



**P.S. 49X
THE WILLIS AVENUE SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 07X049 – THE WILLIS AVENUE SCHOOL
ADDRESS: 383 EAST 139TH STREET
TELEPHONE: (718) 292-4623
FAX: (718) 292-4568**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 49 **SCHOOL NAME:** The Willis Avenue School

SCHOOL ADDRESS: 383 East 139th Street Bronx, New York 10454

SCHOOL TELEPHONE: (718) 292-4623 **FAX:** (718) 292-4568

SCHOOL CONTACT PERSON: Laura Galloway **EMAIL ADDRESS:** lgallow@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kevin Burke

PRINCIPAL: Laura Galloway

UFT CHAPTER LEADER: Rita Di Pace

PARENTS' ASSOCIATION PRESIDENT: Patricia Gadsden-Gill

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 **SSO NAME:** ICI

SSO NETWORK LEADER: Jacqueline Gonzalez

SUPERINTENDENT: Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Laura Galloway	*Principal or Designee	
Rita Di Pace	*UFT Chapter Chairperson or Designee	
Patricia Gadsden-Gill	*PA/PTA President or Designated Co-President	
Rita Anguiano	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Kevin Burke	Member/Teacher	
Reema Marji	Member/Teacher	
Marlene Schachter	Member/Teacher	
Daniel Berdugo	Member/Teacher	
Michelle La Fontaine	Member/Parent	
Alexandra Maroto	Member/Parent	
Tabitha Torres	Member/Parent	
	Member/Parent	

* 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.

The following is our mission statement:

“In a collaborative effort, the Mott Haven Community, parents, staff and students of P.S. 49X will create a nurturing and safe environment that promotes respect and high standards, fosters a love of learning and celebrates diversity. Our mission is to encourage our students to become critical thinkers, and to ensure that they are on or above grade level in literacy, mathematics, science, technology and social studies upon promotion.”

The Willis Avenue School, P.S. 49X, is an urban school located in the Mott Haven Section of the South Bronx. This Pre-Kindergarten – 5th grade school serves a predominantly Hispanic community. The school building is an old, yet well-kept facility where pride in our students' accomplishments is evident in the rich display of student work.

The Mott Haven Center, a Community Based Organization, picks up students from our school for their after school program. Liberty Learning Lab, an S.E.S., in collaboration with P.S. 49X provides an on-site after school programs for our students in grades 2 through 5. The focus is a technology based, literacy program. In addition, we collaborate with other organizations to enhance the performance of our students. These organizations include: Dominican Sisters and F.R.I.E.N.D.S., which provide physical, mental, and emotional support for our students and their families.

During the 2009-2010 school year we will continue to integrate the curriculum with the arts. Through Projects Arts (a Department of Education funded program) classes have participated in a rich visual arts program. We have aligned our Project Arts Program with literacy and social studies. We will continue our relationship with Studio in a School.

The Parent Coordinator involves parents in school initiatives, keeps them apprised of special events, provides informative workshops, helps address their concerns and translates for them as needed.

P.S. 49X is also committed to providing an environment that fosters learning in keeping with SAVE Legislation. We continue to use our Alternate Education Center as our in-school suspension program. A licensed teacher staffs this room with support from the guidance counselors. In keeping with our mission, the entire school community will focus on promoting healthy relationships that are aimed at supporting the needs of our children. The school implements activities, such as Spirit Days, and we will continue to have awards assemblies on a monthly basis in order to develop a school culture that promotes caring and respect.

The School Leadership Team meets regularly and works together productively to address concerns and develop strategies to meet the needs of the students of P.S. 49X. Workshops are held to disseminate information to our parents. These workshops have been held in both English and Spanish. As the school population has seen its efforts lead to success and be acknowledged. Teachers and students are

*taking pride in their work and are becoming convinced that our school motto – “**Think you can, work hard, get smart**”- really works.*

