



**P.S. 41x**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (DISTRICT: 11/ BOROUGH: BRONX/ NUMBER: 041)**  
**ADDRESS: 3352 OLINVILLE AVENUE, BRONX, NY. 10467**  
**TELEPHONE: (718) 652-3461**  
**FAX: (718) 231-2668**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 041x      **SCHOOL NAME:** The Gun Hill Road School

**SCHOOL ADDRESS:** 3352 Olinville Avenue, Bronx, New York 10467

**SCHOOL TELEPHONE:** (718) 652-3461      **FAX:** (718) 231-2668

**SCHOOL CONTACT PERSON:** Erika Tobia, Principal      **EMAIL ADDRESS:** etobia@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Susan Mark

**PRINCIPAL:** Erika Tobia

**UFT CHAPTER LEADER:** Kai-ama Hamer

**PARENTS' ASSOCIATION PRESIDENT:** Neilawattie Merna Torres

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

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

**DISTRICT:** 11      **SSO NAME:** Children First Network

**SSO NETWORK LEADER:** Irene Rogan

**SUPERINTENDENT:** Elizabeth White

## 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
Erika Tobia	*Principal or Designee	
Kai-ama Hamer	*UFT Chapter Chairperson or Designee	
Neilawattie Merna Torres	*PA/PTA President or Designated Co-President	
Angela Campbell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Angela Ramsay	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Corrine Parris	Member/UFT	
Maria Lao	Member/PTA	
Yolanda Scott	Member/PTA	
Camille Alicia	Member/PTA	
Susan Mark	Member/SLT Chairperson	
	Member/	
	Member/	

(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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P.S. 41 is a K-5 school located at 3352 Olinville Avenue, Bronx, New York that is committed to the careful gathering and analysis of data to guide individualized instruction for targeted academic improvement. The school has implemented a comprehensive and continuous data collection and application process. This data analysis informs classroom and targeted intervention instruction, including, but not limited to, ESL services, SETSS, "Wilson", "Voyager", and speech, plus pull-outs designed especially for Level 1 students.

P.S. 41 has a comprehensive early-intervention program designed to ensure that all students will be reading on grade level by the time they enter third grade. Additionally, the Readers' Theater program provides targeted small-group literacy intervention for students in grades 1-4. Further, P.S. 41 has revamped its extended day program such that teachers now work with small groups of students every morning while the whole class is present. This new schedule enables students to benefit from added time to improve their independent reading skills and receive personalized instruction from their teacher in a small setting.

P.S. 41 has recently implemented Words Their Way, a comprehensive word study program developed by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston. In September 2009, students were assessed using the TC spelling inventory to determine their individual word study levels. Classroom teachers then grouped students into groups based on the results of this inventory. Each group engages in a variety of activities, including small group meetings with the teacher, word sorts, and games. These activities are designed to teach children spelling, phonics, reading, and writing skills along a continuum of stages, from "Emergent" to "Derivational Relations."

P.S. 41 involves students in the analysis of their learning through personal unit-based goal setting. These plans, created by the student with the assistance of his or her classroom teacher, set forth the student's strengths, areas of need, and goals. Teachers also meet individual students' needs through reading and writing conferences. Further, our new \$200,000 Believe and Achieve Library was specifically designed to meet the needs of all learners through a large and diverse selection of books, computers, a mobile science lab, and other media.

P.S. 41 offers comprehensive teacher support, including in-house and external professional development (through the LSO and Teachers College). Experienced teachers serve as grade coaches. Monthly Parent Newsletters and grade-specific curriculum maps maintain families' connections to their students' education.

P.S. 41 hosts several school-wide and community events, including a Family Night arts and crafts program, Valentine's Day Dance, Spring Dance, and Black History Month celebration. P.S. 41's Harmony Festival features teacher and student cultural performances, as well as a potluck dinner and

dessert buffet. Finally, celebration of School Pride Day and other special days enhance P.S. 41 school spirit.

P.S. 41's behavior management specialists, including Guidance counselors, create a cohesive and individualized behavioral intervention and self-esteem-building program. Our most sweeping behavioral initiative, the "Steps 2 Success" program, is a school-wide initiative that sets forth clear behavioral expectations for students and rewards students for acting in accordance with those expectations.

P.S. 41's after-school Performing Arts Program and grant-based programs provide students with artistic opportunities, including dance, singing, drama, art, and music. Specifically, Grades K and 1 participate in a Creative Movement program through the 92<sup>nd</sup> Street Y. In this program, students learn to express themselves through dance while learning key curricular concepts throughout all subject areas. Similarly, students in Grades 2 and 3 work with a teaching artist to embed the arts into the general curriculum, enabling students to gain an appreciation for the arts and develop their expressive abilities. Further, students have the opportunity to work on the school newspaper, science enrichment programs, and sports programs. Sports programs available this academic year include boys' basketball, baseball, track, and, for the first time, girls' basketball. Recent renovations to the auditorium and gymnasium enhance our Performing Arts and sports programs.

P.S. 41 maintains its focus on content areas through various special events. The school holds an annual Science Fair, to which each class submitted a project. Classes attend the fair and engaged in various experiments and science activities. P.S. 41 also holds a Social Studies Bee for 4<sup>th</sup> and 5<sup>th</sup> grade students.

## 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. 041 Gun Hill Road						
<b>District:</b>	11	<b>DBN:</b>	11X041	<b>School BEDS Code:</b>	321100010041		
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	0	0	0		91.0	90.9	91.7
Kindergarten	125	126	114	<b>Student Stability - % of Enrollment:</b>			
Grade 1	171	156	168	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	131	161	147		89.4	87.7	88.2
Grade 3	154	147	134	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	148	147	134	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	179	156	152		86.1	85.1	85.1
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		23	23	37
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		10	9	5
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	1	1	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<b>Total</b>	<b>908</b>	<b>874</b>	<b>881</b>				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	46	54	57	Principal Suspensions	56	39	26
# in Collaborative Team Teaching (CTT) Classes	13	17	39	Superintendent Suspensions	17	24	16
Number all others	31	37	33	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	103	101	99	Number of Teachers	57	67	68

**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	4	2	4	Number of Administrators and Other Professionals	7	13	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<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	98.2	100.0	100.0
				% more than 2 years teaching in this school	70.2	61.2	64.7
				% more than 5 years teaching anywhere	40.4	44.8	48.5
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	79.0	73.0	71.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.3	100.0	100.0
American Indian or Alaska Native	0.8	0.7	0.8				
Black or African American	58.5	59.4	61.1				
Hispanic or Latino	38.2	37.9	35.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.8	1.0				
White	1.6	1.3	1.6				
<b>Male</b>	50.8	51.8	52.2				
<b>Female</b>	49.2	48.2	47.8				
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:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<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		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	4	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<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>	101.6			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	11.1			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:	20			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10.5						

<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?
- 

### **Grades K-2**

An analysis of the Teachers College Reading and Writing Project data reveals that there have been significant gains in all areas of literacy from 2007-2008 and 2008-2009, especially in independent reading levels, high frequency word recognition, letter identification, letter-sound identification, spelling, listening comprehension, writing expression, and writing development. Vocabulary remains a challenge across the grades, although progress has been made from 2007-2008 to 2008-2009. Overall, our students are decoding better, but their comprehension falls within the Level 2 and Level 3 ranges. The inclusion of "Foundations" in grades K-2, Teachers College Reading and Writing Workshop, and "Words Their Way" have helped move our students toward meeting New York State ELA Standards.

The Assessment Pro results from Teachers College Reading and Writing Project indicate that in the 2007-2008 school year we had 51.36% Level 1 students, 17.12% of Level 2 students, 19.97% of Level 3 students and 11.55% of Level 4 students. The Assessment Pro results from Teachers College Reading and Writing Project indicate that in the 2008-2009 school year we had 22.53% Level 1 students, 17.01% of Level 2 students, 32.53% of Level 3 students and 27.93% of Level 4 students.

Some of the most significant aids to our progress are: Grade-specific coaches (AIS), interventions (Grades K-3: "Foundations", "Wilson", "Voyager", "Words Their Way"), differentiated instruction based on individual needs, and use of leveled readers. Significant barriers toward increased success are: transience of student population, socio-economic conditions, low level of parent involvement, and poor attendance. Approximately 14.6% of our students have IEPs. This is a significant number. These students are in need of some type of related services. About 14.6% [sic] of our student population receives ESL services.

Students in grades K-2 have indicated steady progress with respect to Unit assessments and teacher judgments.

## **Grades 3-5**

### Overall Proficiency Growth in ELA and Math

The Progress Reports indicate that the overall percentage of student proficiency in ELA in 2007-2008 was 56.4%. The overall percentage of student proficiency in ELA in 2008-2009 was 67%. The Progress Reports indicate that the overall percentage of student proficiency in Mathematics in 2007-2008 was 81.7%. The overall percentage of student proficiency in Mathematics in 2008-2009 was 88%.

### Proficiency Growth by Gender in ELA and Math

Male students exhibited 56% proficiency in ELA for 2007-2008 and 64% proficiency in ELA in 2008-2009. Female students showed 57% proficiency in ELA for 2007-2008 and 70% proficiency in ELA in 2008-2009. In Mathematics, male students exhibited 86% proficiency in 2007-2008 and 89% proficiency in 2008-2009. Also in mathematics, female students showed 78% proficiency in 2007-2008 and 88% proficiency in 2008-2009.

### Proficiency Growth by Ethnicity in ELA and Math

Black students achieved 58% proficiency in ELA in 2007-2008 and increased to 68% proficiency in ELA in 2008-2009. Hispanic students demonstrated 56% proficiency in ELA in 2007-2008 and increased to 66% proficiency in ELA in 2008-2009. In Mathematics, Black students exhibited 83% proficiency in 2007-2008 and 88% proficiency in 2008-2009. Also in Mathematics, Hispanic students achieved 80% proficiency in 2007-2008 and increased to 88% proficiency in 2008-2009.

### Proficiency for Special Education Students

The proficiency for Special Education students in ELA was 32.9% in 2007-2008 and 28% in 2008-2009. In Mathematics, the percentage proficiency for Special Education students increased from 59.4% in 2007-2008 to 70% in 2008-2009.

### Proficiency Growth for English Language Learners (ELLs)

The percentage proficiency for English Language Learners in ELA increased from 34.2% in 2007-2008 to 51% in 2008-2009. In Mathematics, the percentage proficiency for English Language Learners increased from 72% in 2007-2008 to 78% in 2008-2009.

### Students Making at Least One Year of Progress (Including Lowest One-Third)

For ELA, the percentage students making at least one year of progress in 2008-2009 was 66.78%, while the percentage of students designated lowest one-third making at least one year of progress was 67.36 % in 2008-2009. The average change in student proficiency in ELA from 2007-2008 to 2008-2009 for students at Levels 1 and 2 was 0.259%. The average change in student proficiency in ELA from 2007-2008 to 2008-2009 for Levels 3 and Level 4 students was 0.03%.

For Mathematics, the percentage of fourth grade students making at least one year of progress in 2008-2009 was 62.41%, while the percentage of fifth grade students making at least one year of progress in 2008-2009 was 81.34%. Also in Mathematics, the percentage of fourth and fifth graders designated lowest one-third making at least one year of progress in was 71.11% in 2008-2009. The average change in student proficiency in Mathematics from 2007-2008 to 2008-2009 for

students at Levels 1 and 2 was 0.1%. The average change in student proficiency in ELA from 2007-2008 to 2008-2009 for Levels 3 and Level 4 students was -0.08% relative to Peer Horizon and 50% relative to City Horizon.

### Accomplishments Over the Last Few Years

Student performance in both ELA and Math has exceeded previously set goals. Moreover, student progress in math *far* exceeded previous performance.

Significant aids for continued improvement include: Grade-specific coaches, small group instruction (push-in), AIS (reading specialist for Level 1 students in grades 3 and 4), interventions (“Voyager”, “Great Leaps” (in Reading and Math), and “Wilson”), early morning at-risk pull-out program, differentiated instruction in both reading and math, Teachers College Reading and Writing Workshop, balanced literacy model (Whole-Small-Whole), assessment-driven instruction in both reading and math.

The 2007-2008 Quality Review indicated a need to improve as follows:

- Extend the monitoring of ethnic and gender groups beyond the inquiry team and administration.
- Increase the use of differentiated teaching methods in classroom instruction.
- Ensure that all lessons engage the students’ interests.
- Ensure that all staff [members] take an active role in reviewing progress toward class, group, and whole school goals.
- Improve existing professional development plans to ensure consistency in instructional practice throughout the school.
- Further develop home-to-school communication to ensure parents support the school’s goals for attendance.

P.S. 41 has addressed all of these issues either as indicated in this section, and/or in our Action Plan, detailed in Section VI.

## 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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**ANNUAL GOAL 1 (Achievement Levels in Reading for Students with Disabilities):** By June 2010, students with disabilities will progress as follows: Students who are reading at a Level 1 in September 2010, as measured by the Teacher's College Reading and Writing Program (TCRWP) benchmarks for Independent Reading Levels, must be reading at a Level 2 or higher by June 2010. Students who are reading at a Level 2 in September 2010 must move up at least 3 TCRWP reading levels by June 2010.

**Description:** According to TCRWP running records, special education students are not making significant progress in reading. Additionally, in 2007-2008, 32.9% of Special Education students achieved proficiency on the New York State ELA examination; in 2008-2009, that percentage decreased to 28%.

**ANNUAL GOAL 2 (Word Study Program):** To implement a word study program based on the book, *Words Their Way*. By June 2010, 100% of students will move at least one benchmark within a spelling stage over one year, as measured by the *Words Their Way* spelling inventory.

**Description:** Data from Teachers College (TC) spelling inventory indicates a need to develop stronger word attack and word study skills to aid literacy development.

**ANNUAL GOAL 3 (Differentiation in Reading and Writing):** By June 2010, 100% of students will know their reading level and how to select books on their level. 100% of teachers will conference weekly with each student in reading and writing as evidenced by conferencing notes.

**Description:** A review of the Quality Review and classroom observations by administration revealed that the majority of students were not reading books on their reading levels and were not receiving individualized instruction through conferences and other tools.

**ANNUAL GOAL 4 (Differentiation in Mathematics):** By June 2010, 75% of all students will make at least 50% progress from the pre-assessment for each unit to the post-assessment for that Everyday Mathematics unit.

**Description:** Analysis of Everyday Math unit examinations reveals that students are unable to achieve proficiency in, or have not increased their scores in, certain core mathematics areas particular to each student (Numbers and Numeration; Operations and Computation; Data and

Chance; Measurement and Reference Frames; Geometry; and Patterns, Functions, and Algebra).

**ANNUAL GOAL 5 (Writing/Grammar):** By June 2010, 75% of students will increase 1 level in grammar instruction through the grammar section of teacher-created writing rubrics.

**Description:** Formal and informal observation of student writing has revealed that student understanding and use of grammar in their written work is inconsistent.

**ANNUAL GOAL 6 (Reading Progress):** Students performing at Benchmark Reading Levels B through H in September 2009 will progress at least 3 Benchmark Reading Levels by June 2010. Students performing from Level I through Level N in September 2009 will progress at least 2 Benchmark Reading Levels by June 2010. Students performing from Level O through Level Z in September 2009 will progress at least 1 Benchmark Reading Levels by June 2010.

**Description:** An analysis of student progress through the TCRWP Benchmark reading levels from September 2008-June 2009 indicates that 45.71% of students stagnated. This analysis also revealed that 4.14% of students regressed during that same time period.

**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.

**Raising Achievement Levels of  
Students with Disabilities in  
Reading**

**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>ANNUAL GOAL 1 (Reading):</b> By June 2010, students with disabilities will progress as follows: Students who are reading at a Level 1 in September 2010, as measured by the TCRWP benchmarks for Independent Reading Levels, must be reading at a Level 2 or higher by June 2010. Students who are reading at a Level 2 in September 2010 must move up at least 3 benchmark letters by June 2010.</p> <ul style="list-style-type: none"> <li>• <b>Description:</b> According to TCRWP running records, special education students are not making significant progress in reading. Additionally, in 2007-2008, 32.9% of Special Education students achieved proficiency on the New York State ELA examination; in 2008-2009, that percentage decreased to 28%.</li> </ul>
<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>• Teachers will examine individual student IEPs in order to adapt the TCRWP curriculum to conform to expectations for student progress set forth within each IEP. Teachers will then work with students and their families to establish reading goals for each child, tailored to his or her IEP and taking into account appropriate reading behaviors and achievements for students reading on a particular level (established by TCRWP).</li> <li>• Students will read on level 20 minutes per day. Students will be evaluated using running records with a focus on the aspects of reading with which they need help (meaning, visual, syntax).</li> <li>• Teachers will use guided reading, shared reading and strategy groups to help move Students to the next level.</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- SETSS teachers, classroom teachers, and AIS teachers will provide intervention services in order to align instruction according to individual IEPs in both ELA and Math.
- Professional Development provided by TC staff developer and LSO personnel and grade coaches will target needs of students with disabilities by providing strategies consistent with their individual needs.
- Please see page 4, CEP Appendix 8: Contracts for Excellence, in order to review allocations.

**Indicators of Interim Progress and/or Accomplishment**

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

- Student reading logs will reflect that students have read on their level 20 minutes per day.
- Student reading levels will be assessed using running records, and results charted, four times per year. Progress will be analyzed in relation to student goals and, if necessary, modified.
- Student progress will be measured as follows: Students who are reading at a Level 1 in September 2010, as measured by the TCRWP benchmarks for Independent Reading Levels, must be reading at a Level 2 or higher by June 2010. Students who are reading at a Level 2 in September 2010 must move up at least 3 benchmark letters by June 2010.

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

**Subject/Area (where relevant):** Word Study Program

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>ANNUAL GOAL 2:</b> To implement a word study program based on the book, <i>Words Their Way</i>. By June 2010, 100% of students will move at least one benchmark within a spelling stage over one year, as measured by the <i>Words Their Way</i> spelling inventory.</p> <ul style="list-style-type: none"> <li>• <b>Description:</b> Data from Teachers College (TC) spelling inventory indicates a need to develop stronger word attack and word study skills to aid literacy development.</li> </ul>
<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>• School wide implementation of the program as of September 2009.</li> <li>• Categorize students according to stages of spelling (Emergent, Letter Name-Alphabetic, Within-Word Pattern, Syllables and Affixes, Derivational Relations).</li> <li>• The Inquiry team will also use developmental spelling stages to work with students designated by the Inquiry Team.</li> <li>• All teachers will organize word sorts and games for each stage of spelling.</li> <li>• Implement daily instruction and small group work based on student spelling assessment.</li> <li>• Student progress will be monitored daily using observation checklists as well as ongoing informal assessment.</li> <li>• Analyze interim results of spelling inventory to move students to the next level or reteach concepts not mastered.</li> <li>• Administer Spelling Inventory 4 times per year to measure growth of students.</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- Words Their Way resource guide is discussed at PLTs and concepts are clarified.
- Word study period is 20 minutes per day for all students K-5.
- Groups are differentiated according to spelling inventory and analysis.
- Monies have been budgeted for development of new, and expansion of previous, word study programs as part of the Inquiry Team (see CEP Appendix 8: Contracts for Excellence, pp. 2-3 for allocations).

**Indicators of Interim Progress and/or Accomplishment**

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

- Analysis of Spelling Inventory Feature Guide by administration and classroom teacher 4 times per year.
- Analysis of Spelling Inventory Classroom Composite by administration and classroom teacher 4 times per year.
- Formal and informal observation of classroom instruction by coaches and administration.

**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Differentiation in Reading and Writing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>ANNUAL GOAL 3:</b> By June 2010, 100% of students will know their reading level and how to select books on their level. 100% of teachers will conference weekly with each student in reading and writing as evidenced by conferencing notes.</p> <p><b>Description:</b> A review of the Quality Review and classroom observations by administration revealed that the majority of students were not reading books on their reading levels and were not receiving individualized instruction through conferences and other tools.</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>• Modeling from Teachers College Staff Developers of conferencing during Reading and Writing Workshops.</li> <li>• During common planning, colleagues will role-play in order to practice conferencing with students.</li> <li>• Professional development throughout the school year in the following areas:             <ul style="list-style-type: none"> <li>○ The components of a conference</li> <li>○ Understanding the characteristics of books at each particular reading level</li> <li>○ Understanding student behaviors typical at each reading level</li> <li>○ The use of running records to “springboard” conferencing</li> </ul> </li> <li>• Action plans to include individual needs of students during conferencing.</li> <li>• Administration will review conference notes in informal and formal observations.</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- Monies have been budgeted for professional development through the TCRWP
- Teachers attend Calendar Days through the TCRWP

**Indicators of Interim Progress and/or Accomplishment**

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

- Formal and Informal observations by administration and coaches checklists
- Monitoring of conferencing notes by coaches and administration
- Sign-in sheets
- Professional Learning Team meetings agendas and notes
- Notes from teachers that turn key calendar day
- Agenda from Teacher College meeting
- PLT notes

**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Differentiation in Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>ANNUAL GOAL 4:</b> By June 2010, 75% of all students will make at least 50% progress from the pre-assessment for each unit to the post-assessment for that unit.</p> <ul style="list-style-type: none"> <li>• <b>Description:</b> Analysis of Everyday Math unit assessments reveals that students are unable to achieve proficiency in, or have not increased their scores in, certain core mathematics areas particular to each student (Numbers and Numeration; Operations and Computation; Data and Chance; Measurement and Reference Frames; Geometry; and Patterns, Functions, and Algebra).</li> </ul>
<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>• Teachers will give students pre-assessments, quizzes and post-assessments designed to track student progress throughout every unit. Teachers will then analyze areas of student need with regard individual students, noting gender- and ethnicity-based patterns.</li> <li>• Students will receive small group instruction based on the results of the pretest and quizzes.</li> <li>• Math games will to be used to reinforce and strengthen mathematically concepts based on unit assessments.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development at PLTs.</li> <li>• Data specialist will review and compile data.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• By June 2010, 75% of all students will make at least 50% progress from the pre-assessment for each unit to the post-assessment for that unit.</li> <li>• Formal and Informal observations by administration and coaches.</li> <li>• Monitoring of pre and post assessments by coaches and administration.</li> </ul>

**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Writing/Grammar

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>ANNUAL GOAL 5:</b> By June 2010, 75% of students will increase 1 level in grammar instruction through the grammar section of teacher-created writing rubrics.</p> <ul style="list-style-type: none"> <li>Description: Formal and informal observation of student writing has revealed that student understanding and use of grammar in their written work is inconsistent.</li> </ul>
<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>Grammar Inquiry Team, comprised of a Teachers College specialist and classroom teachers from each grade (K-5), met in June 2009 to determine appropriate grammar instruction by grade level to ensure that skills are mastered in a logical order and built upon as a child progresses from kindergarten through 5<sup>th</sup> grade.</li> <li>In September 2009, the Grammar Inquiry Team will produce a chart listing which particular grammar skills should be taught in each grade, as well as suggested teaching points and a suggested timeline for teaching particular grammar lessons.</li> <li>Five students will be tracked in each lab site classroom to determine their progress along a grammar continuum developed by the Team throughout the 2009-2010 school year.</li> <li>The Grammar Inquiry Team will meet throughout the year to develop the grammar program, turn keying the information discussed to their teams at PLTs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>The Grammar Inquiry Team will receive per session monies.</li> <li>Expenditures have been budgeted for professional grammar books and research guides.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>Writing rubrics will reflect a grammar component; student progress will be measured with regard to this component across the Units of Study.</li> <li>Five students will be tracked three times during the 2008-2009 school year in each lab site classroom to determine their progress along the grammar continuum.</li> </ul>

**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Reading Progress

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>ANNUAL GOAL 6:</b> Students performing at Benchmark Reading Levels B through H in September 2009 will progress at least 3 Benchmark Reading Levels by June 2010. Students performing from Level I through Level N in September 2009 will progress at least 2 Benchmark Reading Levels by June 2010. Students performing from Level O through Level Z in September 2009 will progress at least 1 Benchmark Reading Levels by June 2010.</p> <p><b>Description:</b> An analysis of student progress through the TCRWP Benchmark reading levels from September 2008-June 2009 indicates that 45.71% of students stagnated. This analysis also revealed that 4.14% of students regressed during that same time period.</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>• Students will read on level 20 minutes per day.</li> <li>• Teachers will meet with students of similar reading levels or needs in guided reading or strategy groups on daily, bi-weekly, or weekly basis, depending on the reading levels of the children involved. (For example, readers who are struggling the most, and are reading at very low levels will meet with classroom teachers daily.)</li> <li>• Teachers will identify the area in which each student needs to improve (i.e., decoding, comprehension, etc) and will conference with individual students to give them strategies for improving in these areas.</li> <li>• Coaches will work with individual students to improve their progress through the TCRWP Benchmark reading levels.</li> <li>• We will be starting a biweekly after-school program for students in Grades 3, 4, and 5 to assist the most challenged students based on their reading levels, rather than their grade levels.</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>	<ul style="list-style-type: none"> <li>• Professional development is provided by Teachers College and LSO. LSO provides services on- and off-site on a monthly basis. Teachers College professional development is provided on-site monthly, and off-site on a rotational basis.</li> <li>• Coaches provide professional development weekly during PLTs.</li> <li>• Monies have been budgeted for professional development through LSO and Teachers College.</li> <li>• Monies have been budgeted for new after-school programs. See CEP Appendix 8: Contracts for Excellence, p. 2.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students performing at Benchmark Reading Levels B through H in September 2009 will progress at least 3 Benchmark Reading Levels by June 2010. Students performing from Level I through Level N in September 2009 will progress at least 2 Benchmark Reading Levels by June 2010. Students performing from Level O through Level Z in September 2009 will progress at least 1 Benchmark Reading Levels by June 2010.</li> <li>• Student progress will be monitored through TCRWP Assessment Pro 4 times per year by data specialist and administration.</li> </ul>

## **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	29	10	N/A	N/A	4	0	0	4
1	46	22	N/A	N/A	4	0	0	4
2	32	26	N/A	N/A	7	0	0	6
3	36	16	N/A	N/A	9	0	0	8
4	34	28	19	21	2	0	0	8
5	38	38	15	18	9	0	0	7
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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.).
<p><b>ELA:</b></p> <p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• AIS push-in using “Great Leaps”, “Voyager”, “Wilson”</li> <li>• AIS push-in</li> <li>• Specially designated time each morning for small group work</li> </ul> <p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• AIS push-in</li> <li>• AIS push-in using “Foundations”</li> </ul> <p>Specially designated time each morning for small group work</p>	<ul style="list-style-type: none"> <li>• <b>Tier I (one 30-minute period three or four times per week, based on need):</b> ESL as mandated by CR Part 154</li> <li>• <b>Tier II (five 45-minute periods per week):</b> SETSS as mandated by IEPs</li> <li>• <b>Tier I (five 45-minute periods per week):</b> At-risk SETSS</li> <li>• <b>Tier I (one 30-minute period four times per week):</b> AIS staff work with students who are at risk. Focus is based on individual student needs. Groups are services through push-in model during literacy block.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Grades K-2 students were identified through teacher assessment and ECLAS-2 (until obsolete, at which point assessment occurred under the Teachers College model)</b></li> <li>• <b>Tier I (one 30-minute period four times per week):</b> AIS personnel in designated classrooms</li> <li>• <b>Tier II (five 45-minute periods per week):</b> SETSS as mandated by IEPs</li> <li>• <b>Tier I (five 45-minute periods per week):</b> At-risk SETSS</li> <li>• <b>Tier I (one 30-minute period three or four times per week, based on need):</b> ESL as mandated by CR Part 154</li> </ul>
<p><b>Mathematics:</b></p> <p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• AIS</li> <li>• AIS push-in</li> <li>• Specially designated time each morning for small group work</li> </ul> <p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• AIS push-in</li> <li>• Specially designated time each morning for small group work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tier I (one 30-minute period four times per week):</b> Targeted AIS instruction for potential at-risk (levels 1 and 2) math students</li> </ul> <ul style="list-style-type: none"> <li>• <b>Tier I (one 30-minute period four times per week):</b> Targeted AIS instruction for potential at-risk (levels 1 and 2) math students</li> </ul>

<b>Science:</b>	<ul style="list-style-type: none"> <li>• 1-2 times per week in designated classrooms</li> <li>• Small group lab work 1-2 times per week</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Instruction 2-3 times per week in designated classrooms</li> <li>• Social Studies materials used during Balanced Literacy Block</li> <li>• Theme-based projects</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Conflict resolution, coping skills training, focusing strategies, team-building strategies, character-building strategies, self-esteem work, confidence-building</li> <li>• Bullying Prevention program</li> <li>• Anger management groups</li> <li>• Bereavement groups</li> <li>• Self-control groups</li> <li>• Self-Esteem groups</li> <li>• Character training groups</li> <li>• Puberty groups</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	Services as mandated by 504 forms and as needed on emergency basis

**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**

October 2009

Leadership LSO/District 11

**ELL Performance and  
Compliance Specialist:**

M. Beras

**Principal:**

E. Tobia

**Assistant Principals:**

R. Hoyte

J. Lennon

D. Marblo

**Parent Coordinator:**

E. Collazo

**Grade Coaches:**

G. Gurkin (Gr. 3)

G. Mazzacane (Gr. K)

**ESL Teachers:**

J. Calabrese

L. Nieves

**Guidance Counselors:**

L. Quattrochi

G. Guzman

**SETSS:**

K. Hamer

## Language Allocation Policy 2009-2010

### **ELL Identification Process:**

Parents of new entrants to the NYC Public School System are required to complete the Home Language Identification Survey (HLIS) during the registration process. The procedures PS 41 follows to identify our ELLs are initiated based on the responses to the HLIS and informal oral interview. Once the HLIS is completed and the parent identifies the home language as English, the student enters a general education program. If the parent indicates that the home language is other than English, the student must take the Language Assessment Battery-Revised (LAB-R). A student who scored below proficiency levels at either a Beginning, Intermediate or Advanced level is considered an English Language Learner according to the NYSED Regulations.

All of our ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the Spring. Students are assessed in the 4 modalities: Listening, Speaking, Reading and Writing. This assessment is used in order to measure students' progress in developing English language proficiency. The NYSESLAT determines if the students are eligible to continue receiving ESL services.

PS 41 adheres to NYSED requirements of placing ELL students in an appropriate program within 10 days of their enrollment. Therefore, parents are informed of their rights regarding program choices in a timely fashion. A parent workshop is conducted by the ESL teachers and the Bilingual Parent Coordinator at the beginning of the school year to inform parents about the 3 program choices offered by the NYC DOE. At the orientation, detailed information regarding parental options are discussed with the parents. A DVD further explaining and demonstrating program choices is viewed and discussed at the workshop. Translation services are provided on an as needed basis.

An entitlement letter, parent survey, and program selection form are distributed to parents at the orientation. Parents are encouraged to complete the form at the school to ensure their child receives entitled services as soon as possible. Follow up letters and phone calls are made to the parents of students who did attend the orientation. Additional parent workshops are held throughout the year to keep ELL parents informed on an on-going basis.

## **Program Description and Goals:**

PS 41 is a K-5 school with an enrollment of 904 students. We currently have 126 English Language Learners (ELL) in grades K-5 that represents about 13.9% of our total school population. This percentage has increased by 1.8% from the 2009-2010 school year. The ELLs are serviced using a freestanding ESL model. While the majority of our ELLs are Spanish speakers, we also have speakers of Urdu, Chinese, French, Albanian, Macedonian and Several West African Languages. (See appendix A)

Our school has implemented a Collaborative Team Teaching (CTT) approach to provide services for the ELL population. The ELLs are in one classroom on each grade. Two (2) New York State Certified English as a Second Language Teachers push-in to those classrooms to collaboratively instruct the ELLs with the classroom teacher. One ESL teacher provides services for grades K-2, and the other ESL teacher provides services for grades 3-5.

P.S. 41 has implemented the Teachers College model for English Language Arts instruction. As a part of this model, teachers provide our students access to literature through the following modes: small group instruction, read-alouds, shared/interactive reading, partner reading and independent reading. The Teachers College model is also supplemented by “Foundations” and “Words Their Way”. The Lucy Calkins “Units of Study” are used for writing instruction. ELLs receive instruction in literacy using this model from the classroom teacher. The ESL teachers and the classroom teachers incorporate specific strategies for ELLs using this model in reading/writing instruction.

For the 2009-2010 school year 67 ELL students (53%), including Special Education students, receiving ESL services, will participate in an individualized computer based program. “Imagine Learning” is designed to strengthen and support all modalities of literacy and language acquisition.

The “Everyday Mathematics” program is the curriculum used in Grades K-5. “Everyday Mathematics” is a comprehensive, balanced curriculum that is standards-based and NCTM approved. The program engages and motivates students through the use of manipulatives and games. The Point of Entry or Workshop Model is the methodology utilized in all grades (K-5) for the delivery of instruction. In addition, differentiated instruction is

facilitated through this model. This model provides appropriate instruction for ELL students. Additionally, the “Everyday Mathematics” Program provides specific strategies and activities to meet the needs of ELL students and ensure optimal success for them.

Science instruction in K-2 involves the Foss Hands-On Inquiry program. The New York State Science Standards and the Science Scope and Sequence for each grade are promoted within read alouds, shared reading, guided reading, independent reading and writing. The use of the Scientific Method is utilized for recording observations, data, reactions, and responses in science journals. Students in grades 3-5 are using the Harcourt Science Program, while the Mobile Science Lab is used in grades 4-5. ELL students particularly benefit from the Science Lab and Foss because they are hands-on, manipulative programs.

Social Studies instruction in Grades K-5 uses Scott Foresman textbooks and hands-on materials, as well as the Rosen and Dominie Press social studies libraries. These differentiated, leveled content area materials are used for guided and independent reading. Textbooks are used as read alouds and shared reading. Students are taught strategies to read non fiction materials using the Teachers College Reading/ Writing Model. ELL students especially benefit from this mode of instruction.

Beginning September 2009, PS 41 has implemented a comprehensive on-going assessment program in each of our core curriculum areas (Mathematics, Science, and Social Studies). Students internalize unit goals for each content area. In order to track student progress and differentiate instruction, pre and post assessments as well as on-going unit quizzes are administered in each of the content areas. The ESL, SETSS, Grade Coaches and classroom teachers analyze data in order to more effectively plan instruction.

The ESL teachers work collaboratively with the classroom teachers to plan instruction so that the needs of ELL students are met by providing them with strategies that will differentiate content area learning. This will optimize their level of comprehension and overall success. ELLs participate in after-school and Saturday programs where they receive additional English language instruction in a small group setting. ELLs also receive services from grade coaches in a small group setting, specific to their needs.



In addition, the chart indicates that students in grades 3-5 have the highest number of advanced students. The beginning and intermediate students are concentrated in grades K-2. Data also showed that many students in the first grade stayed at the beginning levels of language acquisition on the 2008-2009 NYSESLAT exam.

All of the ELLs at PS 41 generally acquire listening and speaking skills before attaining a more proficient level in reading and writing. According to the data the majority of all ELLs who took the NYSESLAT scored at a higher level for speaking and listening than for reading and writing.

***NYS 2009 ELA and Math NYS Assessment Results***

ELA:

<b>Grade</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Total</b>
3	5	8	6	0	19
4	0	4	10	0	14
5	0	4	8	0	12

Math:

<b>Grade</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Total</b>
3	0	7	11	2	20
4	1	0	11	4	16
5	0	2	6	5	13

Based on the results of the 2009 New York State ELA 89% of our ELLs in grades 3-5 Scored at a level 2 or 3. 76% of our ELLs scored at a level 2 or 3 on the 2009 New York State Math exam. 22% of our ELLs scored at a Level 4 on the

New York State Math Exam in 2009. 98% of our ELLs scored at or above grade level on the 2009 NYS Math Exam. Significant gains in the ELL population can be attributed to differentiated, small group instruction based on individual needs. In addition, ongoing professional development for staff working with the ELL population has been more directed and based on need.

With support our ELLs are capable of achieving higher test scores and more academic success and we are confident our Language Allocation Policy (LAP) will address student achievement as well as our efforts to achieve the following:

- ❖ Continue to increase the number of ELLs performing at or above grade level.
- ❖ Integrate ESL methodologies and strategies into Teachers College Reading/Writing Project.
- ❖ Continue to integrate ESL methodologies and strategies into content area curricula.
- ❖ Continue to develop a highly trained staff that is able to articulate the LAP and is knowledgeable about best practices for ELLs.
- ❖ Continue to create an environment that fosters academic language acquisition within the classroom by fine-tuning the CTT approach.

We are confident that the implementation of the LAP at PS 41 will ensure the academic success of ELLs by providing them with the necessary tools needed to be successful life-long learners.

### **Plans for ELLs:**

For the following subsets of ELLs we have or plan to implement the following:

#### **Long-Term ELLs**

Currently PS 41 has one long-term ELL, who has received ESL services for six years or longer. This student is currently in fifth grade. In order to provide the best possible services for this student, we have or will implement the following:

- ❖ This student has been attending the 50 minutes extended day period as mandated.
- ❖ In addition, this student will be invited to ELA, Math and NYSESLAT test preparation programs, as well as Saturday Academy.

#### **SIFE ELLs**

Currently there are no Students with Interrupted Formal Education (SIFE) enrolled at PS 41. At PS 41 we believe that a school has to plan for serving every student. In the event of a SIFE child's enrollment at PS 41 we will do the following:

- ❖ SIFE student(s) will receive grade level, small group and one to one instruction from the ESL teacher.
- ❖ SIFE student will receive immediate at-risk services from either the SETSS teacher or a member of the AIS Team.
- ❖ Students will be invited to all after school programs available for that grade level. Every attempt will be made to provide a smaller student-teacher ratio in that environment.
- ❖ A workshop will be given to parents of SIFE students in their native language on how to best prepare their children for the academic responsibilities of a formal school setting. Professional Development will be provided to teachers of SIFE students on how to best differentiate instruction and create a safe environment for SIFE students.

### ELLs with IEPs-

We currently have 19 ELLs that have Individualized Education Plans (IEPs). That is approximately 18% of the total ELL population. Of those 19, eight (8) are in self-contained special education classes, 3 ELLs are in a Collaborative Team Teaching (CTT) classroom, two (2) students receive SETSS and 4 ELLs receive speech or other related services. In order to provide the best possible services for these students, we are doing the following:

- ❖ The ESL teachers, SETSS teacher, Speech teacher and classroom teachers closely monitor and assess students' progress and articulate with each other on an ongoing basis.
- ❖ These children are discussed on an ongoing basis at the weekly Child Study Team meetings.
- ❖ Teachers work closely with parents to ensure parents' understanding of parental choices, rights and responsibilities regarding the education of their children.
- ❖ Teachers and the IEP Team work together to ensure students are in the least restrictive environment and that proper placement is made.

## **Principle 1: A Coherent Language Allocation Policy (LAP)**

We have compiled our LAP so that it complies with and complements the CR PART 154 Regulation and can be integrated into our Comprehensive Education Plan (CEP) for this school year. A Coherent Language Allocation Policy has been our primary focus and will continue to be a main piece of our LAP this year.

In October, we held an ESL parent meeting to discuss the program choices offered by the NYC Department of Education. After reviewing the parental option forms, one-hundred percent (100%) of the parents chose the freestanding ESL model as their options. The ESL teacher and parent coordinator have also met with parents, on an ongoing basis, during preparation periods, scheduled meetings, and parent-teacher conferences to discuss the instructional needs of their children.

## **ESL Parent Community:**

For the 2009-2010 school year, we will use program funds to collaborate with the Parent Coordinator at our school. The ESL teachers will also collaborate with the SETSS teacher, and grade coaches to integrate the parents of ELL students into parent workshops and meetings. If the parents speak a language other than English, an interpreter will be available. Parents of ELL students will be actively encouraged to participate in all school wide parent workshops and meetings so that they can be more actively involved in their child's education and better assist their children at home.

ESL teachers will hold meetings for parents of students who are newly arrived to New York City schools. Placement procedures and program choices will be discussed. There is a DVD available in eight languages and if necessary, an interpreter will be used for lower incidence languages. There will be at least one meeting at the beginning of the school year, and several ongoing meetings during the remainder of the school year. Parents of ELL students will be actively encouraged to attend.

Based on a Parent Needs Assessment Survey, it was decided that parents would be offered Adult Education ESL classes. These classes are slated to begin in winter 2010. These classes will be conducted by school staff and the Parent Coordinator on a biweekly basis.

ESL parents are encouraged to attend in house on-going workshops to empower them to support the educational needs of their children. In order to ensure optimal participation of ELL parents at these workshops, translation and oral interpretation will be provided. Additionally, school-wide activities provide an opportunity for the PS 41 school community, including ELLs, to learn about our diversity and help build community. In order to achieve these goals the following are activities and workshops will be provided for the PS 41 school community during the 2009-2010 school year:

- Meet the Teacher Night/Open House
- ELL Parent Orientation
- Literacy Workshop: The Importance of Independent Reading/Choosing a "Just Right" Book
- Preparing your Child for the NYS ELA and Math Exams

- Family Fun night
- Harmony Festival
- Spring Dance
- Child Abuse Awareness Workshop
- Parent Teacher Conferences
- “Fridays Are For Families” – workshops held each Friday with various topics and activities

ESL parents are encouraged to attend in-house ongoing workshops to empower them to support the educational needs of their children. In order to ensure optimal participation of ELL parents at these workshops, translation and oral interpretation services will be provided. In addition, we are in the process of eliciting parents who will be attending our adult ESL classes. The classes are slated to begin in November 2009. The class will be held twice a week and taught by a trained staff member along with our Bilingual Parent Coordinator.

**Additional ELL Support:**

The majority of ELLs in grades 3-5 were invited to and did attend either After School or Saturday Academy program to help the students prepare for the NYS ELA and Mathematics Assessments. Students in grades 2-5 will be invited to an after school program in the spring to help them prepare for the NYSESLAT.

In addition our school holds an annual Family Night, Harmony Festival and other activities to provide an opportunity for the PS 41 school community, including ELLs, to learn about our diversity and help build community.

This year we have continued to implement the following measures to ensure a Coherent Language Allocation Policy:

- ❖ Continue to focus on a more collaborative relationship among the parents, ESL teachers, parent coordinator, classroom teachers, support staff and administration. This has provided parents with increased access to parental options and greater shared parent-school accountability.
- ❖ Translation and oral interpretation funds will continue to be used to ensure that the parents of ELLs understand important meetings and correspondence throughout the year.
- ❖ Continue professional development to inform teachers on the status and implementation of the LAP. This ongoing professional development will be provided during Professional Learning Team (PLT) meetings.

- ❖ Continue to train professional staff to incorporate various effective teaching strategies and best practices within existing NYS standards to include ELLs. Training will be provided to show staff how to use the LAP and other forms of assessment to drive instruction for ELLs.
- ❖ Continue to implement a push-in model where the classroom teacher and ESL teacher collaborate to provide services to the ELLs. ELL students receive small group, differentiated instruction.
- ❖ Continue to invite ELLs in grades 3-5, including those on the A-11 Extension of Services form, to after school and/or Saturday Academy programs and extracurricular activities
- ❖ Continue to meet regularly with LAP committee members to implement and review the LAP.

## Principle 2: Academic Rigor

In each field of learning, ESL included, there is a core of knowledge and conceptual understanding that all students, including ELLs, should learn. At PS 41 each staff member is committed to excellence. Each staff member is empowered with the following core beliefs:

- Every child can learn.
- Every child has a gift/talent to be discovered.
- Every team member is committed to excellence.
- Every child can and must move.

This knowledge core should be specified in rigorous academic standards. Rigorous standards based activities can help the ELLs close the gap between academic and social language, and give them an opportunity to reach proficiency and grade level success.

Such rigorous activities include:

- ❖ A curriculum organized around major academic concepts that students are expected to know
- ❖ Active reasoning and problem solving to engage students
- ❖ Extended projects that are computer based
- ❖ Oral and written presentations

In house, ongoing Professional Development will continue to be used to train teachers on how to facilitate and promote academic rigor in classroom activities.

### Principle 3: Use of Two Languages

We have a freestanding ESL program at PS 41; however, ELLs will be allowed to take the NYS assessments in their native language when available, and receive an oral interpretation for lower incidence languages. The ESL teachers, as well as other teachers who are familiar with the ELLs native languages, will explicitly teach the use of cognates to ELLs. This will provide our ELL students with an additional test taking strategy.

### Principle 4: Explicit ESL and ELA Instruction

In complying with CR-Part 154, students receive ESL services according to proficiency levels attained on the LAB-R or NYSESLAT. ELLs who score at a beginning or intermediate proficiency level receive 360 minutes of ESL instruction. ELLs who score at an advanced level of proficiency receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

At PS 41 we feel ESL strategies are part of sound instructional practices that can benefit all students at our school, including native English speakers. We will continue to incorporate ESL strategies into regular daily lessons into the ELLs classrooms. The ESL teachers will use the ESL NYS Standards as a guide for standards based instruction.

ELLs will receive ESL and ELA instruction using the workshop model aligned with both the NYS ESL and ELA Standards. The students will be grouped heterogeneously in classrooms to maximize language exposure. They will also be grouped homogeneously for more targeted areas of instructions such as strategy groups for reading and writing.

PS 41 has implemented the Teachers College model for English Language Arts instruction. As a part of this model, teachers provide our students access to literature through the following modes:

- ❖ small group differentiated instruction
- ❖ read alouds
- ❖ shared/interactive reading

- ❖ partner reading
- ❖ independent reading

The Teachers College Model is also supplemented by Foundations and “Words Their Way” for English Language Learners. The Lucy Calkins “Units of Study” are used for writing instruction. ELLs receive instruction in literacy using this model from the classroom teacher. The ESL teachers, classroom teachers and support staff that work with ELLs incorporate specific ESL strategies using this model in reading and writing instruction. Research indicates that ELLs can achieve optimal success using this model and incorporating these strategies and activities.

### Principle 5: Literacy Instruction in Transitional Bilingual or Dual Language Models

This principle is currently not applicable to P.S. 41.

### Principle 6: Content Area Instruction

PS 41 will continue to focus on content area learning, creating the necessary differentiation for beginning and intermediate students to reach grade level competence on state wide assessments in the content areas. After ongoing articulation among classroom teachers, ESL teachers, support staff and administration we have found that active reading skills and strategies necessary for grasping academic language need to be more explicitly taught. We need to move all levels of our ELLs to grade level competency in content area learning.

The Everyday Mathematics program is used for instruction in mathematics. This program, standards based and NCTM approved, engages and motivates students through the use of manipulatives and games. This program provides appropriate instruction and differentiation for ELL students. The Everyday Mathematics program provides specific strategies and activities to meet the needs of ELL students and facilitate content area instruction.

Science instruction follows NYS Science Standards and the Science Scope and Sequence through the use of read alouds, shared reading, guided reading, independent reading and writing. Hands-on materials and manipulatives are frequently used. ELL students particularly benefit from hands-on manipulative activities.

Social Studies instruction utilizes text books as well as hands-on materials and Social Studies libraries. Differentiated, leveled, content area materials are used for guided and independent reading. Text books are used as read alouds and shared reading. Strategies from the Teachers College Reading/Writing model are used to teach students to read non-fiction genre. ELL students especially benefit from this mode of instruction.

The ESL teachers work collaboratively with the classroom teachers to plan instruction so that the needs of our ELL students are met by providing them with the strategies that will differentiate content area learning.

### Principle 7: Assessment in Two Languages

Assessment is vital to instruction, especially when data gathered from the assessment will be used to drive instruction. We currently maintain student work folders for each student and hold weekly PLT meetings to evaluate each child's progress. We will also continue to implement the following to ensure that all children are fully assessed:

- ❖ Continue to provide Professional Development to train teachers on how to use rubrics and checklists as assessment tools. This professional development will also include strategies to make assessment tools more user friendly for ELLs so that peer interaction and evaluation can be a meaningful practice in our classrooms.
- ❖ Continue articulation among ESL teachers, classrooms teachers, support staff and administration. Teachers are given common time to assess and plan for the language development of the ELLs. This is facilitated at PS 41 through weekly PLT meetings.
- ❖ The ESL teachers and other LAP committee members will continue to attend in-house ongoing curriculum meetings in order to review and implement the LAP as well as ensure that the LAP complements other school policies.
- ❖ Continue to have at least one ESL teacher as a member of the Child Study Team (a committee that discusses and reviews at risk students' academic and social progress.) This will ensure that any ELLs who come before the committee have a person who is knowledgeable of their academic and social strengths.
- ❖ Continue to provide all ELLs with testing accommodations for statewide assessments. This includes extended time, separate location, the use of a bilingual dictionary, the use of native language tests, when applicable, and the use of oral interpretation services for lower incidence languages.

## Principle 8: High Quality Teachers of ELLs

According to the Department of Education (DOE) records dated June 2009, one-hundred percent (100%) of our teachers are fully licensed and permanently assigned to this school. Seventy-three percent (73%) of these teachers hold a Masters Degree or higher. Approximately 61% have taught at PS 41 for more than two years and about 45% have over 5 years total teaching experience. Two (2) teachers hold ESL certification in our school and are currently ESL teachers. Five (5) teachers are currently participating in ESL classes on University level.

Our goal at PS 41 is to ensure that all professional staff has the skills and strategies necessary to provide the best possible instruction for our ELLs based on the NYS Learning Standards for ELLs as well the individual needs of each student. We will continue to implement the following to ensure high quality teachers for ELLs:

- ❖ Continue to utilize the CTT approach. ESL teachers will continue to push-in to ESL classes to provide small group differentiated instruction for ELLs.
- ❖ Continue to provide ESL and classroom teachers collaborative planning time during PLTs to ensure that the needs of our ELLs are being met.
- ❖ Continue to monitor progress of ELLs and discuss ways to use data to drive instruction at PLTs.

In addition, this year we will work collaboratively with the KM Instructional Specialist from Leadership LSO to support the needs of our professional staff as they relate to the instructional needs of our ESL students.

The following workshops have been planned that will focus on these needs.

- ❖ Strengthening Oral Language Development
- ❖ Integrating Vocabulary Development
- ❖ Word Study into Content Area Learning
- ❖ ELL Strategies to Develop Writing Skills
- ❖ Preparing for the NYSESLAT

The goal for PS 41 is to incorporate the needs of our ELLs into our school- wide mission to create the best possible environment for all students. The LAP continues to be an integral step that ensures that we are striving to provide quality instruction for our ELLs.

## Language Allocation Policy: Appendix A

### Home Languages of ELLs

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
Spanish	17	22	18	22	16	14	109
Urdu	0	0	0	0	0	1	1
Arabic	0	1	0	0	2	0	3
Albanian	0	1	0	0	0	0	1
Chinese	0	1	1	0	0	0	2
Other	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>10</b>
Total	20	28	22	22	18	16	126

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

**Form TIII – A (1)(a)**

Grade Level(s) K-5 Number of Students to be Served: 126 LEP N/A Non-LEP

Number of Teachers 2 ESL Other Staff (Specify) classroom teachers, Grade Coaches, SETSS teacher, guidance counselors and other service providers

**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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PS 41 has implemented a freestanding ESL program in grades K-5 to service English Language Learners. The language of instruction is English. Currently we have 126 ELLs in grades K-5. Our school has implemented a Collaborative Team Teaching (CTT) approach to provide services for the ELL population. One class per grade services ELL students in addition to monolingual students. Seventeen students receive ELS instruction as per their IEP mandates. One (1) of the ESL teachers services students in grades K-2, and the other ESL teacher provides services for students in grades 3-5. The ESL teachers (2) push into those classrooms to collaboratively provide direct instruction to the ELL students with the classroom teacher using a push-in model. All ESL students are served according to their level of English proficiency based on scores from the NYC LAB-R test or NYSESLAT exam.

The ESL teacher incorporates specific strategies for ELLs using the Teachers College Model for Reading and Writing Instruction in English Language Arts. Activities include read alouds, shared/interactive reading, partner reading, word work and independent reading. Supplementary activities also include "Foundations" and "Words Their Way". Research indicates that ELLs can achieve optimal success using this model and incorporating these strategies and activities.

In addition 67 ELL students, including Special Education students receiving ESL services, will participate in an individualized computer based program. Imagine Learning is designed to strengthen and support all modalities of literacy and language acquisition.

**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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Teachers and other staff responsible for the delivery of instruction and services to limited English proficient are involved in a professional development at PS 41. ESL teachers and classroom teachers articulate with the data specialist to discuss progress of ESL students on an on going basis. After analyzing data professional development activities are planned based on needs of students and teachers. In addition to on-site professional development teachers attend workshops at Teachers College on a regular basis. These reading/writing workshops incorporate specific strategies to support instruction of limited English proficient students.

After analyzing a needs assessment survey provided by classroom teachers who service ELLs the following on site staff development topics will be addressed:

- ❖ Strengthening Oral Language Development in Grades K-2
- ❖ Integrating Vocabulary Development and Word Study into all lessons K-5
- ❖ Strategies to develop writing skills in Grades K-5
- ❖ NYSESLAT – Test format
- ❖ Getting ready for the NYSESLAT

All staff development workshops will incorporate NYS learning standards and will focus on strategies to specifically differentiate instruction and meet the needs of limited English proficient students.

School: 11x041 BEDS Code: 321100010041

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>➤ Per session</li> <li>➤ Per diem</li> </ul>	\$6,674.00	<ul style="list-style-type: none"> <li>❖ ESL After School/Saturday Academy (ELA, Math, and NYSESLAT)</li> <li>❖ Professional Development Study Groups/Workshops</li> </ul>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>❖ High quality staff and curriculum development contracts.</li> </ul>	\$2,300.00	<ul style="list-style-type: none"> <li>❖ Translation services for NYS Exams</li> <li>❖ Professional Development for Imagine Learning English Language Literacy program</li> </ul>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>❖ Must be supplemental.</li> <li>❖ Additional curricula, instructional materials.</li> <li>❖ Must be clearly listed.</li> </ul>	\$5,675.00	<ul style="list-style-type: none"> <li>❖ Educational Software to support content area learning</li> <li>❖ Manipulatives and Games to strengthen language acquisition</li> <li>❖ Imagine Learning English Language Literacy program licenses</li> <li>❖ Adult education materials for ongoing parent workshops</li> <li>❖ Refreshments for parent workshops</li> </ul>
<b>Educational Software (Object Code 199)</b>	N/A	
<b>Travel</b>	\$1,225.00	<ul style="list-style-type: none"> <li>❖ Class trips that will support integrated ESL/ Content Area Instruction</li> </ul>
<b>Other</b>		
<b>TOTAL</b>	\$15, 874.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.

PS 41 has undertaken several steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. First, the Home Language Identification Surveys (HLIS) were reviewed to identify which languages were read and written at home. This was done by the ESL teachers in conjunction with the school's bilingual (Spanish/English) Parent Coordinator. Next, an informal oral language survey was conducted by the ESL teachers with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the Parent Coordinator the language needs of the parents with whom they need to communicate. The language in which translation is needed is Spanish. Additionally, it was determined that for PPC and IEP meetings, oral interpretation services may need to be provided in Albanian, Chinese, French and Fulani.

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.

Through the process followed and discussed in question 1 above, PS 41 has determined that the language in which written translation and oral interpretation is needed is Spanish. All important documents (i.e., letters and other correspondence) will be translated into Spanish. This correspondence includes, but is not limited to: Title I and Title III letters for Extended Day, After School programs and activities and Saturday Academy, important and necessary letters to be sent home from school, handbooks and flyers for parent workshops, and letters that are sent home from the School Assessment Team to parents for IEP meetings.

These translated services will meet our identified needs so that our large non-English speaking population will be more involved in the day-to-day activities of our school. Non-English speaking families will be more aware of the workshops and services provided to the P.S. 41 school community. These services will provide non-English speaking parents with access to their children's educational options, help support parent-school accountability and broaden parents' capacities to improve their children's achievement. Additionally, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

## **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.

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. We conducted an informal oral survey with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the school's bilingual (Spanish/English) parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly Spanish. For PPC and IEP meetings there is also a need for oral interpretation in Albanian, French and Fulani. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (Albanian, French or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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.

PS 41 will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School Assessment Team IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than Spanish, specifically Chinese, Albanian, French or Fulani, an outside vendor will be contracted.

These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the P.S. 41 school community. Non-English speaking families will be more cognizant of the workshops and services provided for the P.S. 41 school community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent- school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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>

PS 41 will provide Spanish translation and interpretation services for all important citywide and school-wide materials as well have an interpreter available in Spanish at parent meetings including ESL parental choice, parent workshops, and PTA meetings. These services will be provided in-house by school staff. If the need arises to provide interpretation services for PPC or IEP meetings in a language other than Spanish, specifically French, Albanian or Fulani, then an outside vendor will be contracted to provide these services.

If translations are not readily available, we will notify parents of other options regarding school documentation.

**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:	864,066		864,066
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,640		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	43,200		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	35,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 11 For Title III  
BEDS Code \_\_\_\_\_

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

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

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

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	*ESL After School/ Saturday Academy (ELA, MATH, and NYSESLAT) *Professional Development Study Groups/Workshops
<i>Code 16 Support Staff Salaries</i>	N/A
<i>Code 40 Purchased Services</i>	*Translation Services for NYS Exams *Class trips that will support integrated ESL/Content Area instruction *Imagine Learning Staff Development *Imagine Learning licenses for English Language Learners

**This entire section must be completed for each budget submitted.**

School District 11 For Title III  
BEDS Code \_\_\_\_\_

<i>Code 80</i> <i>Employee Benefits</i>	N/A
<i>Code 90</i> <i>Indirect Cost</i>	N/A
<i>Code 49</i> <i>BOCES Services</i>	N/A

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

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

1. **Title I 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 the 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 DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### PARENTAL INVOLVEMENT POLICY

#### PART I – GENERAL EXPECTATIONS

Public School 41 agrees to implement the following statutory requirements:

The school will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111 – State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practical, in a language parents understand.

The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school has distributed the Parent Involvement Policy to all Title I parents on Monday, September 7, 2009.

The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

That parents play an integral role in assisting their child’s learning

That parents are encouraged to be actively involved in their child’s education at school

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child  
The carrying out of other activities, such as those described in Section 1118 – Parental Involvement of the ESEA

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

1. P.S. 41 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - Parent/Teacher monthly meetings where parents will be apprised of the Parental Involvement Plan and Parent Compact.
  - Annual Parent Needs Survey will lead to criteria for a School/Parent Compact
  - Disseminate to all parents a revised School-Parent Compact based on student and parent needs
  - Notification in home language to ensure equal representation (when feasible)
  - Monthly calendar notifying parents of school activities
2. P.S. 41 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
  - School Leadership Team (SLT) to be comprised of 50% community members and 50% staff members
  - Monthly and weekly, as needed, meetings of SLT.
  - Parent Teacher Association
  - Parent membership participation in C-30 process
  - Yearly need assessment survey
3. P.S. 41 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - P.S. 41 intends to implement creation of school library to make technology and parent resources available
  - Technology workshops on use of Homeroom.com
4. P.S. 41 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
  - Ongoing links with community pre-school organizations
5. P.S. 41 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - Annual Parent Survey to be completed independently or with assistance of Parent Coordinator.
  - Yearly needs assessment survey
  - Ongoing question and answer box with feedback from parent Coordinator

## Open access to Parent Coordinator

6. P.S. 41 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      - Ongoing parent workshops such as:
        - Ongoing workshops in Math, ELA. Content area subjects regarding New York State Standards and student achievement criteria.
        - Strengthening of home/school connection with hands-on, take-home materials
        - Notification through Parent Coordinator of available Regional, city and State workshops and opportunities for parents.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
    - Strengthening of home/school connection with hands-on, take home materials
    - Notification through Parent Coordinator of available Regional, City and State workshops and opportunities for foster parents.
    - Ongoing workshops in Math, ELS. Content area subjects regarding New York State Standards and student achievement criteria
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
    - Ongoing communication with Parent Coordinator
    - Create a forum for parents to feel free to express their opinions on all issues concerning their children
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
    - Ongoing communication with community pre-school agencies
    - Use of Parent Coordinator as liaison between community agencies and P.S. 41
    - Create a resource center within new library for community information
    - Kindergarten orientation
  - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
    - P.S. 41 will take actions to ensure that information related to the school and parent programs, workshops and other activities is sent to all parents on a timely basis and that the bi-lingual parents and parents of children with developmental difficulties receive such information in and understandable and uniform format to the extent practical

The school will provide as practical workshops in parent's home language to involve a greater number of families  
Sensitivity workshops on dealing with parents and children and pertinent issues  
Open access to Parent Coordinator  
Suggestion box

### **III. Discretionary School Parental Involvement Policy Components**

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

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

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team and Parent-Teacher Association officers. This policy was adopted by the P.S. 41 on May 25, 2006 and is currently in effect. The school will distribute this policy to all parents of participating Title I, Part A children.

2. **School-Parent Compact** – Attach a copy of the 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 DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### Sample Template for School-Parent Compact:

P.S. 41 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2007-08 school year.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

P.S. 41 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
  - Provide AIS services for at risk students
  - Provide ELL services for mandated students
  - Provide at risk SETSS and all mandated services
  - Push-in, pull-out programs in designated intervention center with remedial and intervention toolkit to differentiate instruction
  - At risk counseling
  - Ongoing Child Study Team meetings to meet needs of all students
  - Follow POEM model for all curriculum content subject areas with additional support from AIS, ELL, SETSS, Literacy Coach, Math Staff developer to differentiate instruction
  - Ongoing assessments and reviews to drive instruction
  - Ongoing conversations with parents to identify needs of children
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
  - Conference held annually at Back to School Night to inform parents of P.S. 41 regulations, requirements and to establish home/school connection and clear expectations of academic programs
  - Conduct annual reviews for IEP students and hold conferences, as necessary to review
  - Two times yearly Parent Teacher conferences in afternoon and evening
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
  - Report cards three times annually
  - Parent Teacher conferences when needed
  - Parent Teacher conferences as mandated by NYCDOE

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]  
 Staff available during daily preparation time, by appointment  
 Staff available during Parent Teacher conferences as mandated by NYCDOE
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]  
 Parent workshops to train parents in academic intervention programs such as "Great Leaps" so that they can volunteer in classrooms  
 Parents may observe classroom, by appointment  
 Parents may chaperone on class trips
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.  
 Parent representation on School Leadership Team
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.  
 Provide calendar to notify parents of upcoming events  
 Provide notification and workshops in home language, where practical
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.  
 Workshops to inform parents of standards, format of New York state exams in ELA, Math, Science, Social Studies, etc..
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.  
 Report cards submitted to parents
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
STUDENT

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a School wide 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.

### English Language Arts (2006-2007 Report Card)

- a. 41% of grade 3 students scored at or above Level 3
- b. 59 % of grade 4 students scored at or above Level 3
- c. 43% of grade 5 students scored at or above Level 3

The percentage of students making at least one year of progress has increased 10.4% from 2006-2007 to 2007-2008. The percentage of students designated lowest one-third making at least one year of progress has increased 26.2% from 2006-2007 to 2007-2008. The average change in student proficiency for students at Levels 1 and 2 increased 4.1% from 2006-2007 to 2007-2008. The average increase in student proficiency for Level 3 and Level 4 students is 0.05% from 2006-2007 to 2007-2008.

### Mathematics (2006-2007 Report Card)

- o 75% of grade 3 students scored at or above Level 3
- o 71% of grade 4 students scored at or above Level 3
- o 61% of grade 5 students scored at or above Level 3

The percentage of students making at least one year of progress increased 24.3% from 2006-2007 to 2007-2008. The average change in proficiency for students designated lowest one-third increased 43.9% from 2006-2007 to 2007-2008. The average change in student proficiency for students at Levels 1 and 2 increased 43.9% from 2006-2007 to 2007-2008. The average student proficiency for Level 3 and Level 4 students was 60% relative to Peer Horizon and 50% relative to City Horizon in 2007-2008.

### Science (2006-2007 Report Card)

- o 53% of students in Grade 4 scored at or above Level 3



Department of Education

Progress Report  
2007-08

ELEMENTARY

Progress Report Grade

**A**

**What does this grade mean?**

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Cs and Ds, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

**How did this school perform?**

- This school's overall score for 2007-08 is 66.5
- This score places the School in the 72 percentile of all elementary schools Citywide—i.e., 72 percent of those schools scored lower than this school
- This school met 100% of its improvement target from last year

**This Progress Report is for:**

SCHOOL: P.S. 041 Gun Hill Road (11X041)  
PRINCIPAL: Erika Tobia  
ENROLLMENT: 874  
SCHOOL TYPE: ELEMENTARY  
PEER INDEX: 66.43

Category	Calculated Score	Category Grade
School Environment	10.4 out of 15	A
Student Performance	16.4 out of 25	A
Student Progress	32.2 out of 60	B
Additional Credit	7.5 (15 max)	
Overall Score	66.5 out of 100	A

**How scores translate to grades:**

- Schools receive letter grades based on their overall score
- Schools with an overall score between 59.6-100 receive a letter grade of A
- 45% of schools earned an A in 2007-08

**Elementary Table – Overall Grades**

Grade	score range	City summary
A	59.6-100	45% of schools
B	45.8-59.5	38% of schools
C	32.6-45.7	13% of schools
D	28.4-32.5	3% of schools
F	9.6-28.4	2% of schools

**In This Report:**

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

**School Environment**

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

**Student Performance**

measures student skill levels in English Language Arts and Math.

**Student Progress**

measures average student improvement from last year to this year in English Language Arts and Math.

**Closing the Achievement Gap**

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

**Quality Review Score**

This school's 2007-08 Quality Review score is: **Proficient**

To see this school's Quality Review Report, find the school's Web site at <http://schools.nyc.gov>, click 'Statistics' and scroll down to Quality Review Report.

**State Accountability Status**

Based on its 2006-07 performance, this school is: **In Good Standing**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

**Additional Information**

**Closing the Achievement Gap**

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
<b>English Language Arts</b>		
+1.5	38.1%	English Language Learners
+0.75	42.9%	Special Education Students
+0.75	47.8%	Hispanic Students in the Lowest Third Citywide
+0.75	43.3%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
<b>Mathematics</b>		
+0.75	24.0%	English Language Learners
+1.5	42.9%	Special Education Students
+1.5	46.3%	Hispanic Students in the Lowest Third Citywide
-	25.0%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

**Peer Schools**

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for P.S. 041 Gun Hill Road are:

DBN	School Name	DBN	School Name
318031	P.S. 001 William T. Davis	130067	P.S. 067 Charles A. Doney
101007	P.S. 007 Kingsbridge	058125	P.S. 125 Ralph Bunche
140017	P.S. 017 Henry D. Woodworth	14K147	P.S. 147 Isaac Newton
30C076	P.S. 076 William Habel	10X380	P.S. 380
23C269	P.S. 269 Nostrand	01M064	P.S. 064 Robert Simon
23K156	P.S. 156 Waverly	10K307	P.S. X307 - Emmet Place
14C380	P.S. 380 John Wayne Elementary	13K135	P.S. 133 William A. Butler
32C299	P.S. 299 Thomas Warren Field	16K262	P.S. 262 El Hajj Malik El Shabazz Elementary School
10X226	P.S. 226	14K297	P.S. 297 Abraham Stockton
14C284	P.S. 084 Jose De Diego	13K001	P.S. 001 The Bergen
02M076	P.S. 076 A. Philip Randolph	14C076	P.S. 076 Leonard Dunkley
19K013	P.S. 013 Roberto Clemente	05M133	P.S. 133 Fred R. Moore
05M092	P.S. 092 Mary McLeod Bethune	27Q215	P.S. 215 Lucretia Mott
28Q040	P.S. 040 Samuel Huntington	31R044	P.S. 044 Thomas C. Brown
19C290	P.S. 290 Juan Morel Campos	05M154	P.S. 154 Harriet Tushman
05M123	P.S. 123 Mathew Jackson	12X102	P.S. 102 Joseph O. Lonan
16K081	P.S. 081 Thaddeus Stevens	16K025	P.S. 025 Elsie Blake School
04M036	P.S. 36 Roberto Clemente	09K070	P.S. 070 Max Schoenfeld
13K044	P.S. 044 Marcus Garvey	06M189	P.S. 189
10X340	P.S. 340	16R040	P.S. 040 George W. Carter

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/Progress/Reports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

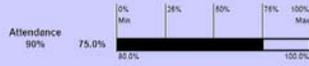
# Results by Category

SCHOOL: P.S. 841 Gun Hill Road  
PRINCIPAL: Erika Tobia

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (50%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
0.696 x 15 = 10.4

**A**

Survey Scores (10 points)

- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (5 points)



## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.654 x 25 = 16.4

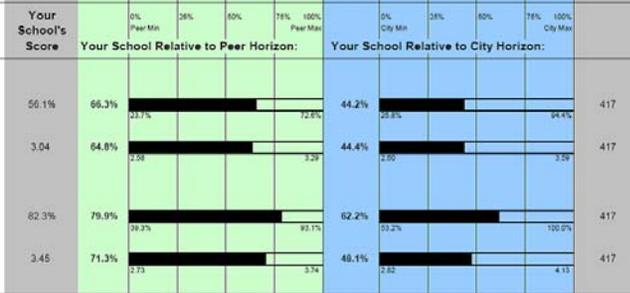
**A**

English Language Arts

- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):

Mathematics

- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):



## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.536 x 60 = 32.2

**B**

English Language Arts

- Percentage of Students Making at Least 1 Year of Progress
- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
- Average Change in Student Proficiency for Level 1 and Level 2 Students
- Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

- Percentage of Students Making at Least 1 Year of Progress
- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
- Average Change in Student Proficiency for Level 1 and Level 2 Students
- Average Change in Student Proficiency for Level 3 and Level 4 Students



2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
  
3. Instruction by highly qualified staff.
  - 100% of our core classes are taught by “ highly qualified” teachers at PS 41
  - 100% of our teaching staff are fully licensed and permanently assigned to this school.
  - 61.2% of our teaching staff have taught more than 2 years in this school.
  - 44.8% of our teaching staff have 5 years or more experience teaching
  - 73% of our teaching staff have Master’s Degrees or higher
  
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State’s student academic standards.
  - Sixty-five [65] teachers will be trained to develop engaging lessons to increase students’ interest during the 25 days that the two Teachers College staff developers conduct lab sites in the building. In addition, 58 teachers will attend at least one of the 50 Teachers College Calendar Days and / or attend turn key sessions during Professional Learning Team meetings.
  - Principal and Assistant Principals attend monthly workshops at Teachers College.
  - On site workshops are offered to parents to inform and provide strategies to insure optimal academic success for their children.
  - Weekly Professional Learning Team meetings in all academic areas provide teachers with ongoing strategies to inform and enhance their instructional techniques.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Principal attends job fairs in order to screen potential applicants.
  - On site interviews and demonstration lessons are an integral part of the selection process.

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

- On site parent coordinator serves as liaison between parent and school community.
- Parent Coordinator organizes parent workshops in literacy , math, ESL, and community focuses [ child abuse, fitness etc.]
- School-wide celebrations and activities for home and school community (Family Night, Harmony Festival, etc).

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- Parent Orientation for incoming Kindergarten students is held each Spring.
- Materials are distributed to parents to help them help their children during the summer months to prepare them for entry into Kindergarten.
- Special Education preschoolers are screened to ensure proper placement in the Kindergarten Special Education Program.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- During Professional Learning Team meetings classroom teachers are informed regarding the assessment programs to be utilized in all academic areas.
- Classroom teachers analyze results of ongoing assessments in order to differentiate instruction in order to meet the individual needs of the students.

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.

- Based on the results of ongoing assessments the level 1 students are identified and programs are implemented in order to remediate based on individual need.
- Small group and/or individual instruction is provided using either push-in or pull-out model.
- Level 1 students receive intensive intervention services for a minimum of three periods a day by the classroom teacher, the AIS staff and Extended Day teacher.

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

- Local Firefighters and Police provide workshops on violence prevention programs and safety.

- Medical student provides nutrition and fitness workshop after school for interested students in Grades 3, 4 and 5.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

**NOT APPLICABLE.**

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

**NOT APPLICABLE.**

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

P.S. 41 is using Teachers College Reading and Writing Curriculum (K-5). Teachers follow the monthly calendar and assess students using a reading and writing continuum. The continuum includes performance indicators and strategies to be taught in order to meet State Standards. These curriculum maps address specific skills to be mastered, strategies to be utilized, and student outcomes to be attained. Teachers College Reading and Writing Workshop puts a particular emphasis on assessment-based instruction. In each unit, the teacher needs to determine the specific reading skills he or she has decided to highlight, and then design instruction that moves students along a developmental trajectory within that skill.

Ongoing assessment in Reading includes determination of a reader's "just right" book level by taking quarterly running records using leveled readers, evaluating individual daily reading logs, and holding reading conferences. Another window into students' reading abilities is the spelling inventory designed by Donald Bear ("*Words Their Way*"). This spelling inventory indicates students' mastery of spelling features that students can control, such as beginning and ending consonants, long and short vowels, and a variety of suffixes. The spelling inventory reveals a child's developmental level for graphophonics and also suggests the level of text at which a student will be successful as a reader.

Teachers College Reading and Writing Workshop is structured according to Balanced Literacy. This model provides the opportunity for teachers to differentiate instruction and meet individual student needs.

In order to determine whether P.S. 41 has aligned its vocabulary instruction to New Your State Standards, we have provided our students with a significant amount of independent reading time during the school day. Research is clear; if children read a diverse range of books (topic and genre), they will encounter a range of words. During individual conferences, the teacher can determine how students use specific strategies to figure out the meanings of unfamiliar words in the text. P.S. 41 has provided adequate materials to meet the needs of

all learners, including English Language Learners (ELLs), students with disabilities, and struggling readers. We provide struggling readers with high interest, low reading level books in order to differentiate instruction and ensure a successful outcome.

New York State English Language Arts Learning Standards provide our teaching personnel with a continuum to follow and assure alignment to standards.

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

Applicable  Not Applicable

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

Progress in all assessment modalities (School Report Card, Progress Report, Quality Review, TCRWP) indicate that P.S. 41 students are making great strides in both reading and writing. Correlation to New York State Standards is a major reason for our continued success.

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.

N/A (see above).

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

P.S. 41 follows research-based “Everyday Math” Curriculum. Alignment to the New York State Standards is available and used to develop a continuum of study. Pacing calendars provide a daily plan for instruction. Unit tests, simulations, and predictive tests provide ongoing assessment and analysis for grades 3, 4, and 5.

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

Applicable  Not Applicable

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

Alignment to New York State Mathematics Standards has been provided to our staff by our LSO. Professional Development was given to grade coaches and is being disseminated to classroom teachers on an ongoing basis during Professional Learning Team meetings. The continuum of study is being revised and updated with an emphasis on higher-order questioning techniques.

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

N/A (see above).

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

This finding is not relevant to P.S. 41. P.S. 41 uses the Teachers College Reading and Writing Workshop model. This model is assessment-driven and geared toward independent and differentiated instruction. Instruction follows a Balanced Literacy model. Teachers instruct students via a brief mini-lesson, followed by guided/independent/conference-based work and concluded with a class share out. All small group and independent work uses leveled reading materials. Teacher conferences with individual students constitute an integral part of the program. Assessment, which is ongoing, occurs during Guided reading and individual student conferences. Both formal and informal analyses provide a basis for differentiated instruction in reading. The use of rubrics provides a basis for the analysis of student work in writing.

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

Applicable  Not Applicable

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

Based upon administrative and professional observations by members of the LSO and talks with teachers regarding the implementation of ELA strategies and methodology, we determine that this finding is inapplicable to P.S. 41. P.S. 41's educational program places the individual educational needs of students, as determined through data analysis, at the basis of instruction.

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.

N/A (see above).

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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>2</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:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Administrative and coach observations (both formal and informal), lesson plans, and use of mathematical pacing calendars will give ongoing insight into teaching practices. Strict adherence to Balanced Math model will ensure that instruction meets individual student needs. Frequent assessment (formative and summative) provides opportunities to monitor and revise instruction. Differentiated instruction during small group and independent work provide students with a chance to hone their skills and advance their knowledge through the use of directed strategies. Questioning techniques will be noted during administrative and coach observations. Sign-out sheets for computer use in mathematics are regularly monitored. Monies are provided for ordering mathematical computer games and materials.

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

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<sup>2</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.

Applicable  Not Applicable

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

Continued progress in math assessments (K-5) indicates findings are not applicable to P.S. 41. The Progress Reports indicate that the overall percentage of student proficiency in Mathematics in 2007-2008 was 81.7%. The overall percentage of student proficiency in Mathematics in 2008-2009 was 88%.

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.

N/A (see above).

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

This finding is not relevant, as indicated in P.S. 41's 2007-2008 Progress Report and 2006-2007 School Report Card. P.S. 41's teacher turnover rate has decreased by 50% from 2006-2008.

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

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Findings indicate student performance and progress has increased substantially over the last three years, as indicated by our Progress Report. P.S 41 went from a "C" school to an "A" school between 2006 and 2008, and maintained its "A" rating for the second year in a row through 2009.

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

N/A (see above).

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

This finding is not relevant. On-site Professional Development is provided via on-going articulation between ESL teachers and classroom teachers. Additionally, Teachers College professional learning teams provide on-going training to discuss strategies, data, and curriculum. All staff involved in education of LEP students have received training in Foundations, Wilson, and Words Their Way to better meet the needs of LEP students. All P.S. 41 staff members meet during weekly Professional Learning Team meetings to discuss students, strategies, and teaching techniques related to all students including ELLs.

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

Applicable  Not Applicable

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

This finding is not relevant based on administrative and professional observations by members of the LSO with teachers in the implementation of ESL strategies and methodology to improve and enhance instruction for LEP students.

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

N/A (see above).

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

This finding is not relevant to our school's educational program. Formal and informal assessments are administered on an on-going basis and data provided by these assessments is analyzed and disaggregated to all staff members responsible for providing instruction to our limited English proficient students. The data is disaggregated in a timely and educationally appropriate manner in order to more effectively inform instruction and better meet the needs of our ELLs.

The NYSESLAT is administered yearly to all limited English proficient students. Scores are reported to all staff involved in the education of our ELLs in a timely manner. The timely manner in which scores are disseminated provides staff members with sufficient time to use the data to best inform instruction and better meet the needs of our limited English proficient students.

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

Applicable  Not Applicable

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

This finding is not applicable because data is disaggregated to all staff involved in the instruction of limited English proficient students in a timely manner. There is on-going articulation among administration, coaches, support staff, classroom teachers and the ESL teachers, regarding the results of all on-going formal and informal assessments in order to inform instruction and better meet the academic needs of our limited English proficient students.

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.

N/A (see above).

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

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

Please respond to the following questions for Key Finding 6:

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

This finding is not applicable. P.S. 41 provides training via the IEP teacher to provide professional development for special and general education teachers regarding students with IEPs in their classrooms. The IEP teacher works in conjunction with the Assistant Principal to implement compliance issues regarding IEP students. Teachers meet in Professional Learning Teams to discuss how to best meet educational and emotional goals of students with disabilities. Curriculum is differentiated for all students based on IEP and data and instruction is adjusted accordingly. All students are instructed on their grade level curriculum based on New York State Learning Standards which is modified to meet their needs. All IEPs are accessible to all teachers involved in their instruction.

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

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

This finding is not relevant based on administrative and professional observation and talks with teachers regarding the implementation of IEP goals, special education strategies and methodology used to provide instruction for special needs students. In addition, both general education and special education teachers attend workshops at Teachers College and have received training in “Foundations”, “Wilson” and “Words Their Way” methodology to better address the learning styles of special needs students.

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.

N/A (see above).

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

This finding is not relevant to our school's educational program. All staff involved in the instruction of students with IEPs have access/and or have copies of students' IEPs and are aware of each students' testing and instructional modifications, goals and objectives, as well as promotional criteria included in their IEPs. Goals are based on grade specific performance indicators, as well as New York State Standards for each grade. IEPs include behavioral plans, including behavioral goals and objectives were necessary for students' educational and/or emotional progress.

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not relevant based on administrative and professional efforts to ensure that all criteria are followed. All IEP students receive all modifications and appropriate grade level instruction and services as indicated on their IEPs.

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

N/A (see above).

**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. P.S. 41 has 22 Students in Temporary Housing who are currently attending your school. (Please note that the current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. The services we are planning to provide to the STH population is attendance outreach, parent meetings, and hosting breakfast for these families.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. **Not Applicable**