Analyzing our 4<sup>th</sup> grade results for 144 students tested in 2009, our noticings are: our ELA scores showed 48.6% of L3 & L4. We increased by 7.3 % compared to 2008 L 3 & L4 @ 41.3 %. We showed a decrease by 3.6 % of level 2 in 2009 compared to 2008 level 2 at 46.3. While 9 % students were at levels 1. Even though, we don't get our NYC Progress Report until the end of the year, we have built in our own Progress tracking system, through our weekly and cumulative assessment systems. We also developed an Independent Reading Progress Tracking System. For Our *ELA Average Progress* we utilized our weekly and monthly assessments to track our progress.

As indicated, we decreased our students at levels 1 by 50 %. We set targets for our teachers monthly. These targets enabled us to show interim improvement with our Independent Reading Progress Charts. This year we will continue to set targets for our teachers. It is the expectations that students Independent Reading Levels will increase by 2-5 levels per a semester. I am confident that will have success with our early morning AIS that comprised of all teachers providing 37.5 mins interventions, Monday-Thursday on specific skill and strategy lessons; Extended Day AIS and Vacation AIS that will service our level 1 - 4 students.

In addition, we will maximize our resources by utilizing our out of classroom teachers to push in and provide intense interventions for all students, as needed. We will continue to focus on how are classroom teachers addressing the needs of students, level 1-4. Due to our budget loss, we don't have the additional resources for 90% students' extended day , however, we are very proactive with how are we meeting the needs of our children during official school time. We will continue to utilize our master teachers to provide intervention services for our 37.5 morning AIS and PM push in AIS.

This initiative will help us to maintain and increase our students' performance by 5% for School Year 2009-2010. We will also continue to focus on moving those grade 4 students, 51.4 % (L1 & L2) students to meeting and exceeding standards for this school year 2009-2010 by utilizing a rigorous push-in interventions program to target students' needs and move them to proficiency levels. We will also continue to utilize the findings of our action research from our Data Inquiry Team to improve the teaching practices of our classroom teachers, meeting the needs of each student.

To support our 3<sup>rd</sup> and 5<sup>th</sup> grade we looked at our data of our students so that we can better prepare our students to meet our Chancellor's new 3<sup>rd</sup> and 5<sup>th</sup> grade promotional policies. In addition, we will be meeting the mandates of NCLB. With that in mind, Our 3<sup>rd</sup> Grade ELA scores showed an increase in Spring 09 by 24.6. Analyzing our 3<sup>rd</sup> grade results for 2009, our noticings are: our ELA scores L 3 & L4 @ 57.4% showed a increase by 24.6 % compared to 2008 scores L 3 & L4 @ 32.9 % In 2009 there were a total of 141 students who were tested, of which 57.4 % are levels 3 and 4. While 42.5 % students were at levels 1 and 2 ( 9.9 % students at level 1). The many contributing factors that led to the success were our focus over the past five years bridging the learning gap of grades K-2.

For the first time we will create a *Center for Excellence in Early Childhood*, in collaboration with our CFN # 9, under the guidance of our Network Leader, Mr. Mac Donald and Ms. Lamb, this is an ongoing work in progress. We envision learning what are best practices for early childhood children while supporting schools in NYC and learning with them. We will strengthen our curriculum for our students' first learning experiences in both Pre K and Kindergarten. Our early morning AIS,

Extended Day AIS and Holiday AIS that serviced our level 1 and level 2 students. To support our level 1 students, teachers and support staff designed are developing action plans, there are many support structures such as pull out and push in programs in Literacy that target the needs of these students.

Analyzing our 5<sup>th</sup> grade results for 2009, our noticings are: our ELA scores L 3 & L4 @ 58.3 % showed an increase by 4.4 % compared to 2008 scores L 3 & L4 @ 53.9 %. In 2009 there were a total of 139 students who were tested, of which 58.3% are levels 3 and 4. While 41.7 % of students were at levels 1 and 2 (0.7 of student (1) at level 1). We had various interventions such as our early morning AIS, Extended Day AIS and Holiday AIS that serviced our level 1 and level 2 students; we showed a great deal of improvement for all students. This school year, we will continue to maximize our resources by utilizing our out of classroom teachers to push in and provide intense interventions for all students.

In addition, we will utilize the action research of our Data Inquiry Grade 4 students to inform our practices. We will continue to implement this initiative to maintain and increase our students' performance for this School Year 2009-2010. We will also focus on moving those students at levels 1 and 2 to meeting and exceeding standards, which started May –June 2009 and for this school year 2009-2010. We will be utilizing a rigorous push-in interventions program to target students' needs and use the inquiry team findings to move them to proficiency levels.

In addition, we will continue to utilize Lead 4<sup>th</sup> grade teacher and two f-status instruction teachers to provide Professional Development to all staff on the ELA which will be administered to our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students in April. Teachers are expected to incorporate the use of the ELA strategies into their everyday lesson plans. We will administer the NYS ELA 2006-2009 booklets as our school wide *"Mock ELA; 3x per the school year"*. The classroom teachers will be released by grade level to grade the exams for days 1-3 administration.

The data and analysis are used to monitor students' growth and needs; curriculum taught, and professional development needed for teachers. Teachers and administrators pay particular attention to the needs of students, therefore, providing rigorous academic interventions. The focus will continue to be on demonstrating effective read alouds, note taking skills, developing short responses and extended responses for read alouds, developing thematic essays that are standards based, using comprehension strategies and test taking strategies.

On a weekly basis the Administrative Team conducts Informal Observation and Formals for each grade to evaluate the success and needs of students and teacher. They focused on Science and Social Studies essential questions, topical questions, students' reader's notebooks, performance tasks such as comprehending document based texts, process charts that supports the reader's workshop, mini-lessons, content focus, students' portfolio, Acuity Predictive and ITA's review analysis, school wide weekly strategy/skill assessment action plans, ECLAS2 analysis and assessments of the units to gather the data for a data driven approach to instruction. The administrative team monitors teaching practices and students' outcomes. Priority is given to how we respond when students are not learning and looking closely at our interventions. We will focus on what professional development needs to be in place to better support the learning goals of our students.

We are most proud of our 2 Pre-Kindergarten classes. This early intervention gives our families an opportunity to get their children ready for school and lifelong skills. It is PS 33 belief that children need early learning experiences for a successful education. Therefore, our Pre-Kindergarten prepared our students for Kindergarten routines and skills learning. Our Early grades showed an increase in proficiency levels for comprehension while there is a need for phonemic awareness utilizing ECLAS2. It is my goal to focus our attention on our Early Childhood Program and implementation. I do feel that by making our Early Childhood Program effective, we are better able to bridge the gap between the performances of our 2<sup>nd</sup> -5<sup>th</sup> grade students. Students will be ready for each grade and for life.

To develop a strong foundation for our students we have our additional Assistant Principal who supervises Pre K-Grade 1. We are utilizing our Headsprout reading interventions and our Music and the Brain Interventions to target our students and give rigorous interventions. Though we are implementing our school wide ELA Curriculum; we still have about 40% of our Kindergarten teachers who are still struggling with balancing reading skills with comprehension skills and strategies. 60 % of the teachers had a very good understanding of the reading content and performance indicators. While 40% had a very good understanding of Fairytales and Fables. As a result of, we have provided school wide Units of Study, drilled down to Monthly foci as it pertains to the Unit of Study and Weekly Focus. 50% of the teachers needed to learn and acquire a deeper

understanding for each unit of study within the Genre Study (Non-fiction; Poetry; Procedurals; Historical Fiction, etc.) This approach to school wide change still places staff in places that are uncomfortable.

We have 60% of teachers who are still struggling with the content of writing as it relates to their specific writing genre. Teachers understanding of content writing has shifted from grammar and mechanics to specific genre study, writing to inform, persuade, entertain or teach. However, through the Professional Development experiences, I am confident that 80% of staff in Kindergarten will be equipped to give our students richer early learning experiences. Our school wide weekly and cumulative assessments also, were a challenge last year. 15 % of teachers did not have buy in. Through various collaborative and goal setting meetings, those 15% teachers are now approaching the expectations of using the data to increase students' outcomes. We are so proud of their ability to take the risk and thusly, showing how they are making improvement a priority of their goals for their students.

In addition, our Literacy Coach, 3 AIS teachers will focus on K-2 grades and provided professional development with our K-2 teachers on interpreting standards and data, collecting data such as running records, quizzes, vocabulary tasks, etc., looking at data such as running records, quizzes, vocabulary tasks and ECLAS2, analyzing the data and developing plan of action to meet the needs of each student. We purchased "Foundations", "Words Their Way" and Phonics Month by Month Literacy Programs to improve on our students' vocabulary development; replenished Mondo Guided Reading Libraries, replenished, Mondo-Now I get It, strategy units, Strategy that Works-Harvey's mentor texts, etc. In addition, we replenished our Wilson Kits that were utilized by our support staff for our students at risk in our general education classrooms.

It was our plan to focus and improve our instructional practices for our Special Needs student. We will continue to implement the Wilson program in all of our Special Needs classes. Six of our teachers were trained in the Wilson program and worked with this program. We will continue to build capacity for the Wilson Program and utilize our six trained Wilson teachers to give a refresher PD to all of our AIS Team members and staff, as needed. In addition, we will utilize our 2 resource room teachers, 2 speech teachers and ESL teachers to provide a rigorous academic intervention service for our special needs students. They will also be held accountable for developing SMART goals for their students. We collaborated with our CFN 9 Team member, Ms. Lorraine Estrada, the teachers are already receiving Professional Development on how to develop and monitor their IEP SMART goals. We are scheduled for a series of workshops provided by our CFN. In addition, we also know that our teachers need additional support on differentiation and best practices to support students with IEP's.

Therefore, our CFN 9 Team member, Ms. Evelyn Marzan, will continue Part II of our study group. This year we will focus on a specific teaching strategy with evidence from students' work samples. The teachers will be expected to bring work samples of students' work and share success and develop action plans with collaborative lessons to improve their students' learning. Providing support for these children is very important for us. We were able to mainstream 17% of students for ELA 2x per week and 20% for Math 2 x per week last school year. Each of these students met their IEP Goals and also met NYS ELA and Math expectations and promotional criteria's. It is our goal to continue to mainstream these children into our general education classes. We will continue to mainstream our students into least restrictive environment.

We will continue to focus on our ELL's this year. My goal is to make sure that our students meet proficiency in English by their 3<sup>rd</sup> year in the Bilingual Class and mainstreamed into a Monolingual class. To ensure that students meet proficiency in the English Language we are implementing the language allocation policy for our Bilingual Classes and self contained ESL teachers who will co-teach and plan together to improve instruction. We maintained our 5 2<sup>nd</sup> ESL teachers and, increased our purchase for the implemented ESL Hampton Brown, Avenues Program. We will utilize the additional smartboards for our classrooms that addressed the diverse learning styles. Teachers, support staff and administrators utilized the NYSELAT data to assess students' strengths and needs. The 2<sup>nd</sup> week in September, we spent a great deal of time with teachers interpreting the NYSELAT and assisting teachers with developing their goals for their students. I will continue research and invest in research based interactive ESL programs that are interactive and effective for our children.

The ESL team will evaluate the implementation and evaluation of the programs. We will continue to set the expectations that students' Independent Reading Levels should increase to a minimum of 1-6 levels. We are also implementing for the first time a school wide Vocabulary /Word Study Initiative for 25 minutes daily. This Initiative will help our students to develop the speaking, listening, reading and writing skills for society. We are confident that they will show tremendous growth in their language acquisition and fluency for English if we monitor this initiative closely.

## Writing:

This year we are focusing on Writing. We are utilizing our Cambridge Common Priorities Toolkit, facilitated by Consultant David Jacobson who is helping us to improve our students' learning and teachers' practices. The School Leadership Team and Literacy Team organized and developed workshops and Labsites to provide instructional strategies that increased standards based writing experiences for students in May-June for school year 2009-2010. Teachers are involved in The "Differentiated Literacy Strategies-for Student Growth and Achievement Grades K-6" by Gayle H. Gregory & Lin Kuzmich. Teacher incorporated differentiated Non-Fiction Writer's Workshop, Development of Non-Fiction mini-lessons, refine the components of Interactive Writing (identifying a text; preparing to write; composing the text; writing the text and extending the text), structures of non-fiction, exemplars and mentor authors, criteria charts and rubrics, features of non-fiction, elements of non-fiction, utilize the ECLAS2 and DRA with formal assessments to assess needs and plan interventions.

We are deepening our understanding on using student samples of writing with the our CFN # 9 Support Cambridge Initiative "Common Priorities Toolbox Design Toolkit-Looking at Student Work Protocol by David Jacobson, consultant to assess students' strengths, needs and professional development opportunities for the teacher. The strategy of looking at students' work gives teachers immediate feedback to carefully plan collaborative lessons and better facilitate the learning of our students. This initiative gives our teachers an opportunity to develop effective systems for our Professional Learning Community. We developed group norms, and protocols for looking at students' work. Teachers are participating in ongoing learning experiences through the development of our common planning time where they bring samples of their lessons collaboratively plan, implement the lessons and bring students' work samples to evaluate their practices. This initiative takes place 2x per month and use the Cambridge Process to evaluate and assess learning needs. On a weekly basis the Administrative Team conducts formal and informal observations for each grade to evaluate the success and needs of students and teacher. They focus on students' writer's notebooks and folders, writer' workshop, writing process indicator, performance tasks, students' portfolio, Acuity, Weekly Assessments, Cumulative Assessments, Analysis, ECLAS 2 analysis, action plans and assessments of the thematic units to gather the data for a data driven approach to instruction.

Our teachers are explicitly teaching the five key components in reading along with reading strategies. They are:

- Phonemic Awareness: The ability to hear and identify individual sounds in spoken language
- Phonics: The relationship between the letters of written language and the sounds of language
- Fluency: The capacity to read text accurately and quickly
- Vocabulary: The words students must know to communicate effectively
- Comprehension: The ability to understand and gain meaning from what has been read

Building on a solid foundation of research, the No Child Left Behind Policy provides professional development for teachers using scientific reading methods and ensures student achievement. With this in mind, we have been using *Month by Month Phonics* for our word study component. Our teachers assess their students from analyzing running records, oral assessments, reading/writing conferences and writing samples. Word solving strategies are then taught during the reading/writing workshop besides a separate word study component.

The children use word walls, strategy charts follow the "look, say, chart" method and generate their own charts. They notice patterns and irregularities and acquire strategies to use in their reading and writing. Their conventional spelling and increased vocabulary are indications that the program is working.

We will continue to use the word study component that is explained in The NYS Dept. of Education's Literacy Framework. In order to implement state accountability systems we will continue to:

- Set academic standards in each content area for what student should know
- Gather specific, objective data through student test results and informal assessments that have been aligned with those standards
- Use test data to identify strengths and weaknesses in the systems we are using
- Report student progress to parents
- Empower parents to take action based on this information by conducting parent workshops
- Celebrate classes that make real progress; and
- Direct changes in students that need help
- Evaluate and assess systems

Our Bilingual class teachers along with our mainstream teachers will continue providing an effective and equitable education for our English Language Learners following the guide of TESOL (Teachers of English to Speakers of Other

Languages). The standards followed by our Bilingual staff, were developed by educators to specify the language competencies needed by our elementary school students, if they are to become fully proficient in English and have unrestricted access to challenging academic content.

Our ESL standards have been built around specific principles of second language acquisition that our staff developers have derived from current research and theory related to the nature of language learning. These are the principles that should inform the instruction of English Language Learners. For many of us, being read to as a child or reading a little before “lights out” was a familiar bedtime ritual. In homes today, television, computers, and video games have all but replaced this reading event. How much a child reads – the best readers read a lot. Children who don’t like to read simply haven’t found the right book yet.

In the Writer’s Workshop, we will continue instructing students to work through the writing process in order to show the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Teachers will give instruction to their students on the basic phases of the Writing Process: Pre-writing, Drafting, Revising (editing & proof reading), and Publishing. The Writing Process is the thinking processes that go on during writing. During the process students will be engaged in identifying their purpose for writing while selecting their audience, they will be encouraged to use the criteria chart to develop a piece for that specific purpose with exemplary work as a mentor and use rubrics to assess and grow their piece.

At P.S. 33, we follow a framework that combines what children need to learn with what is known about how children learn. All teachers can begin or continue their students’ literacy journeys by providing detailed instructions for developmentally appropriate activities, such as predictable charts, teacher read-alouds, reading to and with children, and writing to, for, and by children. Students experience a variety of reading and writing activities (readiness) which instill the desire to learn to read and write, develop phonemic awareness, foster important language concepts, encourage letter and sound recognition, teach essential print ideas, and extend vocabulary. The framework includes read-alouds, shared reading, guided reading, independent reading, word study and writing.

Guided Reading is the formal instructional component of the balanced literacy program. In Guided Reading, teachers choose materials for children to read and a purpose for reading while developing comprehension, and then guide them to use reading skills/ strategies, the three cueing system benchmarked throughout the year needed for that material and that purpose. Teachers provide instruction in a variety of whole class, small group, and partner formats.

We will build on what we have already accomplished in the following areas to prepare our students for state tests and for their academic lives in the future:

*Desire To Learn To Read & Write:* Create an environment where all students see themselves becoming independent readers and writers through a variety of developmentally appropriate activities. *Language Concepts:* Foster the ability to read and write words through the use of morning messages, journal entries, sentence building activities, and environmental print. *Print Concepts:* Teach print concepts by modeling how to write and participating in shared reading and shared writing experiences. *Phonemic Awareness:* Develop phonemic awareness, including the concept of rhyme, through activities with poetry, rhyming books, tongue twisters, and playing with language. *Interesting Words:* Extend the list of real-life words that students find personally relevant, such as favorite restaurant names, favorite cartoon characters, and family members. *Letters and Sounds:* Encourage letter and sound recognition through activities with alphabet books, beginning and ending sounds, and shared writing of predictable charts.

We will build students comprehension skills, developing stamina, test-taking skills, and confidence as teachers help them practice with narrative, informational, persuasive/argumentative, and everyday text selections. In order to develop higher-order thinking skills for better test scores, teachers prepare their students for the new generation of tests by introducing specific reading comprehension, test strategies, practices, and critical thinking skills that will result in higher test scores. Classroom teachers teach as they test giving students a thorough preparation through modeled instruction, guided practice, independent work, and practice tests in enhanced multiple choice format. Teachers at P.S. 33 will help their students improve comprehension skills and NYS ELA test scores.

In order to assure that students are meeting and exceeding state standards, teachers conduct assessments throughout the year by observing and conferencing with their students in both reading and writing, take running records, and look at writing

samples such as baseline pieces of student work for both reading and writing along with work of beginning middle and ending processes.

Students are from time to time given Basic Reading Inventory by our reading coaches. Instructional levels are computed using standard procedures, and include measures of oral reading accuracy and comprehension as measured by responses to comprehension questions. Results have shown a measurable level of improvement across the grades and throughout several years of a study conducted.

Also closely aligned with state standards is the Writing Workshop, which includes mini-lessons that provide students with a model of what writers do when they write the different genres. During the Writer's Workshop, children engage in various writing activities for the writing process from starting a new piece using the criteria chart for the genre study with rubrics, finishing a piece, revising, editing, or illustrating. Children share their responses to each other's writing at various stages of development, through accountable talk, group discussion, peer conferences and teacher conferences in alignment with state listening and social interaction standards.

Also closely aligned with State Standards is our Guided Reading program. Guided Reading is always focused on comprehension. Children learn to predict what might happen or what they might learn. They learn about the story elements of characters, setting, and plot, and they learn how to organize and compare information learned from informational text.

Guided Reading is done with all types of reading materials – big books, little versions of big books, anthologies, magazines, multiple copies of trade books, and sections from science and social studies texts. Early in First Grade, most Guided Reading time is spent in shared reading lessons with predictable big books. These books are read together in a variety of shared reading formats. As the year progresses, the shared reading of big books continues to be a part of Guided Reading. The emphasis shifts from reading together to reading with partners, in small groups, with the teacher, or individually. Along with deciding how to read a selection, the teacher determines what can be done before and after reading to promote comprehension.

State Standards cannot be met and exceeded without deepening and enriching our students' vocabularies. Word Study is such an important part of the ELA curriculum. The purpose of this block is to ensure that children read, spell, and use high frequency words correctly, and that they learn the patterns necessary for decoding and spelling. Through these activities and also by using Month-to-Month Phonics, teachers can assess, monitor, and plan for the needs of the entire group, as well as the individual students. This ensures students learn the high frequency words and engage in activities to learn how words work through strategies such as Making Words, Guess the Covered Word, Word Wall, and more.

### **Meeting the needs of ELLs:**

In this section, we will focus on our ELL's due to the needs of our school. We will articulate primary areas of concern that we believe directly impacts our collective ability to ensure optimal educational outcomes for the students of P.S 33, and summarize the steps we are taking to alleviate these concerns. It is important to note that the identification of these areas has been a collaborative process that reflects input from a variety of sources, including school based staff and parents.

Areas of Concern: Our efforts to provide conducive learning environments staffed by qualified, well-trained educators, resulted in having less students that are failing to meet citywide and statewide standards and benchmarks. However, in many cases, the economic, social, linguistic, and cultural barriers confronting our students and their families undermine the schools ability to promote high levels of achievement for our E.L.L. students. As noted, P.S. 33 has significant numbers of students who are poor, limited English proficient, are recent arrivals to this country, live in temporary housing situations, or manifest other risk factors. While we continue to build a learning community that expects all students to achieve to high standards, we recognize that additional structures and supports are needed to facilitate what is often an ambitious outcome for our most at risk students.

Solutions:To increase the performance of our E.L.L. students by 5% in the LAB test, we have encouraged the participation of all our teachers in all professional development activities. We have provided intensive and ongoing support to our under performing students to enable them to make the kinds of improvements that are expected. Our 1 Literacy Coach, 1 Math Coach, 3 Reduced Class Size teachers paid with Tax Levy funds, will have the primary responsibility of coordinating training and support for these target students.

- We will continue to implement The NYC Dept. of Education initiatives in regards to E.S.L.

- We will provide appropriate instruction according to state mandates, supporting classroom teachers in monitoring classroom practices.
- We will provide on going support to teachers in monitoring, assessing and implementing the bilingual program through coaching and meetings.
- We will provide an equal amount of time for Native Literacy to our E.L.L. students.
- We will provide simulation tests to our bilingual students in Spanish simultaneously with their monolingual peers.
- Students that are long-term Ell's and new arrivals will be addressed by the Bilingual / ESL committee.
- Students entering bilingual programs in grades K – 2 will be expected to be above the 40<sup>th</sup> percentile on the LAB test by the end of the third year of program participation.
- Students entering all other grades will be expected to enter into transition as early as possible.

In order to improve the achievement of the E.L.L. students in the LAB test by at least 5%, we have developed an Action Plan. Our “mission” in this Plan is to continue supporting our teachers as they work to enable each of our limited English proficient students by assisting them in developing the linguistic, cognitive, and cultural skills necessary for success. In order to upgrade the quality of services and programs for E.L.L. students, we will conduct weekly meetings of Bilingual / ESL Coordinators, facilitated by staff from the Bilingual / ESL classes. A review of regulations regarding the testing and identification of E.L.L. students will be discussed in these meetings. At these meetings, they will explore assessment strategies as well as discuss and review ESL instructional goals.

To specify the language proficiencies needed for full academic participation, we have set our *ESL Learning Objectives and Standards* in order to provide clear guidance for all our teachers.

#### Learning Objective 1:

To use English to communicate in social settings

Our students need to be able to communicate effectively in English both in and out of school.

#### STANDARDS FOR Learning Objective1

Our students will:

- 1) use English to participate in social interaction
- 2) interact in, through, and with spoken and written English for personal expression
- 3) use learning strategies to extend their communicative competence

#### Learning Objective 2:

To use English to achieve academically in all content areas

For full access to academic content, English proficiency is critical

#### STANDARDS FOR Learning Objective 2

Our students will:

- 1) use English to interact in classes
- 2) use English to obtain process, construct, and provide subject matter information in spoken and written form
- 3) use appropriate learning strategies to construct and apply academic knowledge

#### Learning Objective 3

To use English in socially and culturally appropriate ways

Given the cultural diversity at P.S.33, we realize the importance for ELL to understand that knowledge of English is not enough to ensure effective communication. Our students must also have knowledge of various styles of presentation to communicate effectively.

#### STANDARDS FOR Learning Objective 3

Our students will:

- 1) use the appropriate language variety and register according to purpose and setting
- 2) use appropriate learning strategies to extend their linguistic and cultural competence

We realize that language learners enter our school at varying ages and proficiency levels. Therefore, we group ESL standards by grade level clusters and various proficiency levels: Beginning, Intermediate, Advanced, and Students with

Limited Formal Schooling. The ESL standards provide a framework for our curriculum developers and administrators for planning a language development program.

Students are tested regularly and their progress is recorded. We are, therefore, able to monitor in which area a student needs additional help.

These are some of the programs we have instituted for English Language learners:

- Bilingual Teacher Training – Our Bilingual teachers are fully certified and have been trained to educate students that are English learners.
- Community Based English Tutoring – Adult English instruction for adults who wish to learn or sharpen their speaking, reading, and/or writing skills.
- English Language and Intensive Literacy – Improved classroom libraries to improve language proficiency in our bilingual classes and help them meet content standards required by The NYC Dept. of Education.
- Academic Intervention Service Program – After school programs are offered to students requiring additional tutoring in English proficiency.
- Hampton Brown-Avenues Instructional Program

Finally, how do we know if our program is meeting the needs of Second Language Learners? We have given special academic support to LEP students and have found the following:

- Our school holds high expectations for learning and personal development of our LEP students
- The curriculum will continue to be integrated across disciplines and made real-life applications related to student experiences
- LEP students become independent learners who can take responsibility for their own learning
- Cooperative learning is used extensively
- P.S.33 is “parent friendly” and we have many bilingual staff members
- Time is always used innovatively with extended days, time for teacher collaboration, morning programs, summer programs, and after school tutorials
- Our focus has always remained on helping our students achieve English literacy

We know that we are meeting the needs of our second language learners when they are acquiring English and learning the content area subjects. They are not only able to speak English and their native languages but are literate in both and fully bilingual. Most importantly – our children have preserved their native language and culture and have caught up to their English speaking peers in regular programs.

**In this section we will focus on Special Needs Students due to the needs of our school:**

*Needs:* To improve literacy instruction in our special education classrooms.

To educate all students, in the least restrictive environment.

To maximize special education students’ performance outcomes.

*Objectives:* Increase inclusion of Special Ed. students and Bi-Lingual Ed. students in all school activities. To improve the scores in our Special Ed., and Bi-Lingual Ed. Classes in Reading, Math, Writing and Science. To continue implementing a New Continuum plan by doing the following:

- Establish a LRE committee
- Assure that all students with disabilities have access to the General Education environment and curriculum
- Provide Special Education services in the Least Restrictive Environment
- Expand and explore the range of services and supports available to students “at risk”
- Provide a continuum of options to meet the needs of the students entrusted to our care
- Increase the collaboration between General Education & Special Education teachers in order to assess the individual needs of children
- Involve parents in the decision making process
- Review the status of children receiving Academic Intervention Services

We implemented a Comprehensive Guidance Program with 2 Guidance Counselors. We currently have two guidance counselors, that promote students’ academic and social development. We will continue to reduce the rate of inappropriate initial referrals to Special Education and continue to educate all students with disabilities in the least restrictive environment.

We will ensure that students are decertified from Special Education are supported in their transition to General Education. We promote Participation in Least Restrictive Environment Initiatives Classes Utilize "Safety Nets" developed by Instructional Support Teams. We will continue ensuring that Special Education students are full participants in General Education activities where appropriate. We provide professional development to all staff on the implementation of the newly formatted IEP, this remarkable learning opportunity is facilitated by our CFN # 9 Network. We also have additional resources such as Turn Around for Children Learning on their Classroom Organization Management Practices, 98% of our teachers were trained by a Turnaround for Children Certified Staff. Also teachers received additional support from a Turnaround for Children Coach implementing the initiative. In addition, there is support once per week with our Instructional Support Team and Student Intervention Team. Both Guidance Counselors and Administrators are constantly on improvement plans for the ultimate educational experience for each child at P.S. 33. We also utilized the Turnaround for Children implemented training to provide additional Social Emotional Support for our children, 100 % of our teachers were trained and are implementing the resources for each child.

To improve their scores in the various assessments by at least 5%, P.S. 33 seeks to provide support to special education students by ensuring that our special education supervisors, teachers, and educational assistants receive professional development in creating classroom environments that work. We also seek to provide support to general education students by reducing unnecessary initial referrals to special education and by maintaining a focus on educating students in the least restrictive environment. In meeting these goals, support is provided in the form of Instructional Support Services and Intervention plans, participation in the Least Restrictive Environment Initiative, after school programs such as Enrichment Program, the Guided Reading Program, at-risk resource room, and mainstreaming. Many of the professional development initiatives are facilitated by our CFN # 9 Team.

The Student Assessment Team (SAT) and other support staff have joined their efforts in the integration of students with special needs remaining in general education by means of mainstreaming. When they are not assessing students, they work on prevention and intervention initiatives. As they streamline the system, they provide the greatest amount of support possible for all students. Our needs assessment for the School Based Support Team include:

- The timely placement of students into the program
- The focus on productivity of SBST members
- The collection and timely tracking of student data to guarantee that all services are being provided

The NYC Dept. Of Education Plan has been our model for our professional development which will continue for all school personnel and parents on how to meet the needs of diverse learners, including special education students, as exemplified by the following activities:

- Staff development was provided to our Resource Room teachers on how assessment is used to drive instruction. The expectation is to see improved student outcomes for all students participating in resource room. *At risk* students will also be included in resource room whenever possible.
- Special Education teachers received professional development in the areas of standards and literacy development.
- Staff development is provided for all special education teachers, School-Based Support Team members, parents and paraprofessionals in schools that participate in the Least Restrictive Environment Initiative.
- Reductions in initial referrals to special education has been decreased due to constant monitoring of referral sources, ongoing professional development, and communication with administrators. We continue careful monitoring of initial referrals.
- Professional development for teachers has encompassed story telling and lesson planning to enhance language skills.

### **AIS Services for Students at Risk:**

To improve the performance of our Priority One students, we have programmed services for students who score below the minimum levels of performance on New York State assessments. In addition, students who are at risk of not meeting the State learning standards are entitled to A.I.S.

Our goal is to support students in achievement of the learning standards in English Language Arts and Mathematics in K – 5 and Social Studies, Science, and Technology in all grades. Services are separated into two parts. The first part is additional instruction that supplements the curriculum. Additional instruction is defined as "extra time for focused instruction and/or increased student teacher instructional contact time designed to help students achieve the learning standard". Second

support services to overcome obstacles to achieving higher performance. These obstacles can include problems in the areas of: attendance, discipline, family and health. Support services may include: school guidance and counseling, attendance services, coordination of services provided by outside agencies and study skills.

Our AIS goals for our school in English Language Arts and across all content areas are:

- AIS will continue to be available to students who score at levels 1 and 2 in the testing grades; or to those who do poorly on local tests in grades where there are no state tests during the Morning AIS Monday –Thursday 37.5 mins; during Tuesday-Friday Enrichment After School from 3:15 PM-5:15 PM; Monday & Friday Honors Enrichment Program from 3:15 PM-5:00 PM, starting in January as funding permits.
- AIS is also provided for all students during school for 30 minutes daily during school time
- AIS is also provided for students at risk in grades K-2 during the Morning AIS Monday-Thursday 37.5 mins.
- AIS will be provided to identified students no later than the beginning of the semester following a determination that a student needs such service
- Parents will continue to be informed that their children are eligible for AIS. Teachers will continue to consult with those parents at least once per semester and report progress quarterly by mail, phone, or other means

An intensive school day reading program, consisting of an approved intervention model utilizing our, Kaplan Spell Read Interventions for Grades 3-5 students. We also have our Reduce Class Size Push-In Teachers for grades K-3. Furthermore, the intensive day program is used by our AIS teachers who push in daily.

### **Enrichment –Honors Activities/ Special Programs:**

*Month by Month Phonics, Words Their Way, Spell Read, Headsprout and Foundations* is just part of a larger reading program that includes multiple components. Our Teachers use the phonics piece as a supplement to other planned instruction in reading and writing and using classroom libraries. Even though *Month by Month Phonics, Words Their Way, Spell Read, Headsprout and Foundations* is a relatively new program, we strongly feel that it is well aligned with the literacy standards and requirements in *The No Child Left Behind Program*. We have found that our early grade students have had much success in learning to read and write.

Self-Selected Reading is part of a balanced literacy program during which children get to choose what they want to read and to what parts of their reading they want to respond developing into independent readers. Opportunities are provided for children to share and respond to what is read in the reading workshop. Teachers hold individual conferences with children about their books.

We will improve our classroom libraries with the Mayors' Early Childhood Library Initiative by 15%. Classroom and school libraries are at the heart of the literacy initiative and several efforts have been geared toward strengthening their effectiveness. P.S.33 has a long-standing relationship with Library Power, and has included the emphasis on daily open access for students, staff and parents. We maintain a flexible schedule to allow for whole class, small group and individual use of the library. The library curriculum includes research skills; thematic units; special projects; art, book and essay contents; story hour and story telling.

In terms of our ESL population there are two challenges we have, (1) students that are long-term Ell's and (2) insufficient instructional differentiation between new arrivals and students who have been here for several years, will be addressed by the Bilingual/ESL committee. We will address these needs, by ensuring, that our school carefully track the progress of LEP students by: analyzing LAB test to understand skills being assessed to be able to strengthen lessons and instructional techniques to address those areas; conducting informal assessments to be documented and collected by the teachers to share with parents and administrators; and ensuring that schools group students by language needs for part of the day to strengthen their English skills. Our goals are twofold:

1. Students who enter bilingual programs in grades K - 2 are expected to be above the 40th percentile on the LAB by the end of the third year of program participation; therefore, allowing for early transition into a monolingual class.
2. For students entering in all other grades, we expect as early a transition as possible.

In addition, ESL students who are at transition points are eligible to receive other supplementary support. Title I, II, III, Tax Levy, Standards, and other school specific funds are used to provide support to ensure positive student achievement outcomes. Our 5 ESL teachers and staff developers support identified students. Guidance and other student support

services funded by Title 1, tax levy, and other funding sources are also available to these students. Extended day, summer school, tutorials, and volunteer programs are also offered.

## **Mathematics**

### **Mathematics Objectives:**

- To provide guidance as they strive for the continual improvement of mathematics education in their classrooms.
- To continue the process of staff development in the use of innovative alternatives.
- To increase mathematical academic language in our daily lives.
- To improve students critical thinking skills through daily problem solving.
- Instructional methodology in the area of Mathematics based on current research, student achievement and performance data.
- To increase fact power through games integrating the use of manipulative on daily Math Instruction.
- To enhance home-school partnerships by providing workshops for parents in Mathematics.
- To integrate mathematics into other subject areas and become part of the ongoing classroom routines.
- Results of NYS assessments.
- Everyday Math classroom curriculum directives assessment.
- Review/ Revised Everyday Math program based on assessment results through testing and classroom verbal/ written performance.
- School benchmarks- motivate teachers and students to obtain highest mathematical improvement based on results
- Student portfolios- review and analyze portfolio data by grade.
- Interim assessment test results, performance observations, math reflections, teacher assessments.

This was our 8<sup>th</sup> year of full implementation of “Everyday Math” program for grades K-5. This year we have the entire school aligned to a Math Pacing Calendar by Performance Indicator. This revised approach enables teachers to collaborate both vertically and horizontally. It also gives me an opportunity to assess the school, grades, classroom and students by performance indicators. We are then able to intervene and modify our schools, goals, CEP and action plans. We have also developed a coherent Math Assessment Program that enables to monitor and track our students’ needs and progress. Over the past week it was successful. Both teacher and students are becoming more accountable for students’ learning. We will provide effective professional development for the implementation for Everyday Math Pacing Calendar at our Grade Level Common Planning Time. K-5 teachers who are already trained in Everyday Math instruction planned and collaborated with teachers who need additional support implementing the program.

Our Math Coach, AIS teacher and the administrators identified Lead Math teachers for each grade as members of the Math Team to support the implementation of the Pacing Calendar that aligns the grades with a monthly focus and weekly focus. This is done by performance indicators for School wide focus and measure of performance and needs. This is a big venture and we are noticing that the results of our collaborations are improving tremendously! We also developed weekly and monthly assessments with rubric in May-June 2009 that were implemented for first time as of Sept18, 2009. We needed to continue to interpret the content standards vs. process standards and plan investigations that incorporate each of the standards. As of result of, teachers are able to expedite the end of unit assessments which gives them more data to effectively plan lessons to better support the learning needs of our students.

Our math coach works with teachers who needs the additional support to increase their students’ performance. We developed systems that effectively monitor the program to its fullest capacity. We administered the NYS Math 2008-2009 booklets as our school wide “*Mock NYS Math # 1*”. The classroom teachers graded the exams for days 1-3 administration. The data and analysis are used to monitor students’ growth and needs; curriculum taught, and professional development needs for teachers. Teachers and administrators pay particular attention to the needs of students, thusly, providing rigorous academic interventions. Throughout the school year we will continue to monitor and revise our CEP, Goals and Action plans so we can better support our students’ learning. Through our Formal and Informal Observations we determine the components that were missing for a Balance Mathematics classrooms. Our classrooms will continue to implement our School wide Math Rubrics that’s aligned with our students’ report card; that are interactive and address the revised standards. Our monthly 45 minutes Professional Development teachers will be engaged in utilizing the Data Inquiry Team Findings to address the learning standards, Mathematics vocabulary development and utilization, NYS Math implementation

and test taking strategies. These support initiatives will help us to better support our ELL's (88% of second language learners).

We met and exceeded our goals by 300% for school year 2008-2009. We increased by 16.9%, exceeding the goal, we set, to increase by 5%. Our Math scores showed an increase in Spring 09. There was a total of 447 students who were tested, 81.9% are levels 3 and 4. Compared to 2008, 489 students who were tested of which, 65.0% are levels 3 and 4. While 18.2% of the students are at levels 1 and 2 (19 students @ level 1) Compared to 2008, 35% students were at levels 1 and 2 (38 students @ level 1). Looking at our weekly and monthly assessments we had more than 74% of our students who were performing at Level 2-4 rubrics for our math evaluation. We will utilize our additional certified Math Teacher, to support our ELL's.

We will also continue to implement our early morning AIS support staff that comprised of all staff, Extended Day AIS and Vacation AIS to service our level 1 and level 2 students. We will continue to implement the use of Math Navigator Interventions Program for our students. We will also utilize various differentiated resources, such as Options, Continental Press, Kaplan Math Advantage and Kaplan Test Companion, Monthly Math Jeopardy Assemblies, etc. to support the needs of our students. In addition, we will utilize our master teachers to provide intervention services for our Extended Day Program. We are also focusing on moving those 81 students who are levels 1 & 2 to meeting and exceeding standards for School year 2009-2010 by utilizing a rigorous push-in interventions program to target students' needs and move them to proficiency levels.

Analyzing our 4<sup>th</sup> grade results for 2009, our noticings are: our Math scores (L 3 & L4 @ 78.1%) showed an increase by 15% compared to 2008 scores (L 3 & L4 @ 63.1%). In 2009 there were a total of 155 students who were tested; of which 34 are levels 1 and 2, while 12 students were at levels 1. Our *Math Average Progress* indicates the following: School Progress Points Math 2007 -2008 0.32 while we improved in 2009 narrowing the gap at 0.13. Our *Math % 1-Year Progress* indicates the following: School's 1-Year Progress % Math 2007-2008 was 63.8% while we improved in 2009 was 72.1% increasing by 8.3%. This year, we will continue to utilize our early morning AIS, Extended Day AIS and Holiday AIS to service our level 1 and level 2 students. In addition, we will maximize our resources by utilizing our Math Curriculum Lead Teachers on each grade level to provide Math Labsites for their colleagues to maintain and increase our students' performance by 5%. We will also focus on moving the 19 students @ level 1 to meeting standards by utilizing a rigorous push-in interventions program to target students' needs and move them to proficiency levels.

To support our 3<sup>rd</sup> and 5<sup>th</sup> grade we looked at our data of our students so that we can better prepare our students to meet our Chancellor's 3<sup>rd</sup> and 5<sup>th</sup> grade promotional policies. In addition, we will be meeting the mandates of NCLB. Analyzing our 3<sup>rd</sup> grade results for 2009, our noticings are: our Math scores (L 3 & L4 @ 87.8%) showed an increase by 21.4% compared to 2008 scores (L 3 & L4 @ 66.4%) In 2009 there were a total of 148 students who were tested of which 130 are levels 3 and 4. While 18 students were at levels 1 and 2 (2 students at level 1).

There were 128 students who met promotional criteria and 2 students who did not meet promotional criteria and will be attending Summer School and were not successful. We will utilize our early morning AIS, Extended Day AIS to service our level 1 and level 2 students. To support our level 1 student's teachers and support staff and administrators designed and developed action plans. There are many support structures such as pull out and push in programs in Mathematics that targets the needs of these students. Our additional Math Interventions teachers will pull out students at risk and gives them instructional support to improve their understanding of Mathematics.

To support our 5<sup>th</sup> grade we looked at our data of our students so that we can better prepare our students to meet our Chancellor's 5<sup>th</sup> grade promotional policies. In addition, we will be meeting the mandates of NCLB. With that in mind, Our Math scores showed an increase in Spring 09. There was a total of 144 students who were tested of which, 115 are levels 3 and 4. While 29 students were at levels 1 and 2 (5 students @ level 1).

Analyzing our 5<sup>th</sup> grade results for 2008, our noticings are: our Math scores (L 3 & L4 @ 79.9%) showed an increase by 14.4% compared to 2008 scores (L 3 & L4 @ 65.5%) In 2008 there were a total of 165 students who were tested; of which 108 are levels 3 and 4. While 57 students were at levels 1 and 2 (10 students at level 1). Spring 2009, there were 143 students who met promotional criteria and 1 student who did not meet promotional criteria. We will continue to implement our early morning AIS, Extended Day AIS and Holiday AIS to service our level 1 and level 2 students; I am confident that we

will be able to show improvement for all students because we are constantly focusing on students' learning. In addition, we will maximize our resources by utilizing our Math Team who pushes in/pulls out and provide intense interventions for all students. We will continue to implement this initiative for School year 2009-2010 to maintain and increase our students' performance by 5%. We will focus on moving those students at levels 1 and 2 to meeting and exceeding standards by utilizing a rigorous push-in interventions program to target students' needs and move them to proficiency levels.

In addition, we utilized our Math Coach, with Administration to provide Professional Development to all staff on the Math which will be given to our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students. Teachers incorporated the use of the NYS ELA & Math strategies into their everyday lesson plans. The focus will be on demonstrating effective problem solving skills, developing short responses and extended responses for Mathematical Solutions, developing rubrics that are standards based, using math games.

Our early grades are in their 8<sup>th</sup> year with Every Day Math and we will continue to support their implementation of this program and the City's Math Frameworks. It is evident that our students need more Mathematical experiences for application of skills and strategies for their everyday lives. During our common planning time ( 1x per a month) teachers are engaged in developing our professional learning community, looking at students' problem solving skills and visiting labsites for new approaches.

We will continue to develop systems and interventions to respond when our students didn't learn. This gives our teachers an opportunity to also gain various strategies and approaches for effective math instruction. In addition we will hold our 100 days of School Celebrations for the Community. Also, our Administrative Team, Math Coach and Curriculum Team collaborated for our 2<sup>nd</sup> year with our Monthly Progress Report Initiative. Our teachers will meet with our parents by grade level to discuss our students' progress and needs. This was a great success last year!!! At this monthly progress report conference our teachers also discusses goals for students and involve our parents with our students' goal setting. Those parents who are unable to attend got a hand delivered copy by their child and a regular mailed copy to their home.

These initiatives we feel will better prepare our students with Mathematical conceptual understandings for life applications. On a weekly basis the Administrative Team conducts formal and informal observations for each grade to evaluate the success and needs of students and teachers. They focus on weekly skills and strategies, students' Math notebooks, performance tasks such as problem solving, process charts that support the Math workshop, mini-lessons, content focus, students' portfolio, Acuity ITA's and Predictive action plans, and assessments of the units to gather the data for a data driven approach to instruction. The administrative team conducts formal and informal observations to monitor teaching practices and students' outcomes.

We use the following implications for the Instructional Program: The Principles and Standards for Mathematics used at P.S.33 constitute a vision to guide our teachers as they strive for the continual improvement of mathematics education in their classrooms. *We will continue providing staff development in the utilization of innovative, alternative instructional methodologies in the area of Mathematics based upon current research and student achievement / performance data.*

The six principles used at P.S. 33, for school mathematics, address overarching themes:

- *Equity.* Excellence in mathematics education requires equity-high expectations and strong support for all students.
- *Curriculum.* A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics addressing the Five Content Strands and the Five Process Strands, and have clearly-defined goals and objectives across the grades.
- *Teaching.* Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- *Learning.* Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge making meaning of what they learned and how it relates to their everyday lives.
- *Assessment.* Assessment should be useful, meaningful, and allow for reflection by students, parents and teachers.
- *Technology.* Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

These six Principles are intertwined the Everyday Math program:

At P.S. 33, we continue to use the successful curriculum from “*Everyday Mathematics*” based on the belief that children rarely learn new concepts or skills the first time they experience them, but fully understand them only after repeated exposure. Therefore, of this underlying principle, skills and concepts are introduced and reintroduced as students experience three stages of mastery: *beginning, developing, and secure*. Everyday Mathematics promotes understanding of real-world applications through its partner and small-group activities, traditional word problems, long-term investigations and games. Skills mastery is developed through practice and the use of the supplemental Math Steps program.

This program has a user-friendly format that teachers use with step by step lesson suggestions and alternate strategies to meet student needs.

Our Math Framework Program along with the Everyday Mathematics Program will show how to align our instruction with the State Math Standards and to select a textbook series to support skills-based learning. In order to promote the attainment of the new learning standards and the adoption of more hands-on, inquiry -based instructional approaches, we will be required to engage in a daily sustained period of high quality mathematics instruction, rigorous lessons with careful planning, following the Workshop Model to meet the different learning styles of students by providing effective teaching for individual students, small groups, and the whole class. The curriculum content of the Framework is based on the work of the National Council of Teachers of Mathematics, NYS Core Curriculum and NYS Standards for Mathematics, Science, and Technology, organized by grade clusters (K - 2 and 3 - 5).

We will provide many educational initiatives. Using the NYS Core Curriculum to define the minimum content taught starting in kindergarten through grade 5; each class will continue using “Everyday Mathematics Program Supplemented by Math Steps”. Each teacher will improve their implementation of this validated and research based mathematics program with a diagnostic / prescriptive tool, test sophistication materials, and the use of textbooks and workbooks to provide students with practice materials to be used after they build the “big ideas” contained in the Core Curriculum. Ongoing *professional development* will be provided in the use of manipulative, the *integration of technology*, and other support materials. We will especially focus on improving the performance of ELL or new comers by driving instruction in their native language students taking the translated version of the NYS mathematics test.

P.S.33 will continue to implement the instructional mathematics block in all of its classes. The components of the mathematics instructional block provide teachers with a structured support for teaching relational and procedural mathematics, and integrating problem solving and both verbal and written reflections of the work at hand. All teachers will offer all students in general education, bilingual education, and special education a comprehensive mathematics program, thus providing students the greatest possibility to continue to grow as proficient users of mathematics.

Additionally, no matter which grade students are in, problem solving is a priority. Teachers will pair concrete problem-solving skills with an abstract one, showing students a variety of workable strategies and allowing them to choose which to use. They will not “just give answers to test questions”. They will teach a series of math thinking and problem-attack strategies, plus offer practice in higher-order thinking skills that students need to solve open-ended math problems successfully. The math problems that teachers give to students will promote academic rigor in the thinking curriculum through the multi-steps solution. This teaching will be divided into three parts: math strategies, problems dealing with real-life scenarios, and math “essay” questions. Teachers will encourage students to apply their mathematical skills and concepts in their everyday lives. They will engage students in discussions about their everyday mathematical explorations to deepen their understanding of Mathematics. *Teachers at P.S. 33 will use the Math program to boost test scores and make students mathematical thinkers!*

#### **Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:**

##### Representation Standard

Our instructional programs for students enable them to –

- Create and use representations to organize, record, and communicate mathematical ideas
- Select, apply, and translate among mathematical representations to solve problems
- Use representations to model and interpret physical, social, and mathematical phenomena

##### Connections Standard

Our instructional programs for students enable them to –

- Recognize and use connections among mathematical ideas.
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- Recognize and apply mathematics in contexts outside of mathematics.

Teachers facilitate these connections in several ways. First they spotlight many situations in which students encounter mathematics in and out of school. Then they make explicit connections between and among the mathematical ideas students are developing, such as subtraction with addition, measurement with number and geometry, or representations with algebra and problem solving. Teachers also plan lessons so that skills and concepts are taught not as isolated topics but as connected and useful parts of all students' experiences in the Math Workshop during investigations.

Number and Operations Key Idea for Grades K-5

*Expectations*

<i>Instructional programs in Grades K – 5, Enables all students to ---</i>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
<u>Understand numbers</u> , ways of representing numbers, relationships among numbers, and number systems	Count w/understanding & recognizes “how many” in sets of objects Use multiple models to develop initial understandings of place value Develop a sense of whole numbers Connect number words to the quantities they represent Understand and represent commonly used fractions
<u>Understand meanings</u> of operations and how they relate to one another	Understand various meanings of addition & subtraction of whole numbers Understand the effects of adding & subtracting whole numbers Understand situations that entail multiplication & division
<u>Compute fluently</u> and make reasonable estimates	Develop & use strategies for whole number computation, focusing on addition & subtraction Develop fluency with basic number combinations for addition & subtract Use a variety of methods & tools to compute, including objects, mental computation, estimation, and calculators

Teachers teach their students how their work with numbers connects to their work with other math topics. For example: computational fluency enabling students in their investigations of data, a knowledge of patterns supports the development of skip-counting and algebraic thinking; and experiences with shape, space, and number help students develop estimation skills related to quantity and size.

Algebra Key Idea Grades K - 5

*Expectations*

<i>Instructional Programs from K – 5 Enables our Students to:</i>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
<u>Understanding patterns</u> , relations, and functions	Sort, classify, and order objects by size, number, & other properties Recognize, describe, & extend patterns such as sequences of sounds & shapes or simple numeric patterns & translate from 1 representative to another Analyze how both repeating & growing patterns are generated
<u>Represent and analyze</u> mathematical situations & structures using algebraic symbols	Illustrate general principles and properties of operations, such as commutativity, using specific numbers Use concrete, pictorial, and verbal representations to develop an understanding of invented & conventional symbolic notations
<u>Use mathematical models</u> to represent & understand quantitative relationships	Model situations that involve the addition & subtraction, multiplication and division of whole numbers, using objects, pictures, & symbols
<u>Analyze change</u> in various contexts	Describe qualitative change, such as a student’s growing taller Describe quantitative change, such as a student’s growing 2 inches in 1 year

We have found that early grade students develop beginning concepts related to patterns, functions, and algebra. Algebraic concepts are manifested through work with classification, patterns and relations, operations with whole numbers, explorations of function, and step-by-step processes. Although the concepts in this Standard are algebraic, this does not mean that students in our early grades are going to deal with the symbolism often taught in high school algebra course.

Data Analysis and Probability Standard for Grades K - 5

*Expectations*

<i>Instructional Programs from K – 5 Enables our Students to:</i>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
<u>Formulate questions</u> , that can be addressed with data & collect, organize, & display relevant data to answer them	Pose questions & gather data and make predictions about themselves & their surroundings Sort & classify objects according to their attributes & organize data about the objects Represent data using concrete objects, pictures, and graphs
<u>Select and use</u> appropriate statistical methods to analyze data	Describe parts of the data & the set of data as a whole to determine what the data show
<u>Develop &amp; evaluate</u> inferences & predictions that are based on data	Discuss events related to students' experiences as likely or unlikely
<u>Understand and apply</u> basic concepts of probability	Students will be able to make predictions on likely and unlikely outcomes.

Teachers at P.S. 33 encourage their students to think clearly and check new ideas against what they already know in order to develop concepts for making informed decisions. By the end of kindergarten, our students are able to organize and display their data through both graphical displays and numerical summaries. Students use counts, tallies, tables, bar graphs, and line plots.

Problem Solving Standards for Grades K – 5

<i>Instructional Programs from K – 5 Enables our Students to:</i> <ul style="list-style-type: none"><li>• Build new mathematical knowledge through problem solving</li><li>• Solve problems that arise in mathematics and in other contexts</li><li>• Apply and adapt a variety of appropriate strategies to solve problems</li><li>• Monitor and reflect on the process of mathematical problem solving</li></ul>
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Classroom teachers and math coaches encourage students to use the new math they are learning to develop a broad range of problem solving strategies, to pose challenging problems, and to learn to monitor and reflect on their own ideas in solving problems. Problem solving, in our early grade classes involve a variety of contexts, from problems related to daily routines to mathematical situations arising from stories. Solving problems gives our students opportunities to use and extend their knowledge of concepts in each of the Content and Process Standards.

Classroom teachers will generate new questions in a problem context. They have found that asking the students questions and identifying what information is essential, will encourage their students to organize their thoughts. Teachers have found that by integrating problem solving into the context of mathematical situations, students recognize the usefulness of strategies.

We have found that it is important to challenge students by asking them to reflect on, explain, and justify their answers so that problem solving both leads to and confirms the students' understanding of mathematical concepts which can be related to their everyday world. It has been noted that certain problem solving is not reserved for the older students or for "just those who have got the basics." Young students are also engaged in substantive problem solving and in doing so, they develop basic skills, higher-order-thinking skills, and problem strategies.

Reasoning and Proof Standard for Grades K – 5

<i>Instructional Programs from K – 5 Enables our Students to:</i> <ul style="list-style-type: none"><li>• Recognize reasoning and proof as fundamental aspects of mathematics</li></ul>
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- Make and investigate mathematical conjectures
- Develop and evaluate mathematical arguments and proofs
- Select and use various types of reasoning and methods of proof

Two important elements of reasoning for students in early grades are pattern-recognition and classification skills. They use a combination of ways to justify their answers – perception, empirical evidence, and short chains of deductive reasoning grounded in previously accepted facts. Teachers encourage students to make and investigate mathematical conjectures by asking questions that encourage them to build on what they already know. Students are encouraged to make conjectures and to justify their thinking with reasonable arguments. Teachers and administrators continue fostering ways of justifying that are within the reach of students, that do not rely on authority, and that gradually incorporate mathematical properties as the basis for the argument.

#### *Connections Standards for Grades K – 5*

*Instructional Programs from K – 5 Enables our Students to:*

- Recognize and use connections among mathematical ideas
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
- Recognize and apply mathematics in context outside of mathematics

Teachers understand that the best way to advance their students' knowledge of mathematics and extend their ability to apply concepts and skills more effectively is by having students understand connections that eliminate the barriers that separate the mathematics learned in school from the mathematics learned elsewhere.

Teachers facilitate these connections in several ways:

- They spotlight the many situations in which young students encounter mathematics in and out of school.
- They make explicit the connections between and among the mathematical ideas students are developing, such as subtraction with addition, measurement with number and geometry, or representations with algebra and problem solving.
- They plan lessons that align with the standards so that skills and concepts are taught not as isolated topics but rather as valued, connected, and useful parts of students' experiences.

**Meeting the Needs of ELLs:** In our Bilingual/E.L.L. Program, our specific goal is to help our children pass the LAB test and to mainstream them to General English class and to meet the standards. Our school was designated as a school especially for our Second Language Learners. Another Goal is to support, implement, and fulfill City, State, and Federal regulations related to Ell's student services and to ensure that The NYC Dept. of Education's instructional goals in the areas of literacy, math, art, technology, standards, science, and social studies are implemented in Bilingual classrooms.

#### **Meeting the needs of Special Needs Students:**

Our goal is to improve the performance of our low performing students in order to reach the Academic level of children in General Education by at least 5%. In order to achieve this goal we continue inclusion of 12:1 students to all school activities. We view these students within the General Ed. framework rather than as a separate parallel system. We continue implementing NCTM standards for our low performing student in the Special Education classes. We will mainstream Special Ed. Students whenever improvement is demonstrated. We need to continue Special Education Teacher Staff Development in Special Ed. Methodologies. We will continue the inclusion of 12:1:1 students into all Early Childhood School Programs. We have ordered "Everyday Mathematics supplemented by Math Steps for our 12:1 classes. This program has replaced our Mathlands Program as a supplementary program to introduce concepts that was formerly used. We have put a special group of Professional Staff Members to form a L.R.E. team. There are 9 members on this Least Restrictive Environment team. It consists of the following:

Chairperson  
Principal

Guidance Counselor  
U.F.T. representative  
Bilingual Special Education Teacher  
Special Education Supervisor  
Special Education Teacher  
Staff Developer  
Bilingual Special Education Teacher

This team is comprised to support bilingual inclusion and collaborative co-teaching. It has been set up to support the idea of reduced class size and encourage Professional Development. Parent meetings will be set up to discuss implementation of The New Continuum. Workshops will be conducted on collaboration and these will include related service providers. A wide variety of instructional materials will be provided. We will also order supplementary math texts to reinforce Everyday Mathematics concepts for extra practice for our special needs students, and make sure that we order appropriate levels for all students.

**AIS Services for students at risk:**

- AIS will continue to be available to students who score at levels 1 and 2 in the testing grades; or to those who do poorly on local tests in grades where there are no state tests
- AIS will be provided to identified students no later than the beginning of the semester following a determination that a student needs such service
- Parents will continue to be informed that their children are eligible for AIS. Teachers will continue to consult with those parents at least once per semester and report progress quarterly by mail, phone, or other means

**Enrichment Activities/ Special Programs:** We have been working with our school's Leadership Team to continue improving our Math Program. We took the City and State assessment data to plan programs and interventions for our low performing students and enrichment for those students that are above their grade level in math. Our Goal has been to help our students to improve their achievements in mathematics by increasing the scores on the NYS Math Test for Grades 3 and 5, and to increase scores on the 4<sup>th</sup> Grade N.Y.S. Math Assessment.

We continue supporting the implementation of a *thinking* mathematics curriculum by building the capacity of the Professional Staff. To accomplish this goal, we continue working with the School Leadership Team to identify and train a team of P.S. 33 teachers as well as providing nationally validated materials and our program: Everyday Mathematics supplemented by Math Steps. We will continue in 2009– 2010, teaching sequential math to all students. They will be provided with materials, books, and lab technicians to ensure the program's success.

**AIS for Mathematics:**

- AIS will continue to be available to students who score at levels 1 and 2 in the testing grades; or to those who do poorly on local tests in grades where there are no state tests during the Morning AIS Monday –Thursday 37.5 mins; during Tuesday-Thursday Enrichment After School from 3:15 PM-5:15 PM; Mondays and Fridays Honors Enrichment Program from 3:15 PM-5:00 PM.
- AIS is also provided for all students during school for 30 minutes daily during school time
- AIS is also provided for students at risk in grades K-2 during the Morning AIS Monday-Thursday 37.5 mins.
- AIS will be provided to identified students no later than the beginning of the semester following a determination that a student needs such service.
- Parents will continue to be informed that their children are eligible for AIS. Teachers will continue to consult with those parents at least once per semester and report progress quarterly by mail, phone, or other means.

An intensive school day reading program, consisting of an approved intervention model utilizing our, Math Navigator Interventions for Grades 3-5 students and Math Attack for Grades K-2; Options; Continental Press, Kaplan Momentum Math, Kaplan Math Advantage, etc.

**Also:**

- We are providing Professional Development focused on the N.Y.S. Math Standards.
- We continue providing support through modeling, coaching, monthly Labsites and school visits.
- This will strengthen the link between the school community and local resources and organizations.

- Programs for parents will continue using library media, coaching staff and the computer lab
- We will continue monthly student services intervention for math at all grade level meetings
- We will continue setting clear expectations for all teachers in math curriculum and instruction for higher academic standards.
- We will increase Professional Staff Development in mathematics for our newer teachers and continue providing training for teachers with grade appropriate curriculum and tutorial support.
- We will provide solid academic curriculum and evaluate the activities and program.
- We will continue investing in educational practices that work; with evidence that has shown to be effective in improving student performance.

### **Extended Day and Summer Programs:**

We will continue to offer small group instruction to our students during and after school programs. For the summer program, we will continue our Exchange Program where we integrated Mathematics, Science, and Technology and developed our Mathematics Framework. This Framework -- presents our ideas about how students learn mathematical concepts and applications and provides a set of guidelines and effective teaching strategies designed to improve the instructional capacity of classrooms and enhance the instruction currently offered in this area. We have also integrated "Everyday Mathematics Program supplemented by Math Steps" into the summer and extended day programs.

Also:

- The NYC Dept. of Education has established an extended year (summer) program for grades K - 5 to provide "at risk" students with intensive academic interventions. The program will focus on strengthening these students' reading and math skills. In terminal elementary grades, our goal is to focus on strengthening skills, allowing for an easier transition to middle school.
- Time is always used innovatively with extended days, time for teacher collaboration, Enrichment programs, summer programs, and after school tutorials
- To achieve our goals, we will also utilize after school Enrichment Program, Honors Program, and a Summer Program.

## Science

### Science Objectives:

- To continue encouraging and challenging students to reach the Science excellence required for good academic leadership required in the 21<sup>st</sup> Century. Develop the Concept Map Unit Planning as outlined in the School's Initiatives from Learner Centered Initiative on Organizing Centers.
- To improve our Students Performance on the 4th Grade Science Test and to establish and implement a strategic plan to coordinate and integrate effective and challenging instruction for all students and to increase their scores by June 2010 by 5%.
- To ensure that every student in every class acquire the core scientific knowledge that they can use as a scaffold to create and develop problem solving skills.
- To have teachers and staff use research based practices and regularly measure student progress by using the Understanding by Design Template and unit planning model.
- To integrate effective and challenging science instruction at P.S. 33 in order to exceed the Chancellors' expectations.

This year we are refining the use and implementation of using the **"SCIENTIFIC METHOD."** We are also focusing on implementing the city's core curriculum. Teachers are receiving PD on how to use the New Science Core Curriculum by our 2 Science Cluster Teachers. Teachers will continue to receive professional development on the elements of the *Scientific Method*. They will refine their use of the Criteria and Rubrics for Report Writing using the Scientific Method Grades K-5. I worked with the Administrative Team and Curriculum Team to organize and develop workshops and Lab Sites to provide instructional strategies that will increase standards based scientific explorations for students. They will continue to implement into their classrooms.

Teachers are expected to incorporate the Scientific Process in their lessons. For 37% of our teachers this was a new learning experience last year. Teachers were learning the criteria for the Scientific Method & Report Writing. We will continue to monitor this year their implementation and support them with additional professional learning. Also, they are expected to plan collaboratively by grade levels for Scientific Experiments that incorporates vocabulary development and usage. In addition, our science coordinator works with teachers closely through the Team Teaching approach. This provides professional development for the teacher and facilitates increase students' learning. Also, during common planning time we provide time for the science coordinator to facilitate the integration of Science in all content areas.

In addition, teachers are involved with refresher trainings on test taking strategies. They will integrate these strategies into their everyday life lessons, themes on Science Topics Writer's Workshop, Development of Non-Fiction mini-lessons, components of Interactive Writing (identifying a text; preparing to write; composing the text; writing the text and extending the text), structures of non-fiction, exemplars and mentor authors, criteria charts and rubrics, features of non-fiction, elements of non-fiction, utilize the ECLAS2 and DRA with formal assessments to assess needs and plan interventions.

We will continue to focus on using student samples of writing with the **"Cambridge Common Priorities Tool Kit"** by Mr. Jacobson to assess students' strengths, needs and professional development opportunities for the teacher. The strategy of looking at students' work gives teachers immediate feedback to carefully plan lessons and better facilitate the learning of our students. Teachers are encouraged to utilize the feedback so that their students' work will be ready for our Revamped Health & Science Fair held in May 2010.

For evaluation, Teachers will build scientific problem-solving skills, even with reluctant readers. They will help to develop the thinking skills students need to solve scientific problems and boost test scores. Working through a variety of problem-solving activities, students will formulate questions, hypothesize answers, develop experiments, record data, and draw conclusions. Students will therefore, be prepared to use for the problems they will encounter on standardized assessments and use the Scientific Method for their everyday Science Inquiry and Investigations.

### **Implications for the Instructional Program**

To improve our Science Program, we rehired an additional Science Cluster teacher. Both of our teachers give each student an additional 45 minutes of science investigations per a week in addition to what their classroom teachers do daily. Our Goal is to develop capacity to integrate effective and challenging Science instruction at P.S.33. This will help our students to think scientifically, gain a better understanding of their world and develop their thinking so that they become independent learners which will help to improve their performance on the 4<sup>th</sup> Grade Science Test. We have worked to establish and implement a strategic plan to coordinate and integrate effective and challenging Science instruction for all our students. To improve our student's performance in the standardized science test by at least 5 %, we will build on a collaborative effort of the teachers at P.S.33.

The Goals and an extended Synopsis of the Standards for our Science Program that underlie the National Science Education Standards are to educate students who are able to:

- Use Scientific principals and processes appropriately in making personal decisions;
- Experience the richness and excitement of knowing about and understanding the natural world;
- Increase their economic productivity; and
- Engage intelligently in discussions about matters of Scientific and Technological concerns

Basically, there are five things that we will integrate into our Science Curriculum:

- Scientific process
- Thematic science relationships
- Hands – on experiences
- Authentic Assessment
- Integrated Curriculum/technology

We will continue exposing our students, by taking trips to Science Centers, museums, and community organizations that will encourage improvement in Science achievement. Our students will have lessons that integrate Math, Literacy and Technology in a logical way to reach their goals. They will have increased participation in advanced Science courses and be rewarded for increasing the passing rates on State Science tests. We continue preparing our Fourth grade students for The Elementary Science Program Evaluation Test. This will be done by conducting Teacher Made grade level tests. Our objectives will be aligned to State Standards.

Our Action Plan is to continue to implement comprehensive Science / Technology Framework and continue ongoing meetings of Instructional Exchange Committee to align curriculum. We will continue supporting the implementation of a standard's based Science curriculum by building the capacity of the Professional Staff.

### **Strategies and Activities for Improvement and/or Enrichment Strategies Aligned with Standards:**

In anticipation of the 4<sup>th</sup> grade Science Test's status along with Math and ELA as a standard for promotion starting in 2007 to present day. We will form a school wide Standards and Curriculum Committee to align all content and performance standards under one umbrella. These members will be representative from each grade level and program. They will meet regularly to assess and evaluate our schools' progress.

### **Meeting the Needs of ELLs:**

- Staff development for school-based staff developers in ESL strategies for transitioning E.L.L. students will be conducted.
- Teachers assist classes in curriculum and instruction as well as professional development to: clarify bilingual and ESL program goals and models and the uses of native language and English in bilingual, dual language, and ESL classrooms.
- Other student support services funded by Title 1, tax levy, and other funding sources are also available to these students.

### **Meeting the Needs of Special Needs Students:**

- We will provide special needs training in rubric-driven, curriculum alignment as defined in "Standards in Practices" program.
- We will engage staff in doing reflections and provide action plans with interventions.

- The *No Child Left Behind Program* creates Science and math partnerships to rally every student to increase Science excellence.

#### **AIS Services for at risk students:**

- AIS will continue to be available to students who score at levels 1 and 2 in the testing grades; or to those who do poorly on local tests in grades where there are no state tests.
- AIS will be provided to identified students no later than the beginning of the semester following a determination that a student needs such service.
- Parents will continue to be informed that their children are eligible for AIS. Teachers will continue to consult with those parents at least once per semester and report progress quarterly by mail, phone, or other means.

#### **Enrichment Activities/ Special Programs:**

- Students will be provided with and taught research based methods in Science and will establish partnerships with colleges and universities; inviting their educators as guests to ensure that students have opportunities to speak with knowledgeable teachers deliver instruction in this field.
- Field trips designed to enrich students' awareness of science and its impact on their lives.
- Continued participation in our school's daily science club.

#### **Extended Day, Honors, and Summer Programs:**

- The NYC Dept. of Education has established an extended year (summer) program for grades K - 5 to provide "at risk" students with intensive academic interventions. In terminal elementary grades, our goal is to focus on strengthening skills, allowing for an easier transition to middle school.
- Time is always used innovatively with extended days, time for teacher collaboration, summer programs, and after school tutorials
- To achieve our goals, we will also utilize after school Enrichment Program Honors, and a Summer Program.

#### **Social Studies**

##### **Social Studies Objectives:**

- To continue to integrate Social Studies into the Core Curriculum for grades K-5 using the Understanding by Design approach (backward design planning).
- To improve our students' knowledge or performance in the various assessments and the 5th Grade Social Studies tests by at least 5%, we will focus on a core curriculum, which will enable students to meet State standards.
- To improve map and globe skills, including bodies of water and land forms.
- To teach good citizenship skills, and to put them into practice.
- To further enhance an interest and understanding of history and world cultures among all students.

This is our 6<sup>th</sup> year taking the new Social Studies test. Our 5<sup>th</sup> grade students performed @ about 90% in school year 2009 in levels 3 and 4. It is evident that this test measures students' understanding of the world from Kindergarten to 5<sup>th</sup> grade. To better prepare our students our teachers in Kindergarten through 5<sup>th</sup> grade are working collaboratively to prepare our students for success and competencies in Social Studies. We are refining our professional development initiative by involving all of our teachers in looking at samples and analyzing the questions for curriculum planning and instruction of the 5<sup>th</sup> grade Social Studies Objective Test and the DBQ's. Our goal is to bring awareness to all teachers on the expectations of our students in 5<sup>th</sup> grade and bridge the gap between the lower grades and the upper grades. In addition, we purchased class sets of trade books for Kindergarten through 5<sup>th</sup> grade to enrich classroom libraries that will facilitate our integrated curriculum using UbD.

Also, Our Literacy Coach and Literacy Team will facilitate weekly common planning time with teachers for collaborative Social Studies lessons. We provide time for staff to meet and reflect on the progress of their lessons. Teachers look collaboratively at samples of students' writing for their DBQ's. They will meet together on a weekly basis with a sample of a DBQ essay, using the "Tuning Protocol" to assess the needs of their students and possible professional development for the teacher. This gives the teacher an opportunity to receive immediate feedback and colleagues an opportunity to gain ideas for their Social Studies and Literacy lessons. During this time our lower grades teachers will be involved in the process so that they develop their lens for effective and meaningful Social Studies experiences for their students. This provides our students with opportunities to gain understandings of their world for life.

We have also added arts to our Social Studies Curriculum by collaborating and funding our Dreamyards Program. This year is our 8<sup>th</sup> year with Dreamyards. We hired 3 artists who team teaches with only 6 classes (decreased by 90% compared to last school year) from Kindergarten to 5<sup>th</sup> grade. Also, our music teacher will be involved with team teaching using our Music and the Brain Keyboard Program (for the 2<sup>nd</sup> year) so our grades K-2 classroom experiences become a rich collaborative one. Our K-5 classes will be integrating arts into their Social Studies curriculum. They are utilizing our UbD for planning and will produce various forms of assessments utilizing the six facets of understanding and GRASPS for theatrical pieces, paintings of various eras, concerts, plays, mini-movies, slide shows, etc.

Implications for the Instructional Program: We have our students participating in Study Groups. They read Non Fiction Social Studies books that are included in classroom libraries. The classes read books and stories, look at photos and slides, and watch videos. This helps to sharpen their reading, writing, and speaking skills and teaches them new geography skills such as map reading. This activity is designed to address performance expectation.

P.S. 33 teachers began to meet on a monthly basis last year to investigate the assessment tests, the standards and curriculum issues. This year, the plan is to lengthen the time to a full day once a month, so that the teachers can better examine exemplary student work for Document Based Questions for the Social Studies test and to deepen the discussion on integrating the standards of literacy and social studies. They will create questions that prompt academic rigor in the thinking curriculum.

We will continue administering baseline, medial, and testing to determine our students' strengths and weaknesses in the understanding of history, past and present. We will provide training for teachers with grade appropriate curriculum, unit planning utilizing Understanding by Design and provide tutorial support through after-school programs with emphasis on those students deemed "at risk". We will analyze the results of the State's elementary level Social Studies test that was administered in Grade 5 in the month of November.

Our mission is to provide leadership, service, and support for our teachers in engaging, strengthening and advocating Social Studies by implementing the use of the Understanding by Design Template for their unit planning. In our Social Studies Program, students develop a core of basic knowledge and ways of thinking drawn from many academic disciplines, learn how to analyze their own and others' opinions on important issues, and become motivated to participate in community life as active and informed citizens. We promote Social Studies as an integrated study of the social sciences and humanities to promote civic competence. We celebrate by having a "Cultural Diversity Day", "International Games Day" and "Modeling the United Nations Day."

The purpose of our Social Studies program is to help our students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse society. In essence, this program promotes knowledge of and involvement in civic affairs, and because civic issues – such as health care, crime and foreign policy – are multidisciplinary in nature, understanding these issues is important to our students.

*There are ten themes that form the framework of the Social Studies standards. They are:*

- *Culture* – The study of culture allows students to see the common characteristics of different cultures. This theme appears in units dealing with geography, history, as well as multicultural topics across the curriculum.
- *Time, Continuity & Change* – Knowing how to read about the past, allows our students to develop a historical perspective. This theme appears in history that draws upon historical knowledge and habits.
- *People, Places & Environments* – The study of people, places and environment assists our students to create their views of the world beyond their personal locations. This theme appears in units dealing with studies and geography.

- *Individual Development and Identity* – The study of identity teaches our students how they develop from youth to adults.
- *Individuals, Groups and Institutions* – This study teaches our students the importance of how institutions are formed and what controls and influences them.
- *Power, Authority, and Governance* – This study develops the understanding of our students in teaching the historical development of structures of power, authority, and how individuals' rights are protected.
- *Production, Distribution and Consumption* – This study teaches our students how the wants of people often exceed the resources available to them and the study of economics.
- *Science, Technology and Society* – This study teaches our students how modern life would be impossible without technology and the science that supports it.
- *Global Connections* – This study teaches our students how to address international issues such as health care, the environment, human rights, economic competition and draws upon the natural and physical sciences and the humanities.
- *Civic Ideals and Practices* – This study gives our students an understanding of civic ideals and practices and how it is critical to full participation in society and is a central purpose of Social Studies.
- *A Sample Lesson Plan Prepared by our Grade 4 Teacher Ms. Jackson*  
*Starting with the Colonies-Reading Strategy: Predict and Infer, what they have already learned from a text to determine additional information about the subject.*

*Objective:* Students will learn how English Settlement in North America grow to become thriving colonies.

*Reading Strategy:* Predict and Infer, what they have already learned from a text to determine additional information about the subject. This lesson will help students understand that colonist settled in North America for many reasons. Some people hoped to make money in the colonies and others sought political or religious freedom People's reason for coming to North America helped shaped Colonial Culture Government and economy. Before students read, invite students to tell about the routes that they travel each day and the types of transportation that they use. Discuss how those routes would change if their communities did not have roads. Ask students to think about how you get around? What would travel be like in NYC, if there were not many roads? Point out, during that time hundreds used boats.

What to know: This lesson will help students understand that colonist settle in North America for many reasons:

1. Some hoped to make money in the Colonies
2. Others sought political or religious freedom

*Vocabulary:* Get set to read. Introduce the vocabulary words. As students read the lesson, ask them to look for vocabulary words. Some of these are: Fall Line; Self-Government; Compact; Colony; Settlement; etc. Have students write a definition for each word. Also, point out that each word is a noun. Explain that a noun is a part of speech, a name of a person, place or thing.

Have students point out the main idea: Geography influenced where people settled in the colonies. Geography of the Colonies. Have students locate the three colonies and the Southern Colonies. Note that the map divides the colonies into three regions. Each region has its own Region, Geography and Climate. Group the students into colonies-New York, New Jersey, Pennsylvania and Delaware. Ask the following critical thinking questions:

Q. What enables farmers in the middle colonies to grow crops?

A. The rich soil of the Region's hills and valleys

Q. Economics: What were two important natural resources in New England and how did they support the people.

A. Wood and fish, wood for heat, homes, etc. and fish for food.

*Geography and Climate:* Reading the map, which were the middle colonies? A. New York, New Jersey, Pennsylvania and Delaware. Have students draw conclusions: Which colonial regions were good for farming? A. Middle colonies and Southern Colonies. Ask students which were the middle colonies and what enabled farmers in the middle colonies to grow many crops? A. The rich soil of the region and valleys.

*Teacher Modeling:* Explain to students that they can predict what they will read about next, by thinking about what they have learned and read. Model this strategy for students. Think alouds: The first two pages of the lesson described the geography of the colonies. I predict that next, I will learn more about how Geography affected the way people lived on the colonies. Students can read on and get ready to share what they learned. Have students conduct group presentations on what they learned? HW Students will write a report "My Life as a Child Living in the Colony." This HW report should be shared out aloud in the class.

**Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:**

- We continue to implement the Region's initiative to develop a Thematic inquiry based curriculum using Social Studies at the Core.
- We will conduct a "pilot" program that will include a Pre- test and a Post test.
- All Thematic units will be aligned with State Standards.

**Meeting the Needs of ELLs:**

- We will provide appropriate instruction according to state mandates, supporting classroom teachers in monitoring classroom practices.
- We will provide ongoing support to teachers in monitoring, assessing and implementing the bilingual program through coaching and meetings.
- We will provide an equal amount of time for Native Literacy to our E.L.L. students.
- We will provide simulation tests to our bilingual students in Spanish **simultaneously** with their monolingual peers.

**Meeting the Needs of Special Needs Students:**

- We will utilize Peer-coaching in the areas of Process Writing and Writing Across the Curriculum for Special Needs students.
- We will continue to utilize software for students and teachers and provide training through various methods.
- We will publish both in print and electronically, for school usage, student work and projects, instilling pride in our Special Needs students.
- We will continue conducting our annual Health Fair, Science Expo, Project Arts, Multicultural Day, and International Games Day with Special Needs students' participation.
- Special Needs students. Will be encouraged to participate in Basketball Club, Dance Club, Select Chorus, and Student Council.
- We will provide special needs training in rubric-driven, curriculum alignment as defined in "Standards in Practices" program.
- We will engage staff in doing reflections and provide action plans with interventions.

**AIS Services for students at risk:**

- AIS will continue to be available to students who score at levels 1 and 2 on the fifth grade tests; or do poorly on local tests in grades where there are no state tests.
- AIS will be provided to identify students no later than the beginning of the semester following a determination that a student needs such service.
- Parents will continue to be informed that their children are eligible for AIS. Teachers will continue to consult with those parents at least once per semester and report progress quarterly by mail, phone, or other means.

**Enrichment Activities/ Special Programs:**

- We have instituted multicultural dance and multicultural art activities.
- Field trips designed to enrich students' awareness of culture and society.
- We acknowledge the importance of identifying and nurturing the talents and gifted behaviors of all our students and in providing enrichment opportunities for all students.

**Extended Day, Honors, and Summer Programs:**

- The NYC Dept. of Education has established an extended year (summer) program for grades K - 5 to provide "at risk" students with intensive academic interventions. The program will focus on strengthening these students' study skills. In terminal elementary grades, our goal is to focus on strengthening skills, allowing for an easier transition to middle school.
- Time is always used innovatively with extended days, time for teacher collaboration, after school programs, summer programs, and after school tutorials
- To achieve our goals, we will also utilize after school Enrichment Program, Honors and a Summer Program.

## Art

### Art Objectives:

- To build capacity and increase our arts program by 50 %
- To strengthen the connections within P.S. 33's community using the arts as a bridge among parents, students, school staff, cultural sites, and community organization LEAP, NY CARES, Dreamyards, etc.
- To support and sustain standards-based programming embedded in curriculum, supporting literacy and providing opportunities for our students to creatively express themselves *using the four arts disciplines -- music, dance, visual arts, and theater.*
- Continue to provide professional development targeting teachers from K - 5. This strategy increases the school's capacity to produce arts by increasing the number of staff members who have the knowledge and training in teaching art.
- Increase the arts opportunities for our students by expanding a school-wide arts portfolio and audition presentation development program in grades K - 5 to support their acceptance to schools with special arts and music programs.
- Sustain a community of arts facilitators in the schools who will act as catalysts and resources for arts programming.

This year we will utilize our certified visual arts teacher who services all of our students by cycles. We know that the arts are an excellent way to motivate our students to be in school every day and engage in learning. Therefore, we have continued our 8<sup>th</sup> year with Dreamyards. We have only 6 classes compared to 18 last year that are team teaching with Dreamyard artists. They team teach for two consecutive years. During this time teachers gain various professional development opportunities to integrate arts into their curriculum.

After two years, these teachers are ready to work independently or may collaborate with a novice teacher. While our Dreamyard artists starts a new cycle of teachers allowing us to build capacity. We are now up to 85% of our staff who had Dreamyards training and are integrating arts into their curriculum. It is our goal to have 100% of our staff trained on integrating arts into their curriculum. Unfortunately, this year we were not able to fund our Ballroom Dance Initiative due to budget reductions.

It is evident that our children possess a wide range of artistic talents. We collaborate with many more non-profit organizations to bring arts to our classrooms. We value the involvement of community based organizations and collaborate for the 2<sup>nd</sup> time with LEAP to do an integrated Arts Program with a Dance & Visual Art in our 2<sup>nd</sup> Annual Spring Arts Festival March, 2010. We will showcase events for our students. Also, our curriculum team facilitates weekly common planning time with teachers for collaborative arts lessons. We provide time and will continue to do so, for staff to meet and reflect on the progress of their lessons. Teachers look collaboratively at samples of students' work integrating the arts.

We have been very successful at P.S. 33. The main reason for this is that we acknowledge the importance of identifying and nurturing the talents and gifted behaviors of all our students and in providing enrichment opportunities for all students. This past year we provided enrichment during the school day working with and after school in math, science, literacy, higher order thinking skills and the arts with Dream yards. We have instituted multicultural dance and talent club, theater, select chorus, multicultural art, newspaper club, math club, and science club. We also conduct an annual Spring Arts Festival and Health Fair in which our students are given the opportunity to demonstrate their abilities and talents through dance, song, and multi-cultural interchange. We also have our annual dance festival where students study the arts form and present their learnings. We also decreased our Dreamyards collaborations due to budget reductions. Students receiving Dreamyards will show case their work in January 2010 and their final share in June 2010. We will also have our Winter and Spring Arts Festival.

Plans for the cultural arts initiative, build upon the concepts that P.S. 33 has nurtured in our school. To support and sustain standards-based programming embedded in curriculum, supporting literacy and providing opportunities for our students to creatively express themselves *using the four arts disciplines -- music, dance, visual arts, and theater.* P.S. 33's long term goal for Project Arts is to create a fully integrated curriculum, including arts, music, theatre, and dance, across the board, at all grade levels so that every child's creativity and imagination are regularly nurtured. This proposed plan meets the Chancellor's New York City Education Initiatives, New York State's Learning Standards for the Arts, and District Ten's Expectations.

Project ARTS has been immensely effectively in supporting P.S. 33's overall goals and P.S. 33, in turn, has consistently demonstrated a strong commitment to art, music, theater, and dance programming, Parental Involvement, and partnerships with community based organizations. Our students are encouraged to exercise their imaginations through problem solving activities. Given the imagination and creativity fuel development in any field, *we assert the Arts are an essential part of learning, not just an enhancement, and provide life skills applicable to all subject areas.*

Progress has been made towards development of an integrated curriculum due to Project Arts and this is documented by:

PROJECT ARTS FOCUS	PROJECT ARTS GOAL
Visual Art	P.S. 33 will maintain the number of classes receiving sequential instruction in visual arts.
Music	P.S. 33 has created an art club and a chorus.  P.S. 33 has implemented for the 2 <sup>nd</sup> time the Music and the Brain Keyboard program to each grade K-2 students for 1.5 hrs per a week.
Dance	P.S. 33 has maintained the number of classes receiving dance instruction through Dreamyards Dance and Ballet Tech. Instructors during school day, after school.  P.S. 33 has decreased the number of theater classes offered by Dreamyards Consultancy due to budget reduction.
Theater LEAP After School Program	P.S. 33 Collaborates with LEAP CBO, who offers 3 hrs per a day after school services in various art forms. Students also receive this enrichment during holidays and vacation.

**Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:**

- We will enhance the expertise of P.S.33's Staff to integrate the Arts into their Curriculum.
- We will develop capacity to implement standards-based arts education in each classroom teachers' practice.
- We will sustain and institutionalize arts instruction at P.S.33.

**Meeting the Needs of ELLs:**

- P.S. 33 has gifted and talented programs to support bilingual and monolingual students.
- Approximately 80 % of our students participate in these clubs.

**Meeting the Needs of Special Needs Students:**

- Special Needs students will be encouraged to participate in Basketball Club, Select Chorus, and Student Council.
- We will provide special needs training in rubric-driven, curriculum alignment as defined in "Standards in Practices" program.
- We will engage staff in doing reflections and provide action plans with interventions.

**AIS Services for students at risk:**

- AIS will be provided to identify students no later than the beginning of the semester following a determination that a student needs such service.

- Parents will continue to be informed that their children are eligible for AIS. Teachers will continue to consult with those parents at least once per semester and report progress quarterly by mail, phone, or other means.

#### **Enrichment Activities/ Special Programs:**

- We have instituted multicultural dance and multicultural art activities.
- Field trips designed to enrich students' awareness of culture and society.
- We acknowledge the importance of identifying and nurturing the talents and gifted behaviors of all our students and in providing enrichment opportunities for all students.

#### **Extended Day, Saturday, and Summer Programs:**

- Gifted and talented students interested in visual arts specialties will be supported in portfolio development through after school programs during the fall and spring terms.
- Our students have the opportunity to participate in a variety of services and special interest clubs such as Chorus and Drama.

### **SCHOOL LIBRARY/ MEDIA SERVICES**

#### **Library, Media Objectives & Technology**

- To collaborate with planning between library/media specialist and teachers to design units of study that utilize the print and electronic media available in the school's library media center with increased access to the print and electronic media available in the school's library media center.
- Collaborative planning between library/media specialist and teachers to design units of study that utilize the print and electronic media available in the school's library media center.
- Utilize our Technology Team to build capacity for technology integrated instruction for all students.
- Utilize our use of smartboards and software with library media services to 120% ( at least 2x per day)
- Increased access to the print and electronic media available in the school's library media center.
- Collaborative planning between library/media specialist and teachers to design units of study that utilize the print and electronic media available in the school's library media center.
- To assist professional staff in collaboration and to bolster advocacy for new standards
- To encourage the study of the development of technology and its relations with society and culture.
- To implement City's Technology Plan at P.S. 33, As of June, 2010, the number of members of our schools' community that are computer literate will be increased by 20%.
- To assign a technology coordinator (T.C.) who will offer training to teachers, staff and students on computers and software in the fall. This T.C. will also provide curriculum.
- T.C. will train teachers to improve student performance in how to navigate through computer hardware as well as educational and real-world software.
- Teachers, staff and the T.C., will provide more opportunities for students and the community to use search engines for Internet-based research and software-based word processing.
- T.C. will train teachers, staff and students to use software such as Excel, Word, PowerPoint, SMART Document Cameras and Access.

This year we will refine the utilization of computers technology in all classrooms. We have 32 classrooms in the main building with computers technology. Our Annex with our early grades does not have computers yet. We developed a proposal for Councilwoman, Ms. Maria Baez to donate funds to purchase computers for our annex and upgrade 20 computers that were purchased 15 years ago. We received an upcoming Technology Project that's worth \$200,000. from our City Council, Ms. Baez. With our last grant we upgrade our computer lab and library it is now a state of the art. We were also able to get 4 more mobile labs for our classrooms. We have a total of 30 smartboards with computers and accessories for our special needs and bilingual classes. Our technology and media staff had a successful year. This year we are maximizing our resources by utilizing teachers who were trained to support their colleagues for full technology implementation. They are given experiences to develop their craft for technology approaches to teaching and student learning

Also, we have started a new initiative for our parents. This helps us to strengthen our partnership with the home and school. Our parents will attend Technology Workshops given by our technology aide and our parent coordinator, starting this Fall every Monday morning and Saturday Morning so that they can have the readiness to work with our children at home or in the library. Also, our curriculum team will facilitate weekly common planning time with teachers for collaborative technology lessons. We provide time for staff to meet and reflect on the progress of their lessons. Teachers will look collaboratively at samples of students' work integrating technology.

We have had to reexamine our school and classroom libraries and seek recommendations for ways of initiating and fostering a closer collaboration between our school librarian, classroom teachers, parents, students and education to the benefit of the constituencies they serve. Our Primary purpose is to promote information literacy with our student population. This means students will learn how to locate information, use it, and evaluate it; in the process they will use technology in creative ways. To support and foster lifelong learning and ensuring that all our students at all levels are prepared to meet the challenges of the 21<sup>st</sup> century.

#### **Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:**

- All initiatives have been designed to introduce the standards and principles of *Information Power: Building Partnerships for Learning* to an audience of parents, teachers, and all administrators.
- Placing the standards and principles in the context of school level programming will help to create advocates for the Library Program.

#### **Enrichment Activities/ Special Programs:**

- Instructional activities planned collaboratively by teachers and library media specialist.
- Continued open-access to the library media center for students, teachers, and parents

#### **Extended Day and Summer Programs:**

- PS 33 Extended Day Enrichment will continue to conduct library research activities in their afternoon enrichment program and a Summer Program.

#### **Implications for the Instructional Program**

We are aware that it is not enough to simply have a computer and an Internet connection in the classrooms if they are not made part of the learning process. We encourage our teachers to incorporate as much academic information together with technology. Technology is a tool like any other, and the value does not come from having access to it but rather how it is used.

P.S. 33 is concerned with teaching the relations of technology to Science, Social Studies, the Arts and Humanities, and Math. We continue addressing our needs in Technology by assessing how much our students improve from one year to the next. A main focus of instruction is on using technology to enhance learning in the content areas. To execute this we will organize a Technology Committee to design a handbook and activities that align with the program for teachers in each grade level. Software is also available to help students identify areas of deficiency in the basic skills of math, science, and language arts and to guide them through activities designed to eliminate those deficiencies.

To improve our student's performance in the various assessments, we will address the integration of technology instruction into all grade levels and curriculum content areas. Our technology staff works closely with the curriculum staff to plan professional development that incorporates the use of technology in all content areas. Students learn keyboarding skills along with simple editing techniques. A team approach in conducting staff development has been used in the content areas of social studies, arts, mathematics, and literacy. The use of technology to support curriculum-based activities has been incorporated into our Literacy and Mathematics Frameworks. External resources continue to be tapped to increase the level of student, staff and parent access to technology and to support its integration into teaching and learning. Title I funds will be used to provide support for technology with our Council Member Grants.

## **HEALTH EDUCATION:**

### **Health Education Objectives:**

- P.S. 33 will be focused in the school year 2009-2010 towards a goal of increasing comprehensive health services and health education to students, their families and school staff.
- To guarantee access to all students and families, including those with disabilities, for all programs, activities, and services.
- Expand our AIDS Awareness, HINI, Obesity, Diabetes, Asthma and other health concerns program.
- Continue to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization.
- Expand the role of our Guidance Counselor for health issues, which plays an important role in the total educational environment, and is developmental.
- Maintain Guidance Counselor to support our growing population.
- Collaborate with the NYCDOMH the administration of HINI vaccines for students who were given parental consent

### **Implications for the Instructional Program**

Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services. Our AIDS Awareness program will continue during the 2009 – 2010 school year.

The **Substance Abuse Prevention Program** uses numerous activities to support the kind of safe and drug free school and environment children need to excel academically. **SAPIS** use literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs, as well as how to get in touch with their own feelings. Classroom lesson in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self esteem to thwart the peer pressure that might lead to drug experimentation. As a result, both groups and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future. Parenting workshops enable parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, and poster/essay contests, so helping to eliminate some of the negative elements in the community.

Besides our continuing commitment to our AIDS, Obesity, Diabetes, Asthma Awareness program, vision and hearing clinic, P.S. 33 P.S. 33 will be focused in the school year 2009-2010 towards a goal of increasing comprehensive health services and health education to students, their families and school staff.

### **Extended Day and Summer Programs:**

- The NYC Department of Education has established an extended year (summer) program for grades K - 5 to provide "at risk" students with intensive academic interventions. The program will focus on strengthening these students' reading and math skills. In terminal elementary grades, our goal is to focus on strengthening skills, allowing for an easier transition to middle school.
- Time is always used innovatively with extended days, time for teacher collaboration, summer programs, and after school tutorials

To achieve our goals, we will also utilize after school enrichment program, Honors and a Summer Program.

## **Physical Education**

### **Objectives:**

- To incorporate the Physical Best Standards.
- Increase participation of student body in physical education activities, both in and out of school.
- Enable students to understand the connection between physical activity and good health.
- Create extended-day and enrichment programs that include other schools and community members.

This year we are continuing on developing the whole child. Our 2 Physical Education Teachers collaborated with our classroom teachers are focusing on integrating the physical education of our students with literacy. Our physical education teacher with our literacy coach provides workshops on how to integrate physical education with daily lesson planning on our school's initiatives for improved non-fiction studies. The gym will have display of literature such as Biographies and autobiographies of famous sports figures for football, baseball, hockey, basketball, figure skating, etc.

To promote total health and fitness, our school collaborates with our physical education teacher to plan our "Jump Rope for Hearts Day" proceeds will go to the American Hearts Association. Also, we will have our 2<sup>nd</sup> National Games Day in June that incorporates all sports activity. In addition, our school collaborates with Community based Organization New York Cares to bring their Tennis Program to our school for our children ages 7-10. We also have NYC Junior Tennis League. To promote positive sportsmanship and increase of attendance we had our 10<sup>th</sup> year with basketball tournaments competing with schools from the district. These initiatives help our students to develop character development, ethics and habits for success. In addition, our parents will be invited to attend these events to promote esteem, recognition, and celebrate their child's success.

Implications for the Instructional Program: We begin the school year working on overall conditioning with the students we get them ready for the state test (Fitness gram). The test includes: Height, Weight, Push-Ups, Curl-Ups, Flexibility, and Pacer test. We also work on communication rules and cooperation. As the year progresses we play a variety of sports. We try to do sports that are in the season led by our two Physical education Teachers. At P.S. 33, students participate in Academic Intramurals. This is a team effort in which the entire class gives input towards various projects. Several extra academic curricular activities are also offered. Outstanding students compete against other students. This stimulates children to want to do better and study harder. Both sides get rewarded in order to encourage continued study and healthy competition.

We will develop more programs for extended day activities, such as soccer, softball and volleyball. We will also work to create more physical education classes for our early childhood students. Another priority for the 2009-2010 school year will to be to work with the guidance counselor and other staff to include nutrition programs/ units as part of the regular curriculum.

### **Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:**

- Our program will use the NYC Fitness gram assessment and Physical Best National Standards activities to enable our students to comprehend the direct link between participation in regular physical activity and good health.

### **Enrichment Activities/ Special Programs:**

- Continue our already established after-school intramural basketball and tennis programs,
- Move towards creating school-wide tournaments in soccer, tennis, volleyball, track and softball.
- We acknowledge the importance of identifying and nurturing the talents and gifted behaviors of all our students and in providing enrichment opportunities for all students
- We will continue investing in educational practices that work; with evidence that has shown to be effective in improving student performance.

### **Extended Day and Summer Programs:**

- Our intramural tennis and basketball programs, which will continue through the 2009-2010 school year, are all extended day activities.

**The following are objective evidence we will use throughout the year to evaluate our progress towards meeting your goal.**

We use the following indicators to evaluate our progress towards meeting our goals:

- School's weekly and monthly assessment using CARS & STARS, MOCK NYS ELA (3X) & MOCK NYS MATH (3X), KAPLAN MONTHLY CUMMULATIVE ASSESSMENTS
- Acuity Predictives and ITA's
- ECLAS 2
- DRA's
- Portfolio
- Independent Reading Levels Progress Report (students will show growth moving up at least 6 Independent Reading Levels )
- Inquiry Reports/Headsprout
- Memos reflecting on Inquiry Team Findings
- Attendance

**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.*

**I.  
Instructional –Meeting NYC  
Progress Report Targets**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Long Term Goal(s):</b> By June 2010 our school will meet the New York City Progress Report Target score 89.9 to 91.9 index points for school year 2009-2010 to increase vocabulary, reading comprehension and writing skills for all students in P.S. 33. Increase Reading Performance by 5 %.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- Support Staff will provide workshops on Literacy training to all staff.</li> <li>- Teachers will prepare students with “test taking” skills and develop stamina.</li> <li>-Workshops will be provided for parents to help them prepare their children with lessons and test taking strategies.</li> <li>-Continuation of Professional Development program in the teaching of reading strategies &amp; writing skills.</li> <li>-We will continue implementing an extended literacy block for low performing students including word study, test taking strategies.</li> <li>-We will hold programmed weekly grade meetings using the data for collaborative lesson planning utilizing the Cambridge Common Priorities Toolbox Protocols.</li> <li>-Provide Professional Development on Students Learning through the cycle: Analyze External Assessments Results, Prioritize Learning Goals, Develop Common Assessments, Collaboratively Design Lessons, Incorporate New Strategies, Teach, Analyze Common Assessment Results, Adjust, etc.</li> <li>-We will create a collegial atmosphere that will allow quality talk about common issues.</li> <li>-We will allocate time in which the most experienced teachers, Reduce Class Size Teachers, Grade Level Facilitators, Coaches, Mentors and 4 Bank Street teacher leaders, will help our novice staff.</li> <li>-Model lessons with professional literature study will continue to help new teachers incorporate differentiated instruction and guided reading into their classroom reading program.</li> <li>-Teachers will provide a weekly, monthly record of children’s reading development to coach and parents.</li> <li>-Teachers will be given the opportunity to focus on teaching strategies to meet individual needs of</li> </ul>

students.

-Set up of reading enhancement programs.

-Give students opportunities to become active participants who can take part in an authentic collaborative learning environment.

-We will continue to work facilitate teachers in building capacity through their collaborative efforts.

-P.S. 33 Literacy Coach will continue to provide our teachers with support on school based Literacy Facilitation teams through workshops, demonstration lessons, coaching, mentoring, leading study groups, Labsites.

-To implement an extended literacy block for low performing students including word study, test taking strategies.

-Continue to build and expand classroom and school libraries with appropriate books of various levels with emphasis on appropriate leveled texts, materials, etc.

-Provide an extended school year for students most in need in grades 1 – 5.

-Provide intensive professional development for teachers.

-To continue administering Developmental Reading Assessment and ECLAS Assessment for students using established benchmarks to monitor individual student progress.

-Implementing A.I.S. Extended Day Enrichment and Honors Program.

-Identify pupils for intervention in grades 1 – 4.

-Checklist completed by classroom teachers.

-Provide intensive intervention to lowest performing students during the school day through Reduce Class Size reading Interventions, Kaplan Spell Read Interventions, Literacy Enhancement, and Guided Reading.

-Provide additional instructional time in literacy to identified students in an extended day program.

-Provide intensive Professional development on literacy interventions for extended day staff.

-Identify pupils for intervention in grade 5.

-Provide professional development to create individual student literacy profiles focused on strategies for fluency & phrasing, benchmark books as well as using writing standards to match student writing against criteria.

-Provide intensive professional development for selected teachers in test taking strategies.

-Identify grade 4 students for intervention and support.

-Assess students using DRA/ECLAS measuring progress against established benchmarks.

-Using Instructional Support Teams, create structures to monitor individual student progress.

-Identify pupils for intervention.

-Provide intensive intervention to lowest performing students during extended literacy block using guided reading strategies.

-Weekly after school professional development for all literacy activities.

	<ul style="list-style-type: none"> <li>-Provide additional instructional time in literacy to identified students in extended day programs.</li> <li>-Implement schools' Action Plan to collect data from classrooms.</li> <li>-Assess Literacy Framework &amp; standard implementation, Communicate recommendations to teachers.</li> <li>-Revise &amp; enhance programs.</li> <li>-Instructional approach will include proven curricula, professional development through our reading coaches, and classroom libraries.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Literacy Coach ,Title I, Tax Levy, Classroom Teachers, Reduce Class Size Teachers, Early Childhood Supervisor Staff, P.S.33 staff, Cambridge Consultants, Kaplan Spell Read Interventions Teacher, Administrators, "F-Status" Literacy Staff Developers, P.S. 33 Enrichment, Honors and AIS Extended Day and Saturday Program, CEP Funding,</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>NYS ELA Test Results will improve BY 5%, EPAL Test Results will improve BY 5%, DRA Levels will improve BY 5%, ECLAS2 Levels will improve BY 5%, LAB Tests will improve BY 5%, Student Portfolios, checklists, running records, Reading inventories, Teacher Observation, Appropriate instructional materials, Student Portfolios, Running records, Reports, In-house Interim Improved NYS ELA test results will be improved by 5%</p>

**Long Term Goal(s):** By June 2010 our school will meet the expectations for last School Quality Review and maintain our Well Developed School Quality Score.

**Objectives**

- To continue to promote the use of a congruent grading system between class-work and report cards to provide students with clearer expectations in their work.
- Continue to build on parent connection and invite them to share relevant information about their child with teachers.
- Continue to extend the students' goal setting process to include parents, thusly, enabling them to monitor their child's performance and progress.
- Further refine the data collection systems to ensure that all relevant data, including the range between levels on the standardized exams, is included to better monitor student progress within and across years.
- Continue to refine data analysis to develop a clearer picture of progress for groups and individuals within groups, to effectively address the needs of these students.

The following are measurable targets that will define that we have met our goal.

- 100 % of staff will continue to use our school wide coherent grading system to evaluate and give feedback to students (Rubrics: 1- Below Grade Level; 2- Approaching Grade Level Meeting Grade Level and 4-Exceeding Grade Level Expectations)
- 98% of our students and parents will participate in our Monthly Progress Report Parent Teacher and Child Conferences that will enable us to strengthen on parent connection, inviting them to share relevant information about their child with teachers.
- 98 % of our parents and students will be involved in goal setting process enabling them to monitor their child's performance and progress through our Monthly Progress Reports Parent Teacher Conferences.
- 98 % of our teachers will utilize our refined data collection systems (Individual Student Data Profile Sheet) to ensure that all relevant data, including the range between levels on the standardized exams, is included to better monitor student progress within and across years.
- Students who are in the bottom third for ELA 2009 will show improvement by 2 % and exceeded our goals for ELA 2010.
- Students who are meeting grade level expectations for ELA 2009 will showed improvement by 2% and exceeded our goals for ELA 2010.
- List of 20 inquiry students will show improvement for ELA by 2 % and exceeded our goals for ELA 2010.
- English Language Learners will showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students with Disabilities showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students who are Hispanic showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students who are Black showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students who are Economically Disadvantage showed improvement for ELA by 2 %, while maintain AYP.
- We will continue to showcase Students' ART Work once per month beyond the school community, displayed at Sotheby's Gallery, Bronx Art Museum, Fordham Road HSBC,etc.
- 95% of our students will show growth in their Independent Reading Levels by at least 6 levels.
- Evaluation of Arts Leadership Team will show that we are meeting NYC standards for the ARTs.

Our strategies for meeting our goal, including staffing, scheduling and funding is described. We will continue to refine our implementation of the Chancellor's Initiative for Data Inquiry to improve our ELA for all students including our ELL's and Special Needs around specific skill sets that are related to *information and understanding, vocabulary development and critical analysis*. 98% of our staff participated in our Inquiry Team research. We currently have 6 members, represented for each grade level, Special Needs and English Language Learners. The school wide initiative of our data binder enables us to look at each child, inform instruction and increase students' achievement for each child, by monitoring on AIS Profile Sheet. The revised Student Data Profile Sheet will enable us to collect and manage data to better monitor student progress. I have started to conduct monthly goal setting with Supervisors, Coaches, and Teachers which enables us to look at our goals, assess and re-evaluate short-term goals, with long term goals and life time goals for our students and their teachers.

We will continue to implement for the 2<sup>nd</sup> time our “**MONTHLY PROGRESS REPORT-on the taught curriculum using the NYC Student Report Card Rubrics**” for our families. As evidence in our Learning Environment Survey 2008-2009 we showed tremendous improvement based on parents feedback, scored the highest (dark green) for Academic Expectations 8.1, Communication 7.6, Engagement 7.6 and Safety & Respect 8. This monthly progress report event will strengthen on our parent connection. It showcases the strengths and needs of our students for the taught curriculum. At this event our teachers also collaborate with parents, this gave our teachers **remarkable data on their child**. In addition, this monthly progress report also gives the teachers and students an opportunity to share the **students’ goals with the parents**. **We have also implemented a congruent grading system for all of our assessment. This grading system utilizes the students’ report card rubrics (1-Below grade level; 2-Approaching grade level, etc).**

We are also differentiating Professional Development for our teachers through weekly lab sites for all grade levels. Each classroom is identified for its strengths, that classroom conducted a labsite. Teachers will attend the labsite and debriefed through a critical friends lens for next steps. We also utilized our 2 Bankstreet Teacher Leaders, 3 Principal Interns, 2 coaches, 6 Data Team Inquiry Members to organize and facilitate these labsites. Supervisors are expected to follow up for the implementation of the pedagogue learned, while the Coaches, and Teacher Leaders coach staff as they try the new approach in their practices.

It is our belief that a solid early childhood education is the foundation to all students’ success. To ensure that this is evident for all students in PreK-2, we looked closely at preventative measures, rather than quick remedies and interventions in grades 3. Thus, we will also provide our 3-5 staff with Learner Centered Initiative consultancy “Interpreting Standards and Data Analysis for Teaching Alignment” with Jennifer Birogili.

Assistant Principals, teachers, our Literacy Coaches, Math Coaches, Grade Level Facilitators and Parent Coordinator in our school will meet with me on a monthly basis to discuss their goals for the school year. Our questions lead staff to focus on their teachers’ needs, students’ needs and parents’ needs along with their professional needs. They will be asked to focus on what the data has to say about their grades, for lower grades ECLAS 2 and EPAL, while for upper grades ECLAS2, DRA, NYStart, ARIS and Acuity. They will also be asked to identify instructional strategies and professional development initiatives to support the school with accomplishing its goals for increased students’ outcomes. We will then follow up with providing what they need.

Also, I will meet with assistant principals on a weekly basis to set short term goals for grades and target teachers, classrooms, students and parents. We facilitate weekly cabinet meetings to address concerns and develop a plan of action with follow ups for students/teachers and parents and the learning community. During this time we conduct informal qualitative needs assessments for the staff and students. We utilize the data to provide differentiated professional development activities such as, workshops, common grade level planning meetings, labsites, coaching, mentoring, team teaching, inter-class visitations for staff in all curriculum areas and teaching methodologies.

We also know that it is very important for us to develop the whole child. Through a differentiated approach for students we will provide interventions to meet the needs of our students. Thus, we will continue to implement the expanded our Arts Leadership Team at P.S. 33. This Team is comprised of our Music Teacher, Art Teacher, and third grade teacher leader, Dreamyards teacher, 4 classroom teachers, the Assistant Principal and Principal. The team meets monthly to look at curriculum, student interventions and plan initiatives. Through the planning of the team, our goal is to provide an enriched arts program that meets the needs of all students, placing special emphasis on students who are at risk. We will plan various monthly initiatives to showcase the learning outcomes of our students.

Some of these are: monthly assembly shows for all grade levels, students presenting a Holiday Concert to the Veteran’s Hospital, Home of the Aged, Holiday Decorate a Tree at the Botanical Gardens, Dreamyards Gallery Display, HSBC Bank Display (March), P.S. 33 Spring Arts Festival (March), P.S. 33 Spring Concert (Mother’s Day Celebration May) and P.S. 33 Dance Festival (June). Through these various monthly initiatives, we will be able to motivate and meet the needs of our students who are at risk. Through the

collaboration of our school day arts programs and our CBO LEAP after school arts programs we engaged students in rich, arts, integrated curriculum. We also know through our arts integrated curriculum, particularly our CBO LEAP, our school's attendance has shown a tremendous growth. Therefore, students' achievement will increase. We used the following indicators to evaluate our progress towards meeting our goals:

**The following objective evidence will be used throughout the year to evaluate our progress towards meeting our goal.**

- ARIS-Acuity for students' gains
- School's weekly and monthly assessment using CARS & STARS, MOCK NYS ELA (3X) & MOCK NYS MATH (3X), KAPLAN MONTHLY CUMMULATIVE ASSESSMENTS
- Nystart grow report
- ATS Gains Report
- ATS Attendance for increase percentage
- Portfolio reflecting standards based writing samples
- Teacher attendance
- Progress Reports monthly samples
- Progress Reports Attendance/ US Postage Mail costs/receipts
- Students' Data Profile Sheets
- School wide grading Rubrics
- Students will show growth in their Independent Reading levels by 4 levels
- Agendas/sign in sheets

II.

Subject/Area (where relevant):

**School Quality Review**

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

**Long Term Goal(s):** By June 2010 our school will meet the expectations for last School Quality Review and maintain our Well Developed School Quality Score.

- 100 % of staff will continue to use our school wide coherent grading system to evaluate and give feedback to students (Rubrics: 1- Below Grade Level; 2- Approaching Grade Level Meeting Grade Level and 4-Exceeding Grade Level Expectations).
- 98% of our students and parents will participate in our Monthly Progress Report Parent Teacher and Child Conferences that will enable us to strengthen on parent connection, inviting them to share relevant information about their child with teachers.
- 98 % of our parents and students will be involved in goal setting process enabling them to monitor their child's performance and progress through our Monthly Progress Reports Parent Teacher Conferences.
- 98 % of our teachers will utilize our refined data collection systems (Individual Student Data Profile Sheet) to ensure that all relevant data, including the range between levels on the standardized exams, is included to better monitor student progress within and across years.
- Students who are in the bottom third for ELA 2009 will show improvement by 2 % and exceeded our goals for ELA 2010.
- Students who are meeting grade level expectations for ELA 2009 will showed improvement by 2% and exceeded our goals for ELA 2010.
- List of 20 inquiry students will show improvement for ELA by 2 % and exceeded our goals for ELA 2010.
- English Language Learners will showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students with Disabilities showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students who are Hispanic showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students who are Black showed improvement for ELA by 2 % and exceeded our goals, while maintaining AYP.
- Students who are Economically Disadvantage showed improvement for ELA by 2 %, while maintain AYP.
- We will continue to showcase Students' ART Work once per month beyond the school community, displayed at Sotheby's Gallery, Bronx Art Museum, Fordham Road HSBC,etc.
- 95% of our students will show growth in their Independent Reading Levels by at least 6 levels.
- Evaluation of Arts Leadership Team will show that we are meeting NYC standards for the ARTs.
- To continue the process of staff development in the use of the school quality review process through CFN 9 Mock School Quality Review Inter-School Visitations.
- To continue to provide a professional development for school's mock review.
- Continue to develop action plans and follow through based on review team's feedback.

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>-Principal &amp; other administrators will continue working with the school leadership team to identify and train teams of P.S.33 teachers as well as provide nationally validated areas of using appropriate instructional materials to improve instruction and student achievement.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Mathematics Coach, PS 33 School Quality Review Team, NYC Leadership Academy Coach, Teachers, 4 Bank Street Teacher Leaders, LCI Consultant, Monthly Labsites, Cambridge Consultants, Principal, Tax Levy, F-Staff Developers, Contracts for Excellence Funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-ARIS-Acuity for students' gains; School's weekly and monthly assessment using CARS &amp; STARS, MOCK NYS ELA (3X) &amp; MOCK NYS MATH (3X); Nystart grow report; ATS Gains Report; ATS Attendance for increase percentage; Portfolio reflecting standards based writing samples; Teacher attendance; Progress Reports monthly samples; Progress Reports Attendance/ US Postage Mail costs/receipts; Students' Data Profile Sheets; School wide grading Rubrics; Students will show growth in their Independent Reading levels by 4 levels &amp; Agendas/sign in sheets</p>

**Long Term Goal(s):** By June 2010 our school will align its Professional Development to meet the needs of our teachers so that we can meet our academic goals stipulated in Goal # 1 of our CEP which would enable us to maintain State expectations meeting AYP for English Language Arts with our students with Disabilities, English Language Learners/Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.

- To refine the development of our Curriculum and Organizational Teams for timely effective utilization of human resources and financial accountability systems that will enable us to meet our Comprehensive Educational Plan Goals.
- To strengthen implementation of the Chancellor's Initiative our Data Inquiry Team work for each student's progress and success.
- To involve at least 99% of our staff with our Chancellor's Data Inquiry Team Action Research.
- To develop build capacity through a Distributive Leadership Approach –Grade Level Facilitator's Initiative.
- To Strengthen Administrative Teams that is Cohesive and Guide towards Increase Students' Outcomes.
- To continue to develop and build a strong Administrative Team that works towards increase students' outcomes.

**The following measurable target will define whether we have met our goal.**

- Maintain our AYP for ELA : Students with Disabilities, ELL's , Hispanic Students, Blacks and Economically Disadvantage Students.
- Students who are in the bottom third for ELA showed improvement by 2 % for ELA 2010.
- Student Independent Reading Levels went up by 3-6 Fountas and Pinnell Reading Levels across each grade.
- Students who are meeting grade level expectations for ELA showed improvement by 1% for ELA 2010.
- List of 20 inquiry students will showed improvement for ELA by 2 %.
- English Language Learners showed improvement for ELA by 2 % and maintain AYP.
- Students with Disabilities showed improvement for ELA by 2 % and maintain AYP.
- Students who are Hispanic showed improvement for ELA by 2 % and maintain AYP.
- Students who are Black showed improvement for ELA by 2 % and maintain AYP.
- Students who are Economically Disadvantage showed improvement for ELA by 2 % and maintain AYP.
- Have 99% of Highly Qualified Teachers and utilize our CFN # 9 Team, Ms. Jackie Blackman to support us with this objective.

The strategies we will use for meeting our goal, including staffing, scheduling and funding are described. Teachers in our school are meeting in September- October with principal to discuss their initial goals for this school year. Teachers then meet with principal in Jan-March to discuss their accomplished goals with evidence. In June teachers meet and collaborated with Principal the accomplishments of their goals with evidence of the accomplishments. Our questions lead teachers to focus on the students of their classes utilizing various forms of data such as, ECLAS2, EPAL, DRA, Independent Reading Levels and the Grow Report, ARIS- Acuity Predictive Results and the school wide weekly assessment results of our weekly focus in Literacy.

They are asked to focus on what are some instructional strategies and professional development initiative they will have in place to increase students' outcomes. Utilizing this information, we focus on developing more Curriculum Teams who collaborated to better support the work of our teachers. Some of these are an Instructional Team, Data Inquiry Team, Student Interventions Team, Instructional Support Team, Goal Setting Support Team, Positive Behavior Interventions Team (PBIS), Literacy Team, Math Team, UbD Team, Science Team, Social Studies Team and Arts Leadership Team.

These teams are assessing the needs of our students, teachers and parents and provide feedback to our School Leadership Team for necessary updates for our school's Comprehensive Plan and implementation. Our focus is on our Early Childhood. We hope to develop a "Center for early Childhood Excellence" supported by our CFN 9

Network Leader, Mr. McDonald and Ms. Debra Lamb, to better support our students and learn how to improve through the action research of our teachers, collaborating universities and visiting schools. Our additional Assistant Principal, Ms. Margarita Ceara will closely supervise our Prek-1 classes. This additional administrative support supervises effective teaching practices that enable our students to reach benchmark.

We believe that through a preventative thinking approach, we are better able to bridge the performance gap of our grade 3-5 students. We currently have only 12% at level 1 in ELA compared to 30-40 % over the past 5 yrs. We also have a full time Kaplan Spell Read Interventions AIS pull out teacher who service groups of 5 grade 3-5 students who are at risk daily for 45 minutes. These students receive services for the entire year showing growth in each reading level. Looking at our current data, the students who received this service increase ECLAS 2 reading levels by 4-6 for school year 2008-2009. To maintain our AYP for ELL's and students with disabilities, we rehired our 5 fulltime ESL teachers.

We will utilize the smartboards to facilitate differentiated instruction for each of our student. We purchased and replenished the picture less and early grades books for this initiative. We will utilize all of out of classroom teachers to provide academic intervention services to our 3<sup>rd</sup> -5<sup>th</sup> grade students to push into the classrooms. They will target groups of 8-10 students and addressed a specific strategy or skill for mastery. In addition, we will utilize our 4 hour school aides to assist with clerical work to maximize our secretaries' capacity. We will also, utilize our school aides for supervision of the hallways and bathrooms for a safer learning environment. It is very crucial that the curriculum teams provide resources and professional development for all staff so that high quality of instruction is the focus of classroom practices. These teams will continue to refine and planned and executed differentiated professional development activities for staff. We will also, utilize our CFN # 9 Team Member, Ms. Jackie Blackman to provide professional development for our teacher on the Professional Teaching Standards. This will help our staff to acquire the understanding of the teaching and learning process. We know that this is a work in progress and will continue to plan differentiated learning activities for our students to be successful.

Last school year our school was at a 92% of staff's attendance. It is our belief that staff's attendance plays an important role in the performance of students' outcomes. We continue to monitor our developed data based system that will track staff's weekly attendance. This report is compiled by our pedagogical secretary who will give a weekly report to the Assistant Principals and Principal. The Administrative team reinforces protocols in the "Law Refresher Memo #1" for high absences and lateness. For those staff members we acknowledged staff with 100% monthly attendance with letters of excellence to files during our monthly attendance assembly. Staff members whose attendance in not up to standards, received an un-satisfactory rating for attendance, after consultation with their UFT reps and various meetings/warnings.

We know that the success of an organized school depends on the cohesiveness of the administrative team. This year we are deepening our collaborations as a team with, Pre K- 1<sup>st</sup> assistant principal in her 3<sup>rd</sup> year of supervision as an elementary school assistant principal, our 2<sup>nd</sup> – 3<sup>rd</sup> assistant principal who is in her 6<sup>th</sup> year as an Elementary School while our 4-5 assistant principal is in his 5<sup>th</sup> year of supervision and in an elementary school. To nurture a cohesive administrative team, we meet with our 3 Assistant Principals on a daily basis or as needed. We meet regularly to implement my administrative calendar and follow up on the focus for the day/week to supervise the teaching and learning of students.

The follow up with our findings are at the end of the day. We devise a plan of action as needed throughout the week in our Cabinet Meetings and as needed daily. We also communicate on a regular basis the expectations for our team every Monday morning with a memo via email to our three Assistant Principals. In addition, we met on a weekly basis for our cabinet meetings. During this time, we reflect on the needs and we addressed concerns that must be addressed. We also utilize our CFN 9 Network Team to provide us with various professional development activities to further develop our leadership skills in lieu of our Cabinet meetings at least 1x per a month. We have provided planners and encouraged our assistant principals to always have their weekly planner for effective organization and to document events for an organized school.

It is evident that all 3 assistant principals are at different stages in their role as supervisors of teaching and learning. We have adopted a "no excuses" policy and are striving to work collaboratively and learn together at the same time. We encouraged our three assistant principals to continue their professional development in Elementary Education

Supervision. We will release both supervisors to attend the CFN Network 9 Meetings CSA workshops, and ELI for professional development in the observation cycle, curriculum development, student support services, etc.

Leadership growth and development is ongoing and a work in progress. We are utilizing NYC Leadership Academy Coach, Mr. Singer, our CFN 9 Team, our District Superintendent-Ms. Menendez, and our consultant –“F –status Supervisor/coach, to improve Principal leadership skills for increase student’s success. We are learning how to delegate the responsibilities to build team and capacity. Through our Administrative Team, Instructional Team, Grade Level Facilitators Team, Goal Setting Support Team, Student Intervention Team, Instructional Support Team, Data Inquiry Team, Curriculum Team, School Leadership Team, Cabinet Team, Literacy Team, Math Team, Parent’s Association and Social Committee to collaborate and build capacity for all the constituents of the school. PS 33 is focusing on learning more about developing an *effective* Professional Learning Community at P.S. 33 with an emphasis on distributive leadership, and to strengthen my skills to guide staff on “How to respond when Students don’t Learn.” This work is also in collaboration with the Data Inquiry Team.

Since our school is a data driven school, it is my goal to continue attend professional development activities that address current updates on data analysis to better help me with guiding the school’s direction for increased students’ outcomes. PS 33 is also deepening our understanding of the Chancellor’s Regulations for both personnel and instruction. We will continue to attend and participate in many professional development activities that will help us to build team and guide our administrative teams.

**Professional Development/ Parental Involvement/ Student Support/ Use of Technology:**

Literacy development continues to be our top instructional priority. In order to increase the students’ DRA levels and test scores by 5% and facilitate the implementation of our K - 5 Literacy Framework, our “F-Status staff developers worked closely with the classroom teachers providing workshops, modeling lessons and coaching, the staff developers are responsible for facilitating the focus and content of the professional development half days (in areas such as the writing process, guided reading, assessment, independent reading, and New Standards), and fostering the development of literate environments, classroom libraries, assessment procedures (i.e., running records). Our 4 Bank Street Teacher Leaders provide workshops and in-school study groups, assist with mentoring, peer coaching, model teaching, critical friends group, LCI and Cambridge Consultants, etc. We have weekly Labsites led by classroom teachers. We also utilize our Coaches for Literacy and Math Professional Development activities. Our CFN # 9 Network Team to support us with various professional development learning opportunities.

During the 2009 - 2010 school year, we will continue implementing ECLAS2/DRA assessment in all classrooms and training the staff in running records, retelling strategies, and using the reading continuum to plan instruction. We will continue to focus our professional development aimed at strategies for using assessment information to deliver effective literacy instruction for whole classes, small groups, and individual students. We will use samples of student work to assess their needs and the needs of the teacher to inform the practice. Guided reading and matching students with appropriate leveled books, forming flexible groups and providing safety nets for students most in need is our targeted initiative in 2009 - 2010. We will work to implement systems for monitoring students’ progress over time, making sure students are at benchmark levels for each grade level and providing ongoing accountability measures. The emphasis on portfolios will deepen as teachers work with students to create individual literacy portfolios for both reading and writing.

The bilingual students at P.S.33 are direct recipients of all the literacy initiatives highlighted in the preceding paragraphs. Bilingual staff participated and will continue to participate in all professional development opportunities provided for monolingual English teachers as well as receiving specialized professional development in the area of native language instruction.

We conduct ongoing Parent workshops in order to show parents how they can improve their skills in helping their children with the basic reading skills. This is especially true with children in their early years (ages 4 – 6). It is critical for learning essential reading skills. We encourage parents to praise their children’s reading success and to stay involved. We have found that when learning to read is fun, children want to learn. This is fundamental to Reading Basics.

Parents are taught that they must foster confidence if they are to instill a love of reading in their child. Teaching skills such as phonemic awareness, print awareness, phonological coding, phonics, sounding out, segmenting, and blending to our students are the strategies and basic skills that we teach in order to turn a good reader into a fun, learn-by-doing reader. Parents are also encouraged to do at home assessments with their child for “test readiness.”

In terms of our E.L.L. population, we will increase parental involvement and assigned staff will work with the parents to inform them about the curriculum and expectations. We will also offer Saturday ESL workshops/classes to parents by supporting the development of parental skills that will give parents strategies on how to work with their children and acquiring skills for English Language Proficiency.

In order to support our E.L.L. Program and have our E.L.L. students benefit to the greatest extent, Professional Development for bilingual teachers will continue focusing on assessment on how to create individualized instruction that focuses on language growth, concepts, and content skills. This will be done by:

- Assessing students’ language proficiency and growth.
- Adapting English text.
- Increased vocabulary development for Ell’s.

In addition, professional development for bilingual/ESL teachers will continue to focus on assessment to enable teachers to create individualized instruction that focuses on language growth, concepts, and content skills. Teachers’ professional development will also involve the acquiring core knowledge of concepts and the thinking curriculum. Teacher will engage themselves in planning lessons that reflect applications of Bloom’s Taxonomy. The Spanish adaptation of the Developmental Reading Assessment (DRA) will be available to all bilingual teachers to assess the students’ reading level for Spanish dominant students.

Our Parents are taught how to help their children in Reading Basics by teaching them the following:

- Learning that words are made of sounds
- Learning that sentences are made of words
- Learning that words and sentences convey meaning
- Learning sound out strategies

### **Extended Day, Honors, and Summer Programs:**

To improve the performance of our low performing students by at least 5% in their standardized tests and other assessments, and after school literacy program for students designated “at-risk” which focuses on the use of literature and instructional strategies that enhance and reinforce skills taught during the school day. Teachers will continue to be encouraged to adapt the plan to allow for flexibility for eligible students to work with them, both before and after school. Also, teachers will create student partnerships with students who are on level to buddy up with students below level to improve reading performance and achievement. We will continue to implement our pull out programs for students who are below levels to give them small group instruction to acquire the skills and strategies for reading competencies. Intensive professional development will be provided to all staff working in the after school program.

In grade 4, identified students will receive additional time and support during the day and after school. AIS teachers will provide the support during the school day, while after school programs will follow the Project Read model. This fourth grade component will be funded through Standards monies and other sources. An extended year program will also be provided for grade 4 students.

**The following objective evidence will be used throughout the year to evaluate our progress towards meeting our goal.**

-ARIS-Acuity for students’ gains

-School's weekly and monthly assessment using CARS & STARS, MOCK NYS ELA (3X) & MOCK NYS MATH (3X), KAPLAN  
MONTHLY CUMMULATIVE ASSESSMENTS

-Nystart grow report

-ATS Gains Report

-ATS Attendance for increase percentage

-Portfolio reflecting standards based writing samples

-Teachers Formal and informal observation reports

-Teacher attendance

-Progress Reports monthly samples

-Progress Reports Attendance/ US Postage Mail costs/receipts

-Students' Data Profile Sheets

-Schoolwide grading Rubrics

-Students will show growth in their Independent Reading levels by 4 levels

-Agendas/sign in sheets

### III.

**Subject/Area (where relevant):**      Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Long Term Goal(s):</b> By June 2010 our school will align its Professional Development to meet the needs of our teachers so that we can meet our academic goals stipulated in Goal # 1 of our CEP which would enable us to maintain State expectations meeting AYP for English Language Arts with our students with Disabilities, English Language Learners\Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>-The Principal &amp; A.P.s will work to program the continuation of professional development opportunities to focus around the needs of teachers based on, students assessment data, formal observations, informal observations and surveys.</li> <li>--To refine the development of our Curriculum and Organizational Teams for timely effective utilization of human resources and financial accountability systems that will enable us to meet our Comprehensive Educational Plan Goals.</li> <li>-Strengthen implementation of the Chancellor's Initiative our Data Inquiry Team work for each student's progress and success.</li> <li>-Involve at least 99% of our staff with our Chancellor's Data Inquiry Team Action Research through Data Stations, Faculty Conference, Inquiry Team Member Leading their Grade Level Meetings.</li> <li>-Develop build capacity through a Distributive Leadership Approach –Grade Level Facilitator's Initiative, Data Inquiry Team, Staff Developers-Professional Development Team, Curriculum Team, Goal Setting Team, Instructional Support Team, Student Interventions Team, Attendance Team, School Leadership Team, etc.</li> <li>-Strengthen Administrative Teams that is Cohesive and Guide towards Increase Students' Outcomes.</li> <li>-Develop and build a strong Administrative Team that works towards increase students' outcomes through our CFN 9 Valued Added Leadership Teachers and Leadership workshops for AP's, Guidance and Parent Coordinators &amp; Parent Leaders.</li> <li>-Maintain our AYP for ELA : Students with Disabilities, ELL's , Hispanic Students, Blacks and Economically Disadvantage Students through PD's that meets the needs of staff &amp; students.</li> <li>-Provide workshops to teachers of students who are in the bottom third for ELA showed improvement by 2 % for ELA 2010.</li> <li>-Provide PD's on Student Independent Reading Levels went up by 3-6 Fountas and Pinnell Reading Levels across each grade.</li> <li>-Provide PD's on Students who are meeting grade level expectations for ELA showed improvement by 1% for ELA 2010.</li> <li>-Provide monthly Lunch &amp; Learn by Data Inquiry Team for List of 20 inquiry students will show improvement for ELA by 2 %.</li> <li>-Provide workshops on how to better support English Language Learners showed improvement for ELA by 2 % and maintain AYP.</li> <li>-Provide workshops on how to support Students with Disabilities showed improvement for ELA by 2 % and maintain AYP.</li> <li>-Provide workshops on how to support Students who are Hispanic showed improvement for ELA by 2 % and maintain AYP.</li> <li>-Provide workshops on how to support Students who are Black showed improvement for ELA by 2 % and maintain AYP.</li> <li>-Provide workshops on how to support Students who are Economically Disadvantage showed improvement for ELA by 2 % and maintain AYP.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal, Assist. Principals, Literacy Coaches, Grade Level Facilitators, Data Inquiry Team, Curriculum Team, Goal Setting Team, Student Interventions Team, Instructional Support Team, Tax Levy, Technology Aide, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-ARIS-Acuity for students' gains; School's weekly and monthly assessment using CARS &amp; STARS, MOCK NYS ELA (3X) &amp; MOCK NYS MATH (3X), KAPLAN MONTHLY CUMMULATIVE ASSESSMENTS; NYStart grow report; ATS Gains Report; ATS Attendance for increase percentage; Portfolio reflecting standards based writing samples; Teachers Formal and informal observation reports; Teacher attendance; Progress Reports monthly samples; Progress Reports Attendance/ US Postage Mail costs/receipts; Students' Data Profile Sheets; Schoolwide grading Rubrics; Students will show growth in their Independent Reading levels by 4 levels; Agendas/sign in sheets, teachers feedback and reflections.</p>

**Long Term Goal(s):** By June 2010 our school will improve student Support Services/Community Relations & Communications to improve the Learning Environment Survey score of 10.5 by 2 points which will enable us to maintain State expectations meeting AYP as a School in Good Standing with our students with Disabilities, English Language Learners/Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.

**Objectives:**

- To increase each student's attendance to 95% or more.
- To ensure that we meet expectations for NCLB.
- To develop more academic interventions and extra-curricular activities for students for their social and emotional development.
- To maintain relationships with Community Based Organizations to build capacity.
- To involve 90% of our parents in our students' Monthly Progress Reports and Goal setting.
- To improve our academic expectations of 8.1 score by 1 point.
- To improve communication of 7.6 score by 2 points.
- To improve Engagement of 7.6 score by 2 points.
- To improve Safety & respect score 8 by 1 point.
- We will continue implementing and encouraging an atmosphere where parents and educators work together towards student improvement by providing **Academic Intervention Services**.
- We will continue to implement our Positive Behavior Intervention Support (PBIS) for our students.
- We will provide tutorial support through our after school program with emphasis on those students deemed "at risk".
- To continue assisting students who are struggling to meet higher standards, and to provide a safe and academically rich environment for all of our students.
- Continue outstanding attendance includes motivating our students, in many different ways possible.
- To guarantee access to health services for all students and families including those with disabilities for all programs, activities, and services.
- Extend our parenting workshops to enable parents to acquire skills to help their children at home with academics, health and drug and alcohol prevention.

**The following measurable targets will define whether we have met our goal.**

- We will decrease % of students who are holdovers by 50%.
- We will maintain our AYP for ELA, Students with Disabilities, ELL's, Hispanic Students, Blacks and Economically Disadvantage Students.
- We show improvement for students who are in the bottom third for ELA will show improvement by 2 % ELA 2010.
- Students who are meeting grade level expectations for ELA 2009 will maintain/show improvement by 2% ELA 2010.
- List of 20 inquiry students showed improvement for ELA by 2 %.
- English Language Learners showed improvement for ELA by 2 % and maintain AYP for 2010.
- Students with Disabilities showed improvement for ELA by 2 % and maintain AYP for 2010.
- Students who are Hispanic showed improvement for ELA by 2 % and maintain AYP for 2010.
- Students who are Black showed improvement for ELA by 2 % and maintain AYP for 2010.
- Students who are Economically Disadvantages showed improvement for ELA by 2 % and maintain AYP for 2010.

**The following strategies are implemented for meeting our goal, including staffing, scheduling, and funding.** We believe that there is a direct correlation with students' attendance and performance, 100% attendance means a student will perform at 100%. To promote 100% attendance we will provide incentive programs for students with 100% attendance on a monthly basis with our Award ceremonies. Both students and staff will receive certificates with little tokens for their perfect attendance. This initiative was funded by our SLT. In addition, we have a school wide focus on "Classroom Organization and Management Practices (COMP)" by Turnaround for Children Organization.

This COMP will be sustained by our trained teachers. We are implementing this initiative to set the standards for learning expectations and that enables us to have consistency throughout our school.

We also utilize our ORRS data and learning Environment Survey to improve the safety for all. We are in our 3<sup>rd</sup> year implementing our Positive Behavior Intervention System (PBIS) support for students to improve the culture and tone of our building. This support system has transformed our schools' tone. Therefore, our ORRS have decreased by 70% last school year. In addition we are providing arts & literacy enrichment programs to motivate students to come to school and make their experiences engaging and fun.

Our goal is to continue our extracurricular activities such as Basketball , Soccer, NYC Junior Tennis League K-5 (start in Spring 2010), Boys to Men Support, Senior & Junior Patrol, Student Government, Dreamyards, etc. We are also collaborating with Community Outreach Programs such as New York Cares to meet the needs of our students. Some of their initiatives are: Tuesday's Tennis, Buddy Readers, etc. It is the belief of PS 33 that if we support our students with various opportunities to develop their social skills, sportsmanship and belonging to a team, they improved their self-esteem and improved on their academics.

PS 33 believes that parental involvement is essential for the success of our school. To promote and increase parental involvement we ensure that our school's Leadership Team is 50% of parents. Also, we will continue to implement our Monthly Progress Report for our parents. Our teachers will meet with our parents by grade level to discuss our students' progress and needs. At this monthly progress report conference our teachers also discuss goals for students and involve our parents with our students' goal setting. Those parents who are unable to attend get a hand delivered copy by their child and a regular mailed copy to their home. To also help us to reach our goals and provide support to our families, we send out a monthly Home School Connection Newsletter and Reading Connection Newsletter to all of our families to keep them informed of great ways to involve their child with literacy.

We also provide our families with a Monthly Calendar that communicate all events for the month. We are currently providing resources to our families through the various initiatives such as: Monthly Progress Reports on the taught Curriculum for the Month; Saturday ESL Classes, Monthly Open Classroom access through our "Bring a Family Member/Friend to Lunch", Homework Help, and daily volunteers, etc. In addition, we will increase communication by hosting "Tea Time with The Principal" as needed. This will help me to collaborate and strengthen our relations with our parents. We will also continue to utilize our CFN # 9 resources and from support from our Superintendent, Ms. Menendez and her team to guide us and support us with our goals.

In addition, we will utilize the support staff as a resource and to strengthen our relationship with our District. Through a strong partnership with our school, families, District and community based organizations we will be able to accomplish our goals for this school year.

### **STUDENT SUPPORT SERVICES**

*Guidance and counseling, conflict mediation, attendance outreach and improvement, family support services, student health services, and programs for safe and drug-free schools*

Because we understand the importance of the emphasis placed on the progress of students in the bottom quartile, we will continue monitoring the academic progress for all our students to ensure that they are meeting State content and Chancellor Performance standards. A student profile will continue to be maintained for each child, which will include the results of standardized norm referenced and teacher made tests. We will also be able to do project based assessment results, student writing samples, the results of school test simulations, early childhood checklist, and student self assessment with teacher conference notes.

Implications for the Instructional Program: We, at P.S. 33, take a “data-driven” approach to improve our students’ performance using various measures to identify and address student weakness and target areas for growth on a continuous basis. We have identified and selected a set of measures that is used to:

- Identify and address school-wide weaknesses.
- Identify and assist individual students or groups of students in need of special help.
- Identify and assist teachers who need additional support and monitor progress.
- Track progress toward concrete and challenging goals.

We will continue coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2009 – 2010 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We lost our school based clinic which is serviced by a Physician who comes at different interval during the school year. We also lost our Dental office that provides dental services to the community due to budget cuts. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization.

An important means of supporting students’ needs at P.S. 33 is with our school guidance counselors (funded through tax levy). Guidance plays an important role in the total educational environment, and is developmental. This is a ladder that begins in kindergarten and continues through 5th grade. Mirroring The NYC Dept. of Education’s program, our program continues to be implemented by our professionally certified counselors who work with both the general education and special education population. Our Guidance counselors assist each student in order for them to have an understanding of themselves. We involve all professional personnel, parents, and the community in the guidance program, in order to promote the development of students, help the students have an understanding of the relationship between education and work, and develop and incorporate new initiatives to meet the changing need of the students, parents, and the community.

Our goal is to continue our outstanding record of attendance and zero suspensions and incidents. We will continue the Attendance Program as well as the Comprehensive Guidance Program by promoting students’ academic and social development. We will also continue the SAPIS Program and intervention. There is also a Student of the Month Program that will continue as well as an Activity Enrichment Program that includes our Art Club, Health Fair, Drug Awareness, and Physical Education Program which has a basketball and tennis team.

#### **Strategies and Activities for Improvement and/or Enrichment for Meeting Needs of Students and Families**

- Continue to implement our PBIS store for students Social Emotional and Academic Support.
- Continue conducting our annual Health Fair, Science Expo, Project Arts-Winter Festival, Spring Festival and June Festival, Multicultural Day, Monthly Assemblies. Quarterly Awards Assembly, PBIS STARS trade in at the PBIS store Monthly Progress report Card Day, and International Games Day with student participation.
- We will utilize Peer-coaching in the areas of Process Writing and Writing across the Curriculum.
- We will continue to utilize software for students and teachers and provide training through various methods.
- We will publish both in print and electronically, for school usage, student work and projects, instilling pride in our students.
- Students will be encouraged to participate in Basketball Club, Select Chorus, and Student Council.
- We will provide training in rubric-driven, curriculum alignment as defined in “Standards in Practices” program.
- We will engage staff in doing reflections and provide action plans with interventions.

#### **AIS Services for students at risk:**

- AIS will continue to be available to students who score at levels 1 and 2 on the fourth grade tests; or do poorly on local tests in grades where there are no state tests
- AIS will continue to be available to students who score at levels 3 and 4 on the fourth grade tests; or do poorly on local tests in grades where there are no state tests

- AIS will be provided to identified students no later than the beginning of the semester following a determination that a student needs such service
- Parents will continue to be informed that their children are eligible for AIS. Teachers will continue to consult with those parents at least once per semester and report progress quarterly by mail, phone, or other means.

### **Special Programs:**

- Moving toward an extended literacy block
- Moving toward an extended mathematics block
- Extended day test preparation for grade 3-5 students
- Positive Behavior Interventions Support
- Junior/Senior Student Patrol
- Student Council
- Science Club
- The development of instructional support teams
- A comprehensive extended day/extended year program
- The Developmental Reading Assessment that will be used to indicate student reading progress and class progress

### **Extended Day and Summer Programs:**

- The NYC Dept. of Education has established an extended year (summer) program for grades K - 5 to provide “at risk” students with intensive academic interventions. The program will focus on strengthening these students’ reading and math skills. In terminal elementary grades, our goal is to focus on strengthening skills, allowing for an easier transition to middle school.
- Time is always used innovatively with extended days, time for teacher collaboration, summer programs, and after school tutorials.
- To achieve our goals, we will also utilize after school honors and enrichment and a Summer Program.

## **PARENT AND COMMUNITY ENGAGEMENT**

### **Objectives:**

- To ensure that parents actively participate in collaborative decision making and consistently work with the school community to make our school accessible and a welcoming place for families.
- Increase Parent participation at school activities such as School Leadership Team meetings, selection of staff, attending to parent teacher conferences, assemblies, nutrition committees, Title I parents’ Advisory meetings, budget meetings, corrective action meetings, etc.
- Maintain our Monthly Progress Report & Goal Setting Meetings with Parents.
- To provide advocacy services for all parents to strengthen their involvement in the education of their children.
- To strengthen parental involvement and awareness of the School Leadership Team.
- To strengthen school, home, and community partnerships focused on our literacy goals.

Our parents participate with our School Leadership Team. Half of our School Leadership Team is made up of parents. They have been given the responsibility of participating in collaborative decision making to assist the school community in achieving its goals. In order for parents to be equal partners in this progress, intensive professional development is needed to introduce parents to a new type of school management approach. Additionally, knowledge of terminology and CEP content is essential in order for parents to possess the confidence and skills to be an effective team member.

We have realized that the challenge to increase parent involvement is greater than it has ever been. Many of our parents are working parents, and those who in the past stayed home have been asked to work as a result of welfare reform in NYC. We also acknowledge that in order to be more effective, we need to reorganize and provide more resources to this concentrated effort. With the new findings on increased parent participation and leadership team, we realize that we need to support parent members on the leadership teams either through training or through facilitation at team meetings. We are also interested in strengthening our parent volunteer program and will work to link parents and volunteers to our school's literacy and math efforts.

Implications for the Instructional Program: P.S.33, along with the Parents Association and the inclusion of a teacher representative has established more parental involvement. We offer workshops to parents related to the standards, the curriculum and testing. We will support the development of parental skills that will give parents information and strategies in how to work with their children.

To help us be more supportive and available to address day to day issues, we have our Family Worker, SAPIS coordinator, S.B.S.T., Parent Coordinator and Guidance Counselors that will address any parent issues that arise and will help them to resolve these as expediently as possible.

We continue to support the accountability systems that have been developed for the Parents Association. At the beginning of each school year we address and go over the procedures with the Parents Association members for financial planning and spending, purposeful fund-raising, etc. Guided assistance is also provided to maintain compliance and to ensure financial documents are completed and submitted in a timely manner.

We will also continue our work with the Parent Advisory Committee. We have incorporated in our budget a percentage of Title I funds to support many activities.

At P.S.33, we are very proud of a **Parent Compact** that was designed with input from Staff, Parents, and Students. We, as a community, felt that it was important that families and school work together to help students achieve high academic standards. Through this process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we, as partners will carry out to support student success in school and in life.

Teachers, Students, and Parents, at P.S. 33, are asked to agree to the following Parent / School compact.

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#### Staff Pledge

I agree to carry out the following responsibilities to the best of my abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning. (30 minutes for grades 1 – 3 and 60 minutes for grades 4 & 5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and our school colleagues to make our school accessible and a welcoming place for families.
- Provide necessary assistance to parents so they can help their children learn.

#### Student Pledge

I agree to carry out the following responsibilities to the best of my abilities:

- Come to school every day ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.

- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching.
- Respect the school, classmates, staff and families.
- Complete my studies and homework every day.

### Family Pledge

I agree to carry out the following responsibilities to the best of my abilities:

- Provide a quiet time and place for my child to do his/her homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K – 3 and 30 minutes for grades 4 & 5)
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school activities such as school decision making, volunteering and/or attending parent – teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

Through a process that includes teachers, families, students and community representatives, we agree to inform parents about School Programs. We encourage active participation in their children's school and education. We involve parents in all our school initiatives, provide them with literacy and math training and test taking strategies. In turn, they work with their children at home to raise student achievement. It is our goal to provide a warm, safe, and caring learning environment for all our students and parents.

The Strategies and Activities for Meeting Needs of All Parents (*including communicating with non-English speaking parents in their home languages are described*): Parental Involvement and increased parent participation is extremely important in all school activities and decisions. Our Parents Association is very active in school events and participation. P.S. 33 offers additional opportunities for parents to participate in the life of the school through volunteering, sponsoring programs to benefit families and enhancing students' school experience. All parents are welcome and are encouraged to participate.

All information sent out to parents is distributed in both English and Spanish, such as: training activities, and school information (e.g. registration forms and deadline dates). The Parents Association meets regularly with school officials to discuss current programs and future plans and to make comments and suggestions. In general, it is our school policy to increase parental involvement and to have better communication with parents. Increasing team/committee work among staff, administration, and parents is an initiative that renders great benefits to the smooth operation of our school. It increases the effectiveness of all our educational programs, improving our students' achievements, upgrading the delivery and alignment of instruction and improving our school image.

### **Special Programs:**

P.S. 33's Parent Association was formed to strengthen relationships between home and school. Volunteer opportunities for parents include forming food drives for different centers in the community, providing student incentives, chaperoning field trips, graduation parties for Kindergarten and Fifth grade students, yearly yearbooks, tutoring before and after school and classroom assistance.

Parents in our school promote children's good behavior by sponsoring a Student of the Month program. Each class selects a student with good attendance, good behavior, and good study habits. The Parents Association takes their pictures and prepares a Bulletin Board for every month. They sponsor trips and lunch at McDonalds for those selected students.

**The following objective evidence we will use throughout the year to evaluate our progress towards meeting our goal.**

- ARIS-Acuity for students' gains
- School's weekly and monthly assessment using CARS & STARS, MOCK NYS ELA (3X) & MOCK NYS MATH (3X), KAPLAN MONTHLY CUMMULATIVE ASSESSMENTS
- Nystart grow report
- ATS Gains Report
- ATS Attendance for increase percentage
- Portfolio reflecting standards based writing samples
- Teacher attendance
- Progress Reports monthly samples
- Progress Reports Attendance/ US Postage Mail costs/receipts
- Students' Data Profile Sheets
- Schoolwide grading Rubrics
- Students will show growth in their Independent Reading levels by 4 levels
- Agendas/sign in sheets

**IV.  
Student Support Services &  
Community Relations-Learning  
Environment Survey**

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Long Term Goal(s):</b> By June 2010 our school will improve Student Support Services/Community Relations &amp; Communications to improve the Learning Environment Survey score Of 10.5 by 2 points which will enable us to maintain State expectations meeting AYP as a School in Good Standing with our students with Disabilities, English Language Learners\Limited English Proficiency, Black Students, Hispanic Students and Economically Disadvantage.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>-Increase each student’s attendance to 95% or more with the attendance incentive program.</li> <li>-Ensure that we meet expectations for NCLB through our monthly faculty meeting.</li> <li>-Utilize mock Learning Environment Surveys to develop plans of action to better improve the school.</li> <li>-Develop more academic interventions and extra-curricular activities for students for their social and emotional development through our PBIS Team.</li> <li>-Maintain relationships with Community Based Organizations to build capacity through ongoing collaborations with DYCD.</li> <li>-Involve 90% of our parents in our students’ Monthly Progress Reports and Goal setting meetings.</li> <li>-Improve our academic expectations of 8.1 score by 1 point through our ongoing data analysis initiatives.</li> <li>-Improve communication of 7.6 score by 2 points through our ongoing data analysis initiatives.</li> <li>-Improve Engagement of 7.6 score by 2 points through our ongoing data analysis initiatives.</li> <li>-To improve Safety &amp; respect score 8 by 1 point our ongoing data analysis initiatives.</li> <li>-We will continue implementing and encouraging an atmosphere where parents and educators work together towards student improvement by providing <b>Academic Intervention Services</b>.</li> <li>-We will continue to implement our Positive Behavior Intervention Support (PBIS) for our students.</li> <li>-We will provide tutorial support through our after school program with emphasis on those students deemed “at risk”.</li> <li>-To continue assisting students who are struggling to meet higher standards, and to provide a safe and academically rich environment for all of our students.</li> <li>-To guarantee access to health services for all students and families including those with disabilities for all programs, activities, and services.</li> <li>-Extend our parenting workshops to enable parents to acquire skills to help their children at home with academics, health and drug and alcohol prevention.</li> <li>- We will decrease % of students who are holdovers by 50% through our AIS 37.5 minutes and Enrichment After School and Honors Program.</li> <li>- We will maintain our AYP for ELA, Students with Disabilities, ELL’s, Hispanic Students, Blacks and Economically Disadvantage Students.</li> <li>-We show improvement for students who are in the bottom third for ELA will show improvement by 2 % ELA 2010.</li> </ul>

	<ul style="list-style-type: none"> <li>-Students who are meeting grade level expectations for ELA 2009 will maintain/show improvement by 2% ELA 2010.</li> <li>-List of 20 inquiry students showed improvement for ELA by 2 %.</li> <li>-English Language Learners showed improvement for ELA by 2 % and maintain AYP for 2010.</li> <li>-Students with Disabilities showed improvement for ELA by 2 % and maintain AYP for 2010.</li> <li>-Students who are Hispanic showed improvement for ELA by 2 % and maintain AYP for 2010.</li> <li>-Students who are Black showed improvement for ELA by 2 % and maintain AYP for 2010.</li> <li>-Students who are Economically Disadvantaged showed improvement for ELA by 2 % and maintain AYP for 2010.</li> <li>-Teachers will use the Scope and Sequence to inform their instruction.</li> <li>-Teachers will use the City's Mac Millian Instructional Program.</li> <li>-Teachers will find patterns &amp; classify natural occurrences.</li> <li>-Teachers will encourage children to think about objects according to their size or color.</li> <li>-Teachers will conduct experiments with simple things familiar to children such as: cereal with &amp; without milk.</li> <li>-Plants that have been watered in comparison to plants un-watered.</li> <li>-Make trips to Zoo to study mammals or Botanical Gardens to explore &amp; investigate ponds &amp; show the diversity in them such as: insects, fish, frogs &amp; other water creatures.</li> <li>Include the addition of Technology into the core curriculum in science.</li> <li>-Provide appropriately nationally validated materials and programs such as GEMS, to support science inquiry and critical thinking strategies.</li> <li>-Begin implementation of Performance Standards.</li> <li>-Provide opportunity for school based staff to attend conferences.</li> <li>-Schedule science professional development &amp; demonstration lessons</li> <li>-Order additional materials for workshops to support this initiative.</li> <li>-Provide workshops for teams of parents, teachers, &amp; Assistant Principals.</li> <li>-Invite parents &amp; community based organizations.</li> <li>-Recognize standard setting student work.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers, 2 Science Clusters, Para professionals, School based staff, Tax Levy, Community Based Organizations, District Office 10, CFN9 Team, Parents Association and Parent Leaders, Principal and AP's, Contract for Excellence Funds, Grants, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-ARIS-Acuity for students' gains; School's weekly and monthly assessment using CARS &amp; STARS, MOCK NYS ELA (3X) &amp; MOCK NYS MATH (3X), KAPLAN MONTHLY CUMMULATIVE ASSESSMENTS; Nystart grow report; ATS Gains Report; ATS Attendance for increase percentage; Portfolio reflecting standards based writing samples; Teacher attendance; Progress Reports monthly samples; Progress Reports Attendance/ US Postage Mail costs/receipts; Students' Data Profile Sheets; Schoolwide grading Rubrics; Students will show</p>

	growth in their Independent Reading levels by 4 levels; Agendas/sign in sheets, etc.
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## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	145	145	N/A	N/A	15			
1	161	161	N/A	N/A	22			
2	139	139	N/A	N/A	20			
3	167	167	N/A	N/A	22			
4	129	129	32	32	10			
5	165	165	42	42	12			
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>Our Academic Intervention program is held Mondays-Thursdays in the morning serving our K-5 student population. We have a ratio of 1 teacher for every 10 students in general Ed and 1 teacher for every 5 students in special ED. In addition we provide one to one tutoring and smaller groups for students that require this format. ELA/ AIS programs we implemented are as follows:</p> <p>Grades K-2 Receive Explode the Code and Wilson Foundations, Headsprout Reading Interventions, Reduce Class Size-push in; Avenues for ESL, Early Childhood Music and The Brian Keyboard Literacy program.</p> <p>Grades 3-5 implements Goals and Mondo programs .In addition we also incorporate a special technology program called Head sprout and Wilson program for our Special Ed. students at risk, Kaplan Spell Read ( grades 3-5), HeadSprout. Test grades 3-5 implement test taking strategies based on analysis of test data and the needs of students. We incorporate the use of technology by using Smart boards; study Zone.org for specific skills and strategies, which also include student individual assessments. We also have after school Enrichment and Honors Enrichment program which reinforces specific skills and strategies for students in grades 3-5. Materials used are Kaplan Advantage NY/ELA, Buckle Down and Continental Press. We also have a daily push in program in which experience staff personnel work with a small groups of students.</p>
<b>Mathematics:</b>	<p>Our Academic Intervention Program for Mathematics is held Mondays-Thursdays in the morning serving our K-5 student population. Focus in Mathematics for Grades K-2 Math attack, Grades 3-5 Math Navigator. We also incorporate the use of math manipulatives and real world strategies and skills. Some of the additional program used are, Continental Press Math, Buckle Down Math, Options, during the school day, before and after school, in groups, guided math, one to one (1-5, 1-10) (4<sup>th</sup> grade) 1-15 (3<sup>rd</sup>-5<sup>th</sup> grade). Our testing grades 3-5 incorporate a test prep session utilizing Options, Comprehension Connections and focus programs.</p>
<b>Science:</b>	<p>Science AIS includes providing additional instruction regarding scientific problem solving skills, thinking skills so students can formulate questions, hypothesize answer, develop experiments, record data, and draw conclusions. Provided through the use of comprehensive Assessment, Primary Source, Gems in group, small group, one to one (1-5, 1-10) (4<sup>th</sup> grade) 1-15 (3<sup>rd</sup>- 5<sup>th</sup> grade) and 2 Science specialty teacher Ms. DeFalco ( additional science teacher for 2009-2010) for grades k-2<sup>nd</sup> and Mr. Ronelus 3<sup>rd</sup> -5<sup>th</sup> .</p>
<b>Social Studies:</b>	<p>Social Studies AIS include providing additional instruction to build a body of knowledge from grade to grade to sharpen geography skills, map reading, reading, writing and speaking skills, to use nonfiction materials provided through, comprehensive Assessment Rosen in small groups, one to one (1-5, 1-10) (4<sup>th</sup> grade) 1-15 (3<sup>rd</sup>- 5<sup>th</sup> grade)</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Support services include two guidance counselors Ms. Pagan (Pre K – 2 <sup>nd</sup> grade) and Mr. Weisel (additional guidance counselor for 3 <sup>rd</sup> - 5 <sup>th</sup> grade). A comprehensive guidance program that promotes students' academic and social development.
<b>At-risk Services Provided by the School Psychologist:</b>	Completes psycho-educational evaluations, participates in the IST/SIT meetings, Instructional support Team, Student Intervention Team to develop interventions and strategies to assist in developing the academic and social/emotional needs of students at risk. Also provide counseling and develops IEP's to target the academic needs of students.
<b>At-risk Services Provided by the Social Worker:</b>	Conduct social histories with parents, Observes students in the classroom environment, writes supportive interventions for teachers in terms of how specific academic and behavioral issues in school. Also counsels students that are at risk, also attends IST, SIT meetings, and assist in developing IEP's
<b>At-risk Health-related Services:</b>	SAPIS person provides students with information and counseling pertaining to medical health/drug counseling. He also assists in the social and emotional growth of our students that require additional assistance.

## **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.

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### **Language Allocation Policy Narrative**

**Year 2009-2010**

#### **School Building Bilingual/ESL Program Description**

Each time a student enrolls at P.S. 33 parents complete a Home Language Identification Survey at the time of registration. Forms are reviewed by a trained school official to determine the student's eligibility for the LAB-R (Language Assessment Battery). If the responses on the Home Language Identification Survey indicate that a language other than English is spoken in the child's home, the LAB-R is administered to the child within ten days of registration. Once the LAB-R has been scored and reviewed, parents are notified in writing if their child is identified as an English Language Learner (ELL). If a student is eligible for ELL services parents are invited to attend an orientation session during which they receive information about the programs available at the P.S. 33 school building. P.S. 33 currently offers two instructional programs for English Language Learners: a Transitional Bilingual Program and a free standing English as a Second Language (ESL) program. Once parents make a selection, the ELL student is placed in one of the two programs in accordance with the student's level of English proficiency.

Transitional Bilingual classes are organized by grade. We provide a transitional bilingual program for grades K-4, one class per grade. Two additional bilingual classes are offered to English Language Learners placed in Special Education Program: a bridge class for 2nd-3<sup>rd</sup> graders and another for 4<sup>th</sup>-5<sup>th</sup> graders. The program provides academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction will decrease as the student's level of English proficiency increases. Once the students have reached the proficiency level they will be placed in mainstream monolingual education.

In the English as a Second Language program all academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students placed in this program receive all their instructions in English, ongoing support is provided to better serve their needs. In our ESL classroom, a certified ESL teacher provides English language skills and content area instruction utilizing ESL approaches for the entire year. In addition, students whose parents excess the option of withdrawing them from the program receive ESL support from the pull out and push in programs.

Additional support for all English Language Learners is offered through our after school Enrichment and Honors Programs. The mission of the Bilingual/ESL program is to support our teachers as they work to enable each of our limited English proficient students to develop the linguistic, cognitive, and cultural skills necessary in our school and beyond." Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL programs' goals and models and the uses of native language and English in bilingual and ESL programs, and to plan a native language literacy program based on our Literacy Framework.

A key vehicle for upgrading the quality of service and programs for ELL students are the ongoing weekly meetings of Bilingual/ESL coordinator and coaches, facilitated by the staff from bilingual/ESL classes. The purpose of these meetings is to review regulations regarding the testing and identification of ELL students, to discuss, to review, and clarify bilingual/ESL instruction goals and program models and to explore assessment strategies. In addition, professional development for bilingual/ESL teachers will focus on assessment to enable teachers to create individualized instruction that focuses on language growth, concepts, and content skills.

In addition, monthly workshops for parents will be scheduled to enable them to help their children at home. Our parents' coordinator is always available to parents who need information regarding their child's education. She keeps the parents informed about the service that their children are entitled to. Letters are sent to parents on a regular basis to provide parents with important information to schedule meetings.

### **Action Plan For E.LL.'s**

We will continue to implement The NYC Dept. of Education initiatives in regards to ESL.

We will provide appropriate instruction according to state mandates, supporting classroom teachers in monitoring classroom practices.

We will provide on going support to teachers in monitoring, assessing and implementing the bilingual program through coaching and meetings.

We will provide an equal amount of time for Native Literacy to our ELL students.

We will provide simulation tests to our bilingual students in Spanish simultaneously with their monolingual peers.

**Challenges:** Students that are long-term ELL's and new arrivals will be addressed by the Bilingual/ESL committee.

Students entering the bilingual programs in grades K-2 will be expected to be above the 40<sup>th</sup> percentile on the LAB test by the end of the third year of program participation.

Students entering all other grades will be expected to enter into transition as early as possible.

**Solutions:** In order to improve the achievement of the ELL students in the LAB test by at least 5%, we have developed an Action Plan. Our mission in this plan is to continue supporting our teachers as they work to enable each of our limited English proficient students by assisting them in developing the linguistic, cognitive, and cultural skills necessary for success. Increased teacher assistance in curriculum with computer programs such as ELLIS for language acquisition and instruction as well as professional development, in order to define the program goals, will be implemented. In order to upgrade the quality of services and programs for ELL students, we will conduct weekly meetings of the Bilingual/ESL coordinators, facilitated by staff from the Bilingual \ESL classes. A review of regulations regarding the testing and identification of ELL students will be discussed in these meetings. They will also explore assessment strategies as well as discuss and review ESL.

In order to support our ELL Program and have our ELL students benefit to the greatest extent. Professional development for Bilingual teachers will continue focusing on assessment on how to create individualized instruction that focuses on language growth, concepts, and content skills. This will be done by:

- Assessing students' language proficiency and growth.
- Adapting English Text.
- Increased vocabulary development.
- Increase parental involvement and assigned staff will work with parents to inform them about curriculum and expectations.
- Offer workshops to parents by supporting the development of parental skills that will give parents strategies on how to work with their children.

**Objective Challenge:**

To continue addressing the challenge of the New National Standards for our ELL students by promoting educational equity and excellence.

**The Solution:** We will continue instructing and including our ELL students' ensuring that they receive the equation of high standards to which they are entitled.

At P.S.33, we recognize the growing need for a clear statement of the expectations for linguistic development of our many students who are learning English as a new language. In our community, we are dealing with the increasing number of ELL's. We will continue providing an effective and equitable education for our ELL's following the guide of TESOL (Teachers of English to Speakers of Other Languages). The standards followed by our Bilingual Staff, were developed by educators to specify the language competencies needed by our elementary school students, if they are to become fully proficient in English and have unrestricted access to challenging academic content.

**General Principle**

Our ESL Standards have been built around specific principles of second language acquisition that our Staff Developers have derived from current research and theory related to the nature of language learning. These are the principles that should inform the instruction of English Language Learners.

To specify the language proficiencies needed for full academic participation, we have set our ESL Goals and standards in order to provide clear guidance for all our teachers.

**Goal 1:**

To use English to communicate in social settings.

Our students need to be able to communicate effectively in English both in and out of school.

**Standards for Goal 1**

Our students will:

1. use English to participate in social interaction.
2. interact in, through, and with spoken and written English for personal expression.
3. use learning strategies to extend their communicative competence.

**Goal 2:**

To use English to achieve academically in all content areas.

For full access to academic content, English proficiency is Critical.

**Standards for Goal 2**

Our students will:

1. use English language to interact in classes.
2. use English to obtain process, construct, and provide subject matter information in spoken and written form.
3. use appropriate learning strategies to construct and apply academic knowledge.

**Goal 3**

To use English in socially and culturally appropriate ways.

Given the cultural diversity at P.S.33, we realize that language learners enter our school at varying ages and proficiency levels. Beginning, Intermediate, Advanced and students with limited formal schooling. The ESL Standards provide a framework for our curriculum developers and administrators for planning a language developing program. Students are tested regularly and their progress is recorded. We are, therefore, able to monitor in which area a student needs additional help.

**Programs for English Learners**

Bilingual Teachers Training- Our Bilingual teachers are fully certified and have been trained to educate students that are English Learners.

Additional ESL teachers (2) for push in and pull out programs.

Additional educational assistant to provide more 1:1 services to students at risk.

Community Based English Tutoring – Adult English instruction for adults who wish to learn or sharpen their speaking, writing, and reading skills.

English Language and Intensive Literacy- Improved classroom libraries to improve language proficiency in our bilingual classes and help them meet content standards required by The NYC Dept. of Education.

Academic Intervention Service Program. - After School programs are offered to students requiring additional tutoring in English proficiency.

Hampton Brown-Avenues.

Smart Board Technology-Integrating ESL strategies and skills to meet the diverse learning styles.

## Evaluation

Finally- How do we know if our program is meeting the needs of Second Language Learners? We have given special academic support to LEP students and have found the following:

- Our school holds high expectations for learning and personal development of our LEP students.
- The curriculum will continue to be integrated across disciplines and made real-life applications related to student experiences.
- LEP students become independent learners who can take responsibility for their own learning cooperative learning is used extensively.
- P.S.33 is “Parent Friendly” and we have many bilingual staff members.

In our Bilingual Program, our specific goal is to help our students pass the LAB test and to mainstream them to General English class and to meet the standards. Our school was designated as a school especially for Second Language Learners. Another goal is to support, implement, and fulfill City, State, and Federal regulations related to ELL’s services and to ensure that The NYC Dept. of Education’s instructional goals in the areas of Literacy, Math, Art, Technology, Standards, Science, and Social Studies are implemented in bilingual classrooms.

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

Type of Program: \_\_\_ Bilingual \_\_\_ ESL   x   Both      Number of LEP (ELL) Students Served in 2009-2010:  
  370  

**(No more than 2 pages)**

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Each time a student enrolls at P.S.33 parents complete a Home Language Identification Survey at the time of registration. Forms are reviewed by a trained official to determine the student’s eligibility for the LAB-R (Language Assessment Battery). If the response on the language survey indicates that a language other than English is spoken at home, the LAB-R is administered to the child within ten days of registration. After the LAB-R is scored and review, parents are notified in writing if their child is identified as an English Language Learner, (ELL). If a student is eligible for ELL services parents are invited to attend orientation session during which they receive information about the programs available at the Timothy Dwight School, P.S.33 school building. We currently offer three instructional programs for English language learners: a Transitional Bilingual Program, English as a second language (ESL) self contain program and a free standing English as a second Language (ESL) program. Once parents make a selection, the ELL student is placed in one of the programs in accordance with the student’s level of English proficiency.

Transitional bilingual classes are organized by grade. We currently have a Bridge K/1 bilingual class with two Bilingual certified teachers team teaching, one 2<sup>nd</sup> grade Bilingual class, with a certified Bilingual teacher, a 3<sup>rd</sup>/4<sup>th</sup> Grade Bridge Bilingual class serviced by two certified Bilingual teachers, team teaching, and a 5<sup>th</sup> grade Bilingual class serviced by a certified Bilingual Teacher. We also have one special Education Bilingual classes in grade 4. The programs provide academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40-45 % of their time in English Language Development and the remaining time is utilized for instruction in their native language. Students that are at the beginning and intermediate level of English proficiency receive 360hours of ESL to enhance their development of English proficiency. Students at the advance level receive 180hours of ESL. This is developed and planned through the use of differentiated instruction and incorporating various forms of ESL methodologies. Once a student reaches the proficiency level, he/she is transferred and mainstream into monolingual classes.

English as a Second language programs all academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students' placed in this program receive all their instruction in English, ongoing support is provided to better serve there needs. We currently have Three ESL self contained classes, one in the 2<sup>nd</sup> grade, one in the 3<sup>rd</sup> grade and one in the 4<sup>th</sup> grade. We have certified ESL teachers for each class. In addition students whose parents excess the option of withdrawing them from the program receive ESL services from 2 out of classroom certified ESL teachers that push in and or pull out ELL students that are in monolingual classes and provide services according to the needs of the students. Our Bilingual classes implement our school wide Balance literacy curriculum and pacing calendar utilizing ELL/ESL New York City/State standards.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies). P.S.33 Literacy program is based on the Comprehensive Approach to Balanced Literacy. This approach has effective teaching practices that help students become powerful readers, writers and speakers. In addition we have school wide curriculum and pacing calendars for each grade, TC units of study and Standard alignment in both ELA and ELL state standards. Our Morning AIS focus on the needs of our ELL students in enrichment of vocabulary, reading comprehension and phonics. This program allows our ELL students to receive intensive small group and or individual instruction based on their needs. Programs utilized are Avenues, Reader Theater and Balancing Reading and Language learning in teaching English Language Learners. A Comprehensive Approach to Balanced Mathematics is utilized in our school. We have curriculum plan and pacing calendars for all grades. Within this program we provide our Bilingual classes with Everyday Math program in Spanish that includes differentiated instruction, use of manipulatives and real world concepts. Additional support for all English Language Learners is offered through our after school programs and honors academy. The mission of the Bilingual/ESL program is to support our teachers as they work to enable each of our limited English Proficient students to develop the linguistics, cognitive and cultural skills necessary to succeed in our school and beyond. Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL programs goals and models and the uses of native language and English in bilingual and ESL programs, and plan native language literacy program based on our Literacy Frameworks.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. In addition to our after school programs we also have our CBO LEAP Project Arts After school Program that allows our ELLs to develop further English language development through the arts of music, art, creative writing and sports; basketball and soccer. We also have Dream yards for the other grades.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. We conduct monthly parent workshops that provide insightful information to assist their children at home. We conduct meetings for our ELL parents of students that are new to the school to advise them of the options offered in the school as well as throughout NYC. This year we have initiated a school wide monthly parent teacher conference of which teachers complete a progress report for every student in their class and meet with the parents to discuss students' strengths and needs. In addition we provide a monthly calendar listing school activities and of course inform parents of important events by letters written in both English and Spanish. Our Parent Coordinator is always available to help and assist parents that are in need of assistance regarding their child's education or outside resources. Such

as Immigration, Social emotional needs of both student and family. We also provide Saturday ESL classes for Parents to learn the English language and baby sitting service. This allows parents to further assist their children. In addition our principal conduct bi monthly meetings with parents to discuss any issues or concerns they have. (Teatime with the Principal). In addition, we also have our Monthly Progress Report and Goal Setting Meetings with our families. In addition, we also provide various workshops to our parents on the Seven Habits for Social Emotional Development.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Students that are newly enrolled in our school are welcomed in a positive manner parents meet with the parent coordinator to discuss the school's program, procedures and expectations. Students are placed in a classroom greeted by the teacher in a welcoming manner and immediately paired with a buddy. If the student is experiencing difficulty in adjusting we provide counseling for the child and extend meetings to the family.

IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

A key vehicle to updating the quality of service and programs for ELL students are the ongoing weekly meetings of the Bilingual/ESL supervisor and coaches, facilitated by the staff from the ESL/ Bilingual classes as well as the Supervisor and the Empowerment staff. The purpose of these meetings is to review regulations regarding the testing and identification of ELLS, to discuss and revisit and clarify Bilingual/ESL Goals, program models and to explore assessment strategies. We also focus on differentiated instruction, ESL methodologies that work and pairing and grouping students. In addition we have a Bilingual/ESL Book study group of which we use Mary Cappellini's book "Balancing Reading & Language Learning; A Resource guide for teaching English Language Learners, K-5". This book focuses on key elements to help bilingual and ESL teachers learn various forms of instructional strategies and assessment tools to instruct English in English Language Development. Staff is also sent out to various Professional Development workshops offered by the DOE. We have staff members that have been trained in QTEL and Literacy Leadership institute for English Language Learners.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

In addition to all the support services mentioned to support our ELL's, students with special needs receive additional services from a license Certified Bilingual teacher in either small group or individual instruction. We also provide counseling for students in need of this service. Our unique staff also goes beyond their regular duties and work with students during their prep time providing individualized instruction for new arrivals and or students at risk.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

The Bilingual classes use a variety of summative and formative assessments to assess students' level in their native language. Teachers create exams, have students go through the writing process in their native language, and provide students informal and formal quizzes in various subject matters in their native language. In addition the school implements EL SOL (El Sistema de observacion de Lecto-escritura) as a formative tool to assess students in their native language.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-2010**

School Building: P.S.33 District 10

List the FTEs in your school in the Bilingual I Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
9	6	0	0			15

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2008-2009 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)

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

School District: 10

School Building: 33x

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:00AM To: 8:37AM	Subject (Specify) Morning AIS ESL instruction	Subject (Specify) Morning AIS ESL Instruction	Subject (Specify) Morning AIS ESL Instruction	Subject (Specify) Morning AIS ESL Instruction	Subject (Specify)
<b>2</b>	From: 8:40AM To: 9:25AM	Subject (Specify) prep	Subject (Specify) ESL Reading	Subject (Specify) ESL Reading	Subject (Specify) ESL Reading	Subject (Specify) ESLReading
<b>3</b>	From: 9:30AM To: 10:15AM	Subject (Specify) Reading ESL	Subject (Specify) Reading ESL	Subject (Specify) Reading ESL	Subject (Specify) Reading ESL	Subject (Specify) Reading/ESL
<b>4</b>	From: 10:20AM To:11:05AM	Subject (Specify) Social Studies	Subject (Specify) Prep	Subject (Specify) Prep	Subject (Specify) Social Studies ESL	Subject (Specify) Prep
<b>5</b>	From: 11:10AM To:11:55AM	Subject (Specify) Every Day Math ESL	Subject (Specify) Common planning	Subject (Specify) Math	Subject (Specify) Every Day Math	Subject (Specify) Every Day Math
<b>6</b>	From: 12:00PM To:12:50PM	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>7</b>	From:12:50PM To:1:35PM	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
<b>8</b>	From:1:40PM To: 2:10PM	Subject (Specify) AIS/ESL /Split Math/Literacy	Subject (Specify) AIS/ESL/Split Literacy/Math	Subject (Specify) AIS/ESL Split Literacy/Math	Subject (Specify) AIS/ESL/Split Literacy/Math	Subject (Specify) AIS/ESL Split Literacy/Math
<b>9</b>	From:2:15PM To:3:00PM	Subject (Specify) Writing/ESL	Subject (Specify) Writing/ESL	Subject (Specify) Writing/ESL	Subject (Specify) Writing/ESL	Subject (Specify) Writing/ESL
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2009-2010 (Bilingual)

Bilingual Program Type:  TBE  Dual Language  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 10 School Building: P.S.33X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:8:00AM To:8:37.5AM	Subject (Specify) AIS/Reading ESL	Subject (Specify) AIS/Reading ESL	Subject (Specify) AIS/Reading ESL	Subject (Specify) AIS/Reading ESL	Subject (Specify)
<b>2</b>	From: 8:40AM To: 9:25AM	Subject (Specify) Native Language Reading	Subject (Specify) PREP	Subject (Specify) Native Language Reading	Subject (Specify)	Subject (Specify)
<b>3</b>	From: 9:30AM To: 10:15AM	Subject (Specify) Native Language Reading/ESL	Subject (Specify) Native Language Reading	Subject (Specify) Native Language Reading	Subject (Specify)	Subject (Specify)
<b>4</b>	From: 10:20AM To: 11:05AM	Subject (Specify) Writing ESL	Subject (Specify) Literacy/Science ESL	Subject (Specify) ESL Resource Push in Literacy/Social Studies	Subject (Specify)	Subject (Specify)
<b>5</b>	From: 11:10AM To: 11:55AM	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>6</b>	From: 12:00PM To: 12:45PM	Subject (Specify) Common Planning	Subject (Specify) Resource Literacy Push in ESL	Subject (Specify) Writing/ESL	Subject (Specify)	Subject (Specify)
<b>7</b>	From: 12:50PM To: 1:35PM	Subject (Specify) Prep	Subject (Specify) Native Language Math	Subject (Specify) Native Language Math	Subject (Specify)	Subject (Specify)
<b>8</b>	From: 1:40PM To: 2:10PM	Subject (Specify) AIS/ESL Split Literacy/Math	Subject (Specify) AIS/ESL Split Literacy/Math	Subject (Specify) AIS/ESL Split Literacy/Math	Subject (Specify)	Subject (Specify)
<b>9</b>	From: 2:15PM To: 3:00PM	Subject (Specify) Native Language Math	Subject (Specify) Writing	Subject (Specify) PREP	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s)** K-5      **Number of Students to be Served:**      307      **LEP**      658      **Non-LEP**

**Number of Teachers**      16      **Other Staff (Specify)**      1 Supervisor

**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.

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P.S.33 offers Extended Day Academy for our English Language Learners and immigrant students. This program is offered to ELL students in Grades 3-5, 102 students requiring additional tutoring in English proficiency, Reading, Writing, Listening Speaking and Mathematics.

The Extended program will be for 25 weeks, two hours three days a week. Students in this program will be serviced by 5 fully certified teachers. In addition we have After School Enrichment and Honors Program for our ELL students. This program also offers additional support for our ELLs. We use an ELL/ESL literacy program ‘Avenues’ and Getting Ready for NYSESLAT and Beyond. We also have incorporated a Technology program focusing on writing, reading and listening skills.

**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.

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Our teachers attend professional Development sessions offered by the Department of Education and Programs offered by the Office of English Language Learners. Teachers have attended QTEL, An Inquiry into aligning NLA Instruction and Assessment, Increasing vocabulary skills and workshops on ELL/ESL Standards. In addition our Bilingual Supervisor has attended Monthly Conferences of the leadership Institute for English Language Learners and has turnkey professional Development to the staff. We also have a Book study club that meets bi-monthly to discuss share and implement strategies of the author, Mary Cappellini’s book ‘Balancing Reading & language learning’; a resource guide for teaching English Language Learners, K-5. We also conduct professional Development meetings for our Bilingual and ESL staff to review and clarify city, state and federal mandates and regulations. In addition, we provide professional Development and workshops for our Bilingual and ESL teachers focusing on Data Assessments of LAB-R & NYSESLAT exams to enable teachers to create individual instruction, differentiated instruction that focuses on language growth, concepts, and content skills.

**Form TIII – A (1)(b)**

School: 10x033

BEDS Code: 321000010033

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	27,312.00	After School/Saturday Classes for Bilingual and ESL Students ; ESL classes for parents
Purchased services such as curriculum and staff development contracts	4,552.00	Professional Development on implementing programs
Supplies and materials	13,656.00	Options , libraries and Avenue instructional materials
Travel		
Other		Family Math and Literacy Nights, incentives for Parents, Parent Library.
<b>TOTAL</b>	45,520	

### **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.

**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. We will utilize our family worker, guidance counselor and the 95 % of our staff to present information to our second language learners' parents.
  - We will also provide our parents with their monthly progress report of their child's progress in both English and Spanish.
  - We will provide translation services to our families at all times.
  - We will utilize the translation and interpretations hotline for additional translation services other than Spanish and French.
1. We believe in research based practices and programs such as Balance Literacy and Everyday Math will meet the needs of our students. Our teachers who are trained in Balance Literacy will utilize the Literacy Frameworks and Everyday Math Program to implement instructional practices that meet the needs of her students. Teachers will also collect data, analyze and use to drive their instruction.
  2. We believe that teachers should be provided with high quality professional development. We will continue to utilize our funding sources to provide appropriate workshops, Labsites, coaching and mentoring for our teachers, family worker, guidance counselor, parent coordinator, etc.
  3. We know that early childhood programs such as pre-school/ Pre-Kindergarten is the foundation for our early childhood education. Therefore, we have developed Summer School Pre-Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we will be adding an all day Pre-Kindergarten class to our learning community. Teachers, para-professionals and parents will receive various professional development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing **Cambridge Common Priorities Toolbox Cycle for Teaching and Learning** -strategies for careful lesson planning of lessons that align with standards which reflects Bloom's Taxonomy and academic rigor in the thinking curriculum. They will learn how to formulate Essential Questions and Topical Questions. They will also learn how to utilize LCI Organizing Centers for their Units of Study development.

## Part A: Needs Assessment Findings

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

We conducted various needs assessment utilizing the Grow Report, ECLAS2, DRA, NYSESLAT, Princeton Review, ATS-Attendance, students' questionnaires, parents' questionnaires, staff questionnaires, etc. to gain information on the performance of our students in relation to the State Academic Content and Student Academic Achievement Standards. We developed various strategies to address the needs of our students based on the data. We noticed that our students need more learning experiences that aid with their prior knowledge to gain a deeper understanding of their world. Students also need more prior knowledge on non-fiction topics, vocabulary development and mathematical experiences for problem solving. This information is presented to our families through our school wide Monthly Progress Report Card Day in both English and Spanish. Also, we have staff members who speak French and Arabic. We also utilize the DOE Translation hotline as needed. All communication is done in both English and Spanish 95% of our schools staff speaks both in English and Spanish. Workshops are also provided in Spanish.

4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. Since our school is a data driven learning community, we are involving all staff to look at data, analyze and plan for instructional implications that will address needs and refine strengths. The following is our School Wide reform strategies:
  - Engage all staff to assess, collect data, analyze data and develop action plan on a monthly basis, executing action plans through careful lesson planning and differentiated instruction.
  - Provide ongoing Professional Development such as Labsites, Coaching, Mentoring, Team Teaching, Workshops, etc.
  - Provide AIS services for students during 37.5 mins in before school, after school.
  - Provide AIS push in and pull out services for all students at risk.
  - Collaborate with CBO's to provide various resources for our students such as LEAP Project ARTS , Positive Behavior Interventions Support (PBIS), New York Cares Organization (Character Education and Citizenship), Boy's Scouts, New York Junior Tennis League, etc.
  - Provide enriched and accelerated curriculum and programs such as Everyday Math, Month by Month Phonics, Balance Literacy/Literacy Frameworks, Options, etc.
  - Provide student support services such as regular visits by family worker to homes of students whose attendance are not 92.5 %, counseling by our Guidance Counselor, School Psychologist and Social Worker.
  - Provide various extra-curricular activities to improve attendance and academic performance such as, basketball, Thursday Tennis, Boys' Scouts, Chorus Club, Science Club, Art Club, etc.

5. Parents Bill of Rights and Responsibilities are posted at the front entrance of our school building in the following languages French, Spanish, Haitian Creole, Italian, Polish, Russian, Tagalong, Kashmir, if oral interpretation is needed a number has been provided where someone will translate in the language needed. Since our school is a data driven learning community, we are involving all staff to look at data, analyze and plan for instructional implications that will address needs and refine strengths. The following is our School Wide reform strategies: As stated before, we will use the following approaches to improve our school and give monthly feedback to our parents
- Engage all staff to assess, collect data, analyze data and develop action plan on a monthly basis, executing action plans through careful lesson planning and differentiated instruction.
  - Provide ongoing professional development such as Labsites, Coaching, Mentoring, Team Teaching, Workshops, etc.
  - Provide AIS services for students during 37.5 mins in before school and after school.
  - Provide AIS push in and pull out services for all students at risk.
  - Collaborate with CBO's to provide various resources for our students such as LEAP Project Arts, New York City Junior Tennis League, NYS-PBIS, New York Cares Organization (Character Education and Citizenship), etc.
  - Provide enriched and accelerated curriculum and programs such as Everyday Math, Month by Month Phonics, Balance Literacy/Literacy Frameworks, Wilson, Options, etc.
  - Provide student support services such as regular visits by family worker to homes of students whose attendance are not 92.5 %, counseling by our Guidance Counselor, School Psychologist and Social Worker.
  - Provide various extra-curricular activities to improve attendance and academic performance such as, basketball, Thursday Tennis, Boys' Scouts, Chorus Club, Science Club, Art Club, etc.

## **Part B: Strategies and Activities**

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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.
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.
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 principal and staff will call up the number provided at the bottom of the Parents Bill of Rights and a translator will be provided for whatever language is needed to assist with documents that needs to be translated in addition to verbal translations.

**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:	\$1,181,078.00	107,224.00	1,288,302.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11,810.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,072.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$59,053.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,361.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$33,074.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$127,328.00	

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

9. If the percentage of high quality teachers during 2009-2010 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. We are currently ensuring that teachers are pursuing their additional master's within the area that they are teaching. This will give them an opportunity to meet the certification requirements. Also, these teachers will be supported by being provided with tuition reimbursement for their course work that will motivate them to quickly accomplish their requirements in a timely manner. We are also providing these teachers with various in school professional development, Labsites inter-visitation, inter-school visitation and Network professional development. These teachers are also observed informally at least once a week and are given immediate feedback on how to improve their practices and the learning of their students.

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

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

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

#### **Our School Parent Involvement Policy**

At P.S.33, we recognize the value of parental input and pursue a policy of frequent communication and involvement. Through a process that includes teachers, families, students and community representatives, we agree to inform parents about School Programs. We encourage active participation in their children’s school and education. We involve parents in all our school initiatives, provide them with literacy and math training and test taking strategies. In turn, they work with their children at home to raise student achievement. We also set up monthly Progress Report and Goal Setting meetings for our parents. This opportunity gives our parents more information and strategies on how to better support their child at home and in school.

It is important that families and schools work together to help students achieve high academic standards. We communicate regularly with parents about their children’s progress in school by scheduling monthly progress report conferences. We attach suggestions prepared by the teachers to the progress report to improve parent’s capacity to help their children with their school assignments and reinforcement of skills in different subject areas. We program many workshops for parents on test taking skills, how to help their children with reading and math, how to do research projects, and other school assignments.

We invite parents to actively participate in collaborative decision making and consistently work with the school community to make our school accessible and a welcoming place for families. We encourage parents to provide a quiet time and place for homework and to monitor their children’s TV viewing. We encourage parents to read to their children and encourage them to read every day from 20 to 30 minutes. We work with parents to ensure that their children attend school everyday, gets adequate sleep, receive regular medical attention and receive proper nutrition.

We invite parents to participate at school activities such as School Leadership Team meetings, selection of staff, attending to parent teacher conferences, assemblies, nutrition committees, Title I parents’ Advisory meetings, budget meetings, corrective action meetings, etc.

Parents in our school promote children's good behavior by sponsoring a Student of the Month program. Each class selects a student with good attendance, good behavior, and good study habits. The Parents Association takes their pictures and prepares a Bulletin Board for every month. They sponsor trips, and/or a special ceremony for those selected students.

In general, it is our school policy to increase parental involvement and to have better communication with parents. Increasing team/committee work among staff, administration, and parents is an initiative that renders great benefits to the smooth operation of our school. It increases the effectiveness of all our educational programs, improving our students' achievements, upgrading the delivery and alignment of instruction and improving our school image.

The school and home is a partnership in the educational process of the students' learning. Parental involvement is a necessary and important part in the education and development of our students.

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

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

### **P.S. 33's Parent Compact**

At P.S.33, we are very proud of a Parent Compact that was designed with input from Staff, Parents, and Students. We, as a community, felt that it was important that families and school work together to help students achieve high academic standards. Through this process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we, as partners will carry out to support student success in school and in life.

Teachers, Students, and Parents, at P.S. 33, are asked to agree to the following Parent / School compact. This was done on May 22<sup>nd</sup>, 2009 for school year 2009-2010. The evidence is on the Agenda of SLT Meeting item # 2. Budget Title 1 non-negotiables Parental Involvement Policy & School-Parent Compact. The Title 1 parent representative received a copy of the parent Compact. In addition, the parent body of our SLT are always focused on this work during our 1x per month SLT meeting.

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## **Staff Pledge**

I agree to carry out the following responsibilities to the best of my abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning. (30 minutes for grades 1 – 3 and 60 minutes for grades 4 & 5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and our school colleagues to make our school accessible and a welcoming place for families.
- Provide necessary assistance to parents so they can help their children learn.

## **Student Pledge**

I agree to carry out the following responsibilities to the best of my abilities:

- Come to school every day ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching.
- Respect the school, classmates, staff and families.
- Complete my studies and homework every day.

## **Family Pledge**

I agree to carry out the following responsibilities to the best of my abilities:

- Provide a quiet time and place for my child to do his/her homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K – 3 and 30 minutes for grades 4 & 5)
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school activities such as school decision making, volunteering and/or attending parent – teacher conferences.

- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

### 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.

Our Needs Assessment is the **foundation** of our school's comprehensive educational planning, as well as a requirement under the **NO CHILD LEFT BEHIND** act. We systematically engage in this process to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging State and City content and performance standards. This helps us to determine educational and instructional areas that need to be improved.

We continue to engage in ongoing needs assessment, using a systemic school review procedure, beginning with the assessment of student achievement data. Determining our students' needs is critical because it informs the teaching and learning process of each student. This begins with a desegregation of data of standardized test scores so that we can determine school gains in overall performance on specific reading and math indicators. We will also be able to determine the number and percent of students at/above the grade level. We will be able to see individual student progress from one year to the other as well as examine implications for target services for students performing below level. We will continue our support for our ELL and SETSS students as well as support overall program planning.

Our School Leadership Team is responsible for determining the educational needs of our students and for the development of our school Comprehensive Educational Plan. This school based process is facilitated by our school Principal, UFT members, and the DC 37 delegate. Our plan is written and revised by our Leadership Team and is sent to the Region Office for revision and approval.

We, at P.S. 33, take a "**data-driven**" approach to improve our students' performance using various measures to identify and address student weakness and target areas for growth on a continuous basis. We have identified and selected a set of measures that is used to:

- a) Identify and address school-wide weaknesses
- b) Identify and assist individual students or groups of students in need of special help
- c) Identify and assist teachers who need additional support and monitor progress
- d) Track progress toward concrete and challenging goals

As we understand the importance of the emphasis placed on the progress of students in the bottom quartile, we will continue monitoring the academic progress for all our students to ensure that they are meeting State content and Chancellor Performance standards. A student profile will continue to be maintained for each child, which will include the results of standardized norm referenced and teacher made tests. We will also be able to do project based

assessment results, student writing samples, the results of school test simulations, early childhood checklist, and student self assessment with teacher conference notes.

2. School Wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:  
**Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**

At P.S.33, we will continue with our plan providing **Academic Intervention Services** to help our students who need help.

AIS is made available to students who score at levels 1 and 2 on standardized test who do poorly on local tests in grades where there are no state tests.

- AIS is provided to identified students no later than the beginning of the semester following a determination that a student needs such service.
- Summer school and AIS are offered to students requiring additional help.
- Parents are informed if a child is eligible for AIS. Teachers continuously consult with these parents throughout the semester following a determination that student needs such service.
- Encourage teachers to prepare action plans based on the results of the diagnostic tests to meet the academic needs of their students.
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

Student support comes from the office of Guidance, Family Worker, and SAPIS Coordinator as well as from all staff members at P.S. 33.

It encompasses health and health education services, a number of prevention programs to address the needs of “at-risk” students and their families, and physical education programs. We deal with many social services and government agencies including the Bronx Borough President’s Office, Administration for Children Services, NY Police Department, and Student Outreach Programs such as “Youth for Real”- Inwood House Community Resources, Project Liberty, local hospitals and clinics. These agencies provide a wide host of social and medical services.

The following section summarizes the key student support initiatives in place at P.S. 33.

Health We will continue coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2009 – 2010 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a Physician who comes at different interval during the school year. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization.

Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services.

Prevention An important means of supporting students' needs at P.S. 33 is with our school guidance counselor (funded through tax levy). Guidance plays an important role in the total educational environment, and is developmental. This is a ladder that begins in kindergarten and continues through 5th grade. Mirroring The NYC Department of Education's program, our program continues to be implemented by our professionally certified counselors who work with both the general education and special education population. Our Guidance counselors assist students in strategies to help them gain understanding of him/herself. We involve all professional personnel, parents, and the community in the guidance programs, to help students understand the relationship between work and education and develop and incorporate new initiatives to meet the changing need of the students, parents, and the community.

**Other major prevention initiatives are summarized below:**

Since our school is a data driven learning community, we are involving all staff to look at data, analyze and plan for instructional implications that will address needs and refine strengths. The following is our school wide reform strategies:

- Engage all staff to assess, collect data, analyze data and develop action plan on a monthly basis, executing action plans through careful lesson planning and differentiated instruction.
- Provide ongoing professional development such as Lab sites, Coaching, Mentoring, Team Teaching, Inter class and School Visitations, Workshops, ect.
- Provide professional development on ACUITY and ARIS to train teachers how to analyze data to guide instruction.
- Provide AIS services for students during 37.5 minutes in before school. After-School.
- Provide AIS push in and pull out services for all students at risk.
- Learning for Life program.
- Collaborate with CBO's to provide various resources for our students such as LEAP Project Arts Program, New York City Junior Tennis League, New York Cares Organization (Character Education and Citizenship), etc.
- Provide enriched and accelerated curriculum and programs such as Everyday Math, Month by Month Phonics, Balance Literacy/Literacy Frameworks, Wilson, Options, etc.

- Provide students support services such as regular visits by family worker to homes of students whose attendance are not 92.5%, counseling by out Guidance Counselor, School psychologist and Social Worker.
- Our Guidance Counselor and Family Worker conduct an **Attendance Improvement Program**. The goal of the program is to enable our school to provide intensive services to students and families with regard to school attendance and academic improvement. This program continues to be a school-wide project, and all students are eligible to receive program services.
- The **Substance Abuse Prevention Program** uses numerous activities to support the kind of safe and drug free school and environment children need to excel academically. **SAPIS** use literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs, as well as how to get in touch with their own feelings. Classroom lesson in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self esteem to thwart the peer pressure that might lead to drug experimentation. Both group and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future. Parenting workshops enable parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, and poster/essay contests, thus helping to eliminate some of the negative elements in the community.
- Provide various extra-curricular activities to improve attendance and academic performance such as, Multi-cultural Dance Festival, basketball, Thursday Tennis, Boys' Scouts, Science Club, Art Club.
- Energies continue to focus on improving the state of our physical education programs with a view toward improving and enhancing opportunities for students. School wide tournaments continue to be implemented in basketball, softball, and tennis.

3. School Wide reform strategies that:

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

Our teachers are trained in all facets. They are highly qualified and trained in Balance Literacy Practices focusing on integrating the content areas such as Science and Social Studies into The Reader's Workshop, The Writer's Workshop, Word Study/Vocabulary Development, Genre Studies, Shared Reading, Guided Reading, Interactive Read Alouds, Independent Reading, Buddy Reading, Literature Circles, Author's Study, Model Writing, Guided Writing, Shared Writing, Usage of Mentor Texts and Authors, Exemplars, Development of Criteria Charts, Rubrics, Readers' Notebooks,

Writer's Notebooks, Writing Folder's, Writing Process, Portfolios, Everyday Math and Peer Review . We have four full time certified ESL classroom teachers. Bilingual staff and monolingual English teachers who have receive specialized professional development in the area of native language instruction. Special needs teachers are trained to utilize the Wilson program.

4. Instruction by highly qualified staff.

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 School Wide Program to meet the State's student academic standards.

We believe that teachers should be provided with high quality professional development. We will continue to utilize our funding sources to provide appropriate workshops, Labsites, coaching and mentoring for out teachers, family worker, guidance counselor, parent coordinator, etc.

- Weekly common planning meeting facilitated by Literacy/Math Coaches, Reading specialty teachers, F-Status Support staff and Administrators.
- Expanded Data Inquire Team
- Administrative Mentors
- 2 Bank Street teacher leaders
- Weekly Labsites utilized to develop teachers craft.
- Literacy and mathematics coaches to help teachers develop their craft through cycles of coaching, mentoring, ect.
- Various learning opportunities for our teachers to attend workshops: QUTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
- Mentor/mentee program, for first and second year teachers.
- We created professional development focused around designing social studies integrated curriculum.
- Principal Coach, Teacher's Coach
- Workshops on Differentiated Instruction & Questioning Techniques
- Study Groups
- LCI Consultant
- Kaplan Spell Read PD
- PB IS
- Pilot Monthly Data Days for 2nd Grade
- Lunch and Learns
- Retreats with Leadership Academy-Planning
- CFN # 9 PD's
- Outside Workshops

5. 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 School Wide Program to meet the State's student academic standards.

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

P.S. 33 offers a comprehensive professional development plan for teachers who strive for high standards in their professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

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

**OBJECTIVE CHALLENGE:**

To continue seeking parental input and support by increasing positive interaction between home, school, and community.

**THE SOLUTION:** We will continue implementing and encouraging an atmosphere where parents and educators work together towards student improvement.

<b>Data Sources</b>	
Surveys/Questionnaires Learning Walk Attendance Records at Meetings, Workshops, etc.	Parent Teacher Conferences School Assemblies

On our school we understand that the success of our students is contingent upon a collaborative approach with our parents, students, and teachers. We focus on the importance for a family support team. The family support team is represented by administration, staff, parents and the parent coordinator with a primary focus on the following:

- o Ongoing communication with our parents through; monthly progress reports with translations, Parent bring a friend to lunch day, Breakfast for Parents, Open classrooms.
- o We will send out Chancellor’s letter in both English and Spanish informing out families about our areas of improvement.
- o Involving parents in our School Leadership Team that is comprised of 50% parents and 50% staff.
- o Parents will participate in our Advisory Meetings, Budget Meetings, Nutrition Committees, Corrective Action Meetings, etc.
- o Monthly Parent’s Association Meeting on every 2<sup>nd</sup> Saturday of the month to increase parental involvement.
- o Provided free glasses for vision to students in collaboration with the Department of Health
- o Monthly Family Math and Literacy Nights, Multicultural Thanksgiving Day Feast, Annual Health Fair, Take a Picture with Santa Claus Day, Read to Your Child’s Class, Martin Luther king’s African-American Acknowledgement, Valentines Day Breakfast, March Women’s history Month Acknowledge, Mother’s Day Celebration, Spring Festival, Graduation Celebrations, Father Daughter Dance, Acknowledgement of Father’s Day that strengthen home school connection.

- Regular workshops on parenting skill for student interventions
- Monday and Saturday ESL classes to assist parents with acquiring the English language to better facilitate their child's education
- Weekly workshops on homework help, Math at Home, Reading at Home, Learning Standards and Expectations, Data, etc.
- Trips to strengthen home and school connection with child, parent and staff during school and after school.
  - Trips to Fordham Library
  - Trips to various museums, parks and colleges for a variety of arts presentations
- Parent volunteer programs to address all concerns of parents that will improve attendance, student academic performance.
- Home-School Connections activities to keep parents aware and informed of NYS requirements per grade level.
- Acknowledge our parents for their support and efforts with Awards, Certificates, and Medals in our Monthly Assembly Programs

Parents agree that:

- The curriculum offered to students at P.S. 33 is of high quality, important, and appropriate.
  - Teachers and administrators hold high expectations for student learning.
  - In our school there is sufficient technology for teaching and student learning.
  - P.S.33 provides students and teachers with a safe and orderly environment
  - The administrators are both accessible and visible throughout the school.
7. Strategies to attract high-quality highly qualified teachers to high-need schools. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- We know that early childhood programs such as pre-school/ Universal Pre-Kindergarten is the foundation for our early childhood education. Therefore, we have developed Summer School Pre- Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we added 2 all day Pre-Kindergarten class to our learning community. Teachers, Para-professionals and parents will receive various professionals development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing Understanding by Design strategies for careful lesson planning of lessons that align with standards which reflect Bloom's Taxonomy and academic rigor in the thinking curriculum. They will learn how to formulate Essential questions and Topical Questions. They will also learn how to utilize LCI Organizing Centers for their Units of Study development as well as Social/Emotional Learning professional development.
8. Strategies to increase parental involvement through means such as family literacy services. 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.

Through Instructional Team, Student Intervention Team, Instructional Support Team, Data Inquiry Team, Curriculum Team, School Leadership Team, Literacy Team, Math Team, and weekly common planning meetings we are developing an *effective* Professional Learning Community at P.S. 33. Through this collaboration teachers are able to give input regarding overall instruction, pacing, and assessment tools.

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.

To improve the performance of our Priority One students, Our Academic Intervention Services (AIS) are additional instructional support that students receive to help them acquire the necessary skills and strategies they need to achieve the state Learning and Performance Standards in English Language Arts and Mathematics in Grades Pre K-5 and Social Studies and Science in grades pre K- 5. These services include 2 modules:

- Additional instruction is defined as “extra time for focused instruction and/or increased student teacher instructional contact time designed to help students achieve the learning standard”.
- Various students support services that can enhance students' readiness and address barriers to improve academic performance. To overcome the barriers we focus on the obstacles that can prevent our students from achieving high levels of performance.

The following are the types of interventions used to deliver AIS services to support student in the AIS intervention during day to strengthen skills in the core subject areas: Some of the AIS programs that are used are Reading Recovery, Headsprout, GOALS, Explode the Code K-2, Math Attack, Math Navigator, Reader's Theater, Wilson, Foundations, Comprehension connections, Focus, Options, Mondo, Spell Read Interventions, Music and the Brain grades K-2, Goals Grades 3-5, Kaplan ELA and Math Advantage .

- AIS interventions during the school day to strengthen skills in the core subject areas are push in and pull out instruction, individual instruction, small group instruction, General Ed students with IEP pull out.
- Extended Day Programs: 37.5 mins AIS Morning Program Monday—Thursday, After-School Enrichment, and Honors Program, Saturday Academy, Vacation Academy, Thursday Tennis, Boys' and girls' basketball teams, Student Council, Science clubs, Art clubq32E6R, , NYC Junior tennis league.
- Summer School Programs: Universal Pre K, Community Based Academic Program, New York Cares, LEAP Project Arts Program, etc.

Through Instructional Team, Student Intervention Team, Instructional Support Team, Data Inquiry Team, Curriculum Team, School Leadership Team, Literacy Team, Math Team, and weekly common planning meetings we are developing an *effective* Professional Learning Community at P.S. 33. Through this collaboration teachers are able to give input regarding overall instruction, pacing, and assessment tools.

10. 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.

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.

Health We will continue coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2009 – 2010 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a Physician who comes at different interval during the school year. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization.

Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services.

#### **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.

## **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:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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

### **Part B: For Title I Schools Identified for Improvement**

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

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**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)<sup>2</sup> 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

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<sup>2</sup> 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 33 School Leadership Team shared a copy of the findings with staff. The staff and administrators read and developed various action plans to meet the recommendations, therefore we have revised and modified our School's Comprehensive Educational Plan collectively as a school community to meet the areas for improvement in the following: Collection, Analysis and Utilization of Data, Teaching and Learning, School Leadership, Infrastructure for Student Success, Professional Development & facilities and Resources.

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

Applicable   X 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? It is a work in progress. Some of the information is relevant, due to the fact that it's a snap shot of documents produced, while the audit conducted with staff could be a bit irrelevant due to the fact of their lack of recall of information. However, using a no excuse policy, we ensured that we looked at the recommendations and informed all staff on compliance and improved services to children, teachers and parents.

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.

We have started this work 2 years ago with my District 10 & ESO Network, under the guidance of our Leader, Mr. McDonald. We have made significant gains on our NYS ELA meeting AYP for our ELL's in Spring 2009.

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We feel that it is a work in progress, so we focused on looking at the power standards with Learner Centered Initiatives (LCI) and aligning our Curriculum Maps with the power standards.

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

Applicable   X 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? We developed a plan of action looking at power standards and aligning our curriculum maps that would better support the students, enabling them to be successful on the NYS Mathematics Examinations. Our District did an excellent job training our Coaches who then returned to turnkey at our 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. We feel that perhaps, the Programs used should reflect the power standards and give both teachers and students the opportunity to implement and learn. At times the programs we purchased are not taking into consideration that children need basic foundation prior to what is stipulated for a day's investigations.

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## **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. We implement The NYC Comprehensive Approach for Literacy using the Balance Literacy Approach to teach ELA. Various Programs (Lessons in Literacy, Time for Kids, Non-Fiction Writing, Write Source, Kaplan ELA & Math Advantage, etc.) were purchased to address the NYS Learning and Performance Standards.

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

X  Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Due to the fact that we are using the Balance Approach to Teaching Literacy we are able to address the issues & gaps, which enable our school to show improvement. Our District spent a great deal of time and monies training us in Balance Approach to Teaching ELA, etc. We were involved with LCI PD's Leadership , SQR, etc. We are very fortunate to be with our district. The support and resources are there, as a school we are proactive with using the resources. At times it could be very challenging finding Instructional Programs to address the standards. Therefore, we purchase a variety to fill in the gaps.

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. We feel that it would be supportive to have a consistent City Literacy Program that addresses the standards, one very similar to the EDM. With this consistency, we will be able to work smarter and not spend so much time & resources reviewing various programs, cut and paste to meet the instructional needs of our students.

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## **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<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We implement The NYC Comprehensive Approach for Math using the Balance Mathematics Approach to teach Math. We utilize our EDM and various supplements to address the standards.

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

Applicable X  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.

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### **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. Our school's turnover rate is only 5% due to various teacher's personal reasons.

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

Applicable X  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.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. The findings are inaccurate! My District did send the invite flyer, our SLT and supervisors made decisions on who will attend based on needs. It was the most remarkable learning opportunity for my AP's and Staff. These PD's enable my school to meet AYP for my ELL's.

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

Applicable   X 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.

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#### **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. This information found by audits does not apply to my school. Our staff were trained by both District and ESO Network Team.

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

Applicable   X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Our school utilizes various surveys , grade level meetings, informal observations, learning walk to assess needs and address them. Our staff are well trained by both our District and ESO Network.

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

Applicable X  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.

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### **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. Our school utilizes the SOPM to ensure that we are in compliance. Also our District and ESO Network developed system for follow up and meeting guidelines.

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

Applicable X  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?

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>

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### **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.) We currently have 13 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population. We developed an attendance committee, who look very closely at the attendance patterns of these students. The team meets weekly to address the patterns of these students. We also have copies of the McKinney-Vento Homeless Assistance Act Poster in our school. This poster can be seen at main entrance of our school, in the main office, parent coordinator's office and the parent information board. The following are in place for the students:
  - They get a metro card for transportation.
  - Like all students, they have equally access to program as their peers.
  - Students can be provided uniforms, book bags, notebooks, school supplies, vision or dental, as needed due to emergency circumstances.
  - Students and their families collaborate with our 2 Guidance Counselors for additional support. These 2 Guidance Counselors are also our STH Liaison.
  - As needed students can receive after school enrichment 2 hrs per a day, before school Mon-Thursday AIS, and workshops for their parents.

### **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.