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									
School Name:		P.S. 049 Willis Avenue							
District:		7	DBN:		07X049	School BEDS Code:		320700010049	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	35	35	36		91.1	91.7	92.9		
Kindergarten	81	97	89						
Grade 1	95	106	107	Student Stability - % of Enrollment:					
Grade 2	109	99	101	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	111	106	108		89.0	93.2	91.5		
Grade 4	91	106	108						
Grade 5	92	98	99	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		95.9	92.9	95.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		12	42	74		
Grade 12	0	0	0						
Ungraded	0	3	1	Recent Immigrants - Total Number:					
Total	614	660	637	(As of October 31)	2006-07	2007-08	2008-09		
					8	5	3		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	34	42	34	Principal Suspensions	0	1	0		
# in Collaborative Team Teaching (CTT) Classes	25	41	42	Superintendent Suspensions	2	0	1		
Number all others	16	22	22						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)									
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	97	95	93						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	49	52	44	Number of Teachers	53	63	62		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	6	10	Number of Administrators and Other Professionals	11	23	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.2	66.7	77.4
				% more than 5 years teaching anywhere	52.8	47.6	53.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	79.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.2	100.0	96.2
American Indian or Alaska Native	0.2	0.2	0.3				
Black or African American	28.7	30.2	28.6				
Hispanic or Latino	70.7	69.2	70.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0				
White	0.5	0.4	0.3				
Male	48.4	51.5	51.6				
Female	51.6	48.5	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√SH	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	101.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.6			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:	20.3			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:	11.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	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?
-

In order to analyze the needs of the P.S. 49 school community, the School Leadership Team, through sub-committees of parents, teachers and support staff focused on the various data collected throughout the year. Data from the following sources were compiled and evaluated:

- *Progress Report*
- *ECLAS / E-Pal*
- *City and State Assessments*
- *Acuity Interim Assessments*
- *DRA*
- *Running Records*
- *Everyday Math Formative and Summative Assessments*
- *Student Portfolios / Assessment Binders*
- *Teacher Made Assessments*
- *Unit Tests (in content areas)*

The data revealed both our strengths and weaknesses.

Literacy

Students in Grades K-2

An analysis of our Early Childhood students' literacy achievement indicates that they have deficits in the areas of phonemic awareness, phonics (specifically segmentation and blending), fluency and reading vocabulary.

Fall 2009 Benchmark Levels of Reading (Fountas and Pinnell – utilizing B-I-L-O)

Grade	BELOW GRADE LEVEL AT RISK	ON OR ABOVE GRADE LEVEL
Kindergarten – 89 Students Total	Little or no Letter/Sound Recognition (less than 13 letters and sounds) 59 students	Letter/Sound Recognition (13 letters and sounds) 30 students
First Grade– 101 Students Total	Non-reader – Level A 59 students	Level B or above 42 students
Second Grade– 101 Students Total	Non-reader – Level H 48 students	Level I or above 53 students
Third Grade– 105 Students Total	Non-reader – Level K 58 students	Level L or above 47 students
Total Number of Students Grades K – 3 – 396 students	224 students – 57%	172 students – 43%

By grade 2 and 3, the following is revealed:

- 66% of our 2nd graders qualified to take the EPAL Assessment.
- 97% of our 3rd graders qualified to take the EPAL Assessment.

Kindergarten

Strengths

- Letter recognition
- Motivation

Weaknesses

- Oral Expression
- Sound recognition/Auditory Processing
- Using supporting details
- Sight words
- Vocabulary
- Early Literacy Concepts

Grade 1

Strengths

- Sight Word Vocabulary

Weaknesses

- Phonological Awareness

- Vocabulary
- Word Structure
- Stamina
- Fluency
- Comprehension

Grade 2

Strengths

- Using picture clues to monitor understanding
- Recognizing sight words
- Making predictions
- Pre-reading skills
- Recognizing genres

Weaknesses

- Decoding
- Inferencing skills
- Stamina
- Fluency
- Sequencing
- Identifying main idea
- Using supporting details

Implications for the Literacy Instructional Program are as follows:

- *We will continue to implement Balanced Literacy strategies in all classes with a focus on word study for our “at-risk” students. This year, our new program will be “Voices Reading”. Professional development will be provided to all teachers, on an on-going basis, to insure successful implementation of this new program.*
- *We will further our teacher training in Balanced Literacy strategies and activities and utilize them in the classroom on a daily basis. All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintain motivation to read.*
- *We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring and after school programs.*
- *In Kindergarten, for the 2009-2010 school year, the teachers will continue to receive training in the use of Foundations in order to strengthen decoding skills and phonemic awareness. The teachers will use the Double Dose component of Foundations as well as **Explode the Code**, to differentiate instruction and address the needs of struggling learners. In addition, students will use the Rigby Books collection to develop fluency and comprehension. In the first grade, the teachers will maintain program fidelity with respect to Foundations. The acquisition of vocabulary and sight words will be fostered by the use of Lester Laminack’s and Georgia Heard’s **Climb Inside a Poem**.*
- *Growth will be monitored, in grades K – 2, via the collection of unit tests and the Foundations Unit Test Tracker as well as the Oral Language Continuum.*

- We will continue professional development in the areas of data-driven instruction, interdisciplinary planning and examining student work.
- The Professional Development Team will continue to address Professional Development issues, teachers concerns and building capacity through interdisciplinary planning.

Literacy Accomplishments in Recent Years:

- For the past four (4) years, the kindergarten and first grade teachers have followed the literacy calendar, which they have developed and which is aligned with the Primary Literacy Standards and supports the Balanced Literacy program.
- Through the writing calendar, the students study a variety of genres: non-fiction, fairy tales and folktales, poetry and authors as mentors. This work is supported with **Reading with Strategies-Level I and Level II** to assist with reading comprehension and word work.
- For the past four (4) years we have developed and are refining student portfolios. This gives students and parents a long term view of student progress.
- The use of literacy maps has made it easier to monitor student progress in a more substantive manner. This is evident via the collection of Records of Reading Progress-Appendix H, portfolios, ECLAS-2 results, writing assessments and writing celebrations.

Students in Grade 3

Reading Test Results

Grade 3

2006-2009

ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2009	95	655.5	2	2.1	40	42.1	50	52.6	3	3.2	53	55.8
2008	111	639.9	19	17.1	46	41.4	46	41.4	0	0.0	46	41.4
2007	104	628.5	26	25.0	50	48.1	28	26.9	0	0.0	28	26.9
2006	77	637.9	20	26.0	30	39.0	27	35.1	0	0.0	27	35.1

Reading Test Results

Grade 3

2006-2009

GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 +Lev.4	% Lev.3 +Lev.4
2009	83	657.9	1	1.2	33	39.8	46	55.4	3	3.6	49	59.0
2008	83	647.4	7	8.4	34	41.0	42	50.6	0	0.0	42	50.6
2007	78	639.3	9	11.5	43	55.1	26	33.3	0	0.0	26	33.3
2006	60	645.6	9	15.0	26	43.3	25	41.7	0	0.0	25	41.7

Reading Test Results
Grade 3
2006-2009
ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	31	645.1	1	3.2	17	54.8	13	41.9	0	0.0	13	41.9
2008	33	623.1	11	33.3	13	39.4	9	27.3	0	0.0	9	27.3
2007	25	609.6	9	36.0	14	56.0	2	8.0	0	0.0	2	8.0
2006	6	617.7	3	50.0	3	33.3	1	16.7	0	0.0	1	16.7

Reading Test Results
Grade 3
2006-2009
STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	12	639.2	1	8.3	7	58.3	4	33.3	0	0.0	4	33.3
2008	28	617.5	12	42.9	12	42.9	4	14.3	0	0.0	4	14.3
2007	26	596.3	17	65.4	7	26.9	2	7.7	0	0.0	2	7.7
2006	17	610.9	11	64.7	4	23.5	2	11.8	0	0.0	2	11.8

Strengths

- From 2008 to 2009, significant growth into Level 3 and 4 for all tested students (41.4% - 52.6%), and general education students (50.6% - 59.0%), and outstanding growth for ELL's (27.3 – 41.9%) and students with IEP's (14.3% - 33.3%).
- From 2008 to 2009, outstanding movement out of Level 1 for all tested students (17.1% - 2.1%), general education students (8.4% - 1.2%), ELL's (33.3% - 3.2%), and students with IEP's (42.9% - 8.3%).

Weaknesses

- More movement is needed into level 3 and 4 for our students with I.E.P's.

Data from Acuity (administered 2009) reveals the following:

Strengths

- *Identifying character traits*
- *Sequencing of events*
- *Inferring characters feelings from text*
- *Inferring characters motivation from text*
- *Identifying author's purpose*

Weaknesses

- *Using context clues for unknown words*
- *Summarizing events from the story*
- *Vocabulary*
- *Identifying fact and opinion*

Implications for the Instructional Program

- *We will provide continuing professional development in the areas of developing and interpreting formal and informal assessments, data-driven instruction, looking at student work and interdisciplinary planning.*
- *We will continue to implement Balanced Literacy strategies in our daily reading and writing blocks. This year, our new program will be "Voices Reading". Professional development will be provided to all teachers, on an on-going basis, to insure successful implementation of this new program.*
- *We will use Balanced Literacy strategies and activities as part of our reading and writing instruction. All teachers will teach reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read.*
- *We will make more effective use of classroom libraries. We will continue to update classroom libraries to contain highly motivating books on all levels and in all genres.*
- *Homework will consistently be aligned with classroom instruction.*
- *I.E.P's and their constant review will drive instruction for special education students.*
- *There will be improved articulation between AIS providers and classroom teachers.*
- *There will be continued and improved use of promotional folders.*
- *There will be continued and improved use of rubrics.*
- *We will provide the services of a school-based Literacy Coach to differentiate professional development for teachers.*
- *We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring, and an after school program.*
- *The Professional Development Team will continue to address Professional Development issues, teachers concerns and building capacity through interdisciplinary planning.*

Students in Grade 4

State English Language Arts (ELA) Test Results
Grade 4
2006-2009
ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	100	650.3	7	7.0	37	37.0	55	55.0	1	1.0	56	56.0
2008	100	628.1	26	26.0	37	37.0	37	37.0	0	0.0	37	37.0
2007	90	637.6	14	15.6	34	38.7	42	46.7	0	0.0	42	46.7
2006	71	635.0	18	25.4	25	35.2	28	39.4	0	0.0	28	39.4

State English Language Arts (ELA) Test Results
Grade 4
2006-2009
GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	70	659.3	0	0.0	22	31.4	47	67.1	1	1.4	48	68.6
2008	71	645.7	4	5.6	31	43.7	36	50.7	0	0.0	36	50.7
2007	75	648.1	5	6.7	29	38.7	41	54.7	0	0.0	41	54.7
2006	61	644.2	11	18.0	24	39.3	26	42.6	0	0.0	26	42.6

State English Language Arts (ELA) Test Results
Grade 4
2006-2009
ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	30	634.9	5	16.7	14	46.7	11	36.7	0	0.0	11	36.7
2008	21	619.1	4	19.0	13	61.9	4	19.0	0	0.0	4	19.0
2007	22	630.2	4	18.2	11	50.0	7	31.8	0	0.0	7	31.8
2006	6	578.5	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0

State English Language Arts (ELA) Test Results
Grade 4
2006-2009
STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	30	629.1	7	23.3	15	50.0	8	26.7	0	0.0	8	26.7
2008	29	585.0	22	75.9	6	20.7	1	3.4	0	0.0	1	3.4
2007	15	585.5	9	60.0	5	33.3	1	6.7	0	0.0	1	6.7
2006	10	578.7	7	70.0	1	10.0	2	20.0	0	0.0	2	20.0

Strengths

- Comparing last year's 3rd grade (2008) proficiency levels 3 and above, to this year's 4th grade (2009) proficiency levels 3 and above, there has been a significant increase in level 3 and 4 students in all tested students (41.4% - 56.0%), general education students (50.6% - 68.6%), ELL's (27.3% - 36.7%) and students with IEP's (14.3% - 26.7%).

Weaknesses

- More movement into proficiency levels 3 and 4 is needed by all subgroups.

Data from Acuity (administered 2009) reveals the following:

Strengths

- Sequence of events
- Cause and effect
- Understanding problems and solutions
- Using context clues to determine meaning
- Author's purpose (Fiction)

Weaknesses

- Using text features in non-fiction
- Understanding fact and opinion in non-fiction text
- Author's purpose (Non-Fiction)
- Distinguishing between relevant and irrelevant information
- Grammar
- Vocabulary
- Staying on topic (writing)

Implications for the Instructional Program:

- We will provide continuing professional development in the areas of developing and interpreting formal and informal assessments, data-driven instruction, looking at student work. Understanding and use of specialized instructional strategies to meet the needs of students with I.E.P.'s and interdisciplinary planning.
- We will continue to implement *Balanced Literacy* strategies in our daily reading and writing blocks.
- We will use *Balanced Literacy* strategies and activities as part of our reading and writing instruction. All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintain motivation to read.
- We will make more effective use of classroom libraries. We will continue to update classroom libraries to contain highly motivating books on all levels and in all genres.
- We will make enhanced and broader use of Scantron, Acuity and ARIS.
- Homework will consistently be aligned with classroom instruction.
- I.E.P.'s and their constant review will drive instruction for special education students.
- There will be improved articulation between AIS Providers and classroom teachers.
- There will be continued and improved use of promotional folders.
- There will be continued and improved use of rubrics.
- We will provide the services of a school-based Literacy Coach to differentiate professional development for teachers.
- We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring, after school.

Students in Grade 5

Reading Test Results
Grade 5
2006-2009
ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	95	657.7	1	1.1	40	42.1	51	53.7	3	3.2	54	56.8
2008	94	648.6	7	7.4	37	39.4	50	53.2	0	0.0	50	53.2
2007	87	638.8	12	13.8	46	52.9	52	32.2	1	1.1	53	33.3
2006	92	635.3	12	13.0	46	50.0	34	37.0	0	0.0	34	37.0

Reading Test Results
Grade 5
2006-2009
GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	70	664.7	0	0.0	22	31.4	45	64.3	3	4.3	48	68.6
2008	73	654.9	1	1.4	25	34.3	47	64.4	0	0.0	47	64.4
2007	74	642.2	8	10.8	40	54.1	26	35.1	0	0.0	26	35.1
2006	78	643.8	3	3.8	43	55.1	32	41.0	0	0.0	32	41.0

Reading Test Results
Grade 5
2006-2009
ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	15	654.6	0	0.0	7	46.7	8	53.8	0	0.0	8	53.3
2008	19	638.6	1	5.3	12	63.2	6	31.6	0	0.0	6	31.6
2007	18	615.2	5	27.8	12	66.7	1	5.6	0	0.0	1	5.6
2006	14	586.1	6	42.9	7	50.0	1	7.1	0	0.0	1	7.1

Reading Test Results
Grade 5
2006-2009
STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	25	638.1	1	4.0	18	72.0	6	24.0	0	0.0	6	24.0
2008	21	626.6	6	28.6	12	57.1	3	14.3	0	0.0	3	14.3
2007	13	619.6	4	30.8	6	46.2	2	15.4	1	7.7	3	23.1
2006	14	587.8	9	64.3	3	21.4	2	14.3	0	0.0	2	14.3

Strengths

- From 2008 to 2009, growth into proficiency Level 3 for all tested students (53.2% - 56.8%), and general education students (64.4% - 68.6%), significant growth into proficiency Level 3 for students with IEP's (14.3% - 24.0%) and outstanding growth into proficiency Level 3 for ELL's (31.6% - 53.3%).

- *From 2008 to 2009, significant movement out of level 1 for all tested students (7.4% - 1.1%), general education students (1.4% - 0.0%), ELL's (5.3% - 0.0%) and outstanding movement out of level 1 for students with I.E.P.'s (28.6% - 4.0%).*

Weaknesses

- *More movement into proficiency levels 3 and 4 is needed by all subgroups.*

Data from Acuity (administered 2009) reveals the following:

Strengths

- *Predicting*
- *Summarizing*
- *Interpreting charts and graphs*
- *Determining character traits based on actions*
- *Cause and effect*
- *Distinguishing between fact and opinion*
- *Sequencing events*

Weaknesses

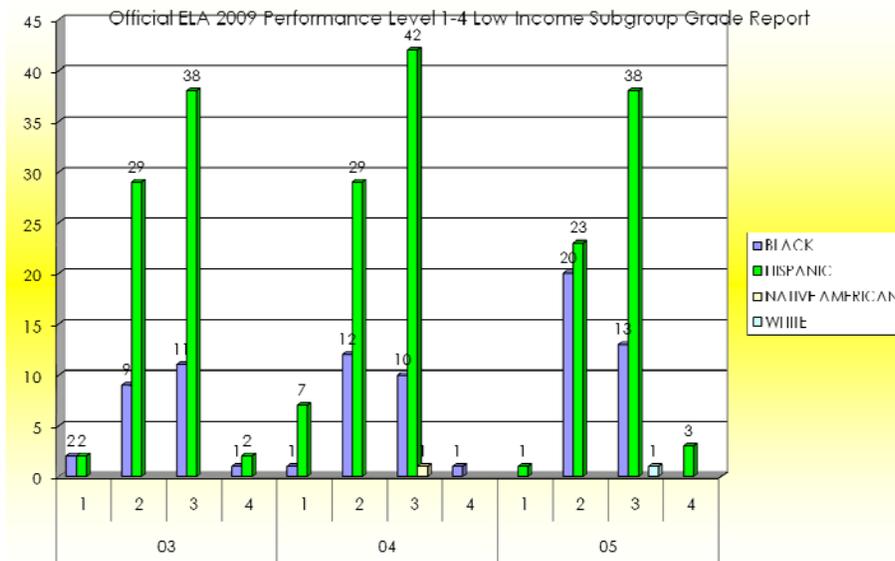
- *Author's purpose*
- *making inferences (both fiction and non-fiction)*
- *Using evidence to support ideas*
- *Interpreting poetry*
- *Self-monitoring*
- *Using text features in non-fiction*
- *Note taking*
- *Grammar*
- *Re-reading*
- *Using context clues to decode unknown words*
- *Vocabulary*

Implications for the Instructional Program:

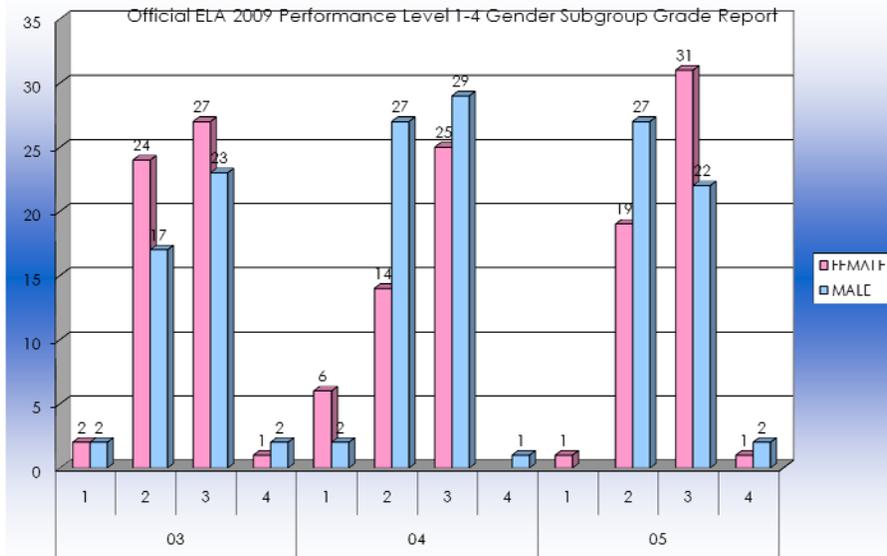
- *We will provide continuing professional development in the areas of developing and interpreting formal and informal assessments, data-driven instruction, looking at student work and interdisciplinary planning.*
- *We will continue to implement Comprehensive Literacy strategies in our daily reading and writing blocks. This year, our new program will be "Voices Reading". Professional development will be provided to all teachers, on an on-going basis, to insure successful implementation of this new program.*
- *We will use Balanced Literacy strategies and activities as part of our reading and writing instruction. All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to*

construct meaning from print-comprehension; and 6) developing and maintain motivation to read.

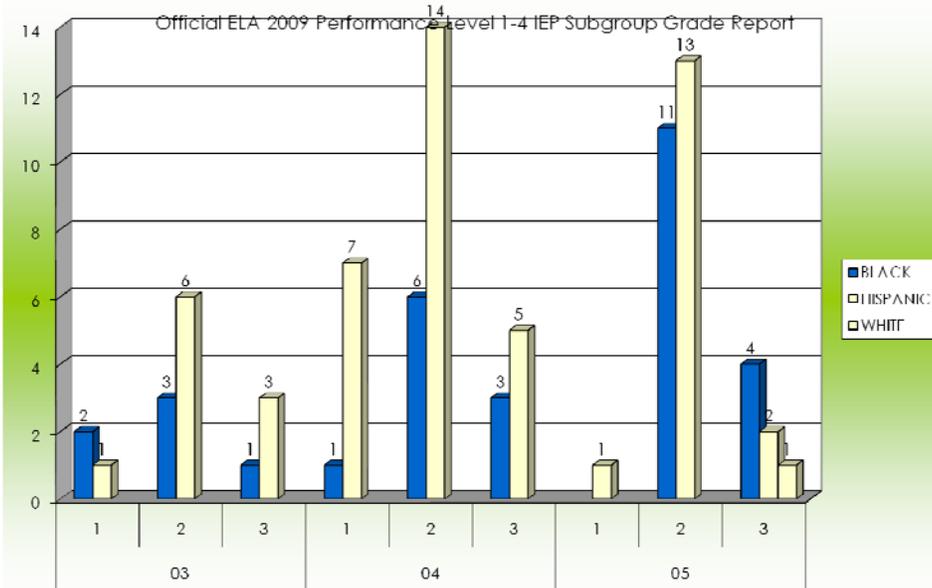
- We will make more effective use of classroom libraries.
- We will make enhanced and broader use of Scantron, Acuity and ARIS.
- Homework will consistently be aligned with classroom instruction.
- I.E.P.'s and their constant review will drive instruction for special education students.
- There will be improved articulation between Literacy Cluster teachers and classroom teachers.
- There will be continued and improved use of promotional folders.
- There will be continued and improved use of rubrics.
- We will provide the services of a school-based Literacy Coach to differentiate professional development for teachers.
- We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring, and after school programs.



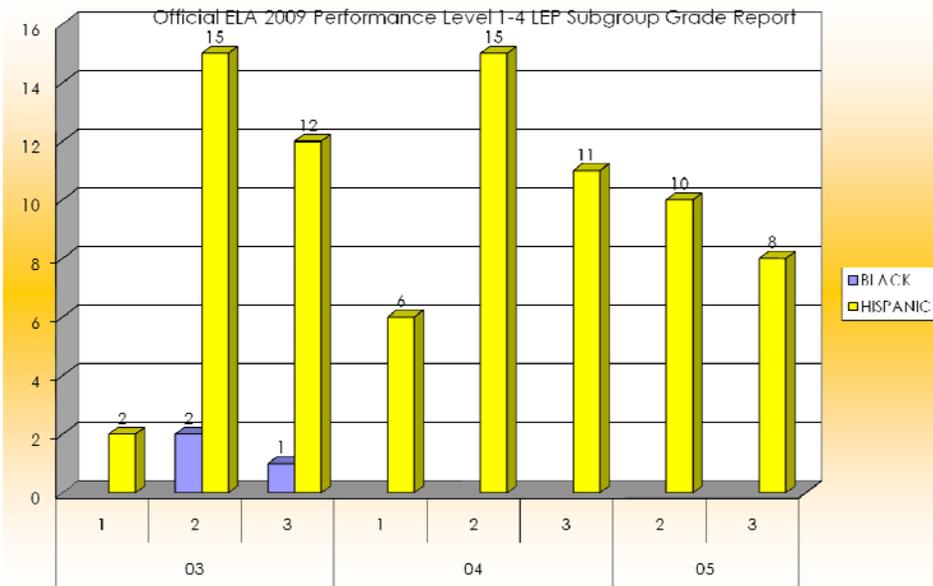
ELA 2009 Performance Level 1-4 Low Income Subgroup Grade Report



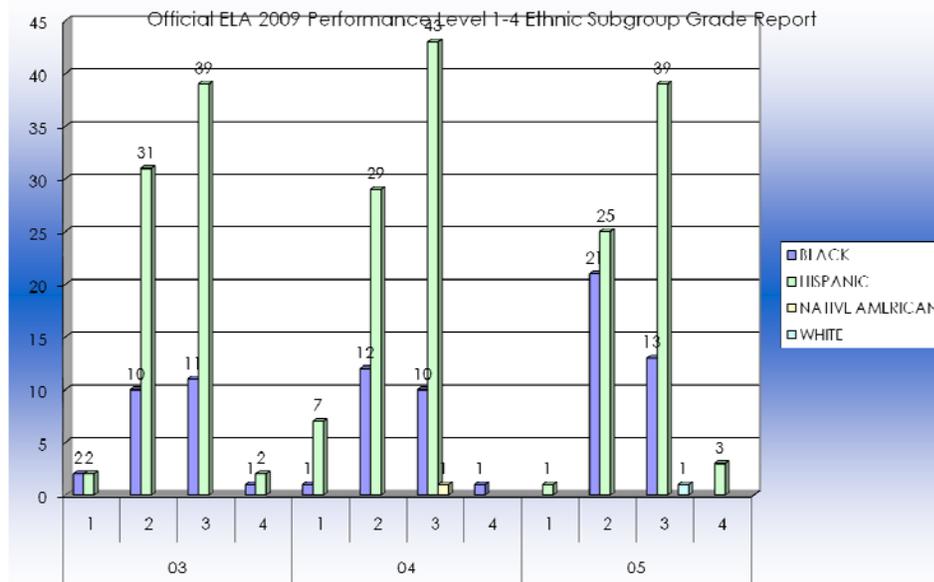
ELA 2009 Performance Level 1-4 Gender Subgroup Grade Report



ELA 2009 Performance Level 1-4 IEP Subgroup Grade Report



ELA 2009 Performance Level 1-4 LEP Subgroup Grade Report



ELA 2009 Performance Level 1-4 Ethnic Subgroup Grade Report

Mathematics

The math skills of our Early Childhood students have improved throughout the school year, as indicated by the work in their work and promotional folders.

Kindergarten

Strengths

- *Colors and Shapes*
- *Counting from 1 – 10*
- *Sorting Objects*
- *Creating Patterns*

Weaknesses

- *Number sense*
- *Place Value*
- *Operation strand*
- *Problem Solving/Numerical reasoning*
- *Time and Money Facts*

Grade 1

Strengths

- *Colors and Shapes*
- *Counting by 2's and 5's*
- *Counting from 1 – 100*
- *Sorting Objects*
- *Creating Patterns*

Weaknesses

- *Numeracy*
- *Place value*
- *Time and Money*
- *Independence*

Grade 2

Strengths

- *Measuring*
- *Identifying shapes*
- *Addition and subtraction (without regrouping)*
- *Counting by 2's, 5's and 10's*

Weaknesses

- *Addition and subtraction (with regrouping)*
- *Place value*

- *Fractions*
- *Making Change*

Implications for the Math Instructional Program are as follows:

- *We will continue to implement the Everyday Math Program and Math Steps in all classes.*
- *We will provide professional development to acquaint teachers with the Everyday Math and Math Steps Programs and will monitor its use with the student population.*
- *We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring and after school programs.*
- *We will continue professional development in the areas of data-driven instruction, the use of manipulatives, interdisciplinary planning, examining student work and creating and using math centers.*
- *All students will maintain a math journal where thought processes are written and explained. Learning will focus on problem solving, math communication (oral and written) and skills building.*

Math Accomplishments in Recent Years:

- *For the past four (4) years, the kindergarten and first grade teachers have developed and followed the math calendar, which is aligned with the Everyday math curriculum. During the 2009-2010 school year, they will continue to use the calendar, set benchmarks and highlight mathematical concepts, which are essential for mastery.*
- *We have focused on developing students' mathematical communication skills through the use of weekly math journal tasks in grades K and 1. These tasks are aligned with the Everyday Math program and develop skills such as problem solving, mathematical reasoning and making mathematical connections.*
- *Teachers use various methods to assess both content and process indicators at various points in each unit (e.g. conferencing, end of unit assessments, student self-assessment, analyzing math journal work, child-friendly rubrics) to encourage students to set goals and self-monitor their progress.*
- *Classroom environments reflect our focus on developing mathematical communication skills. Math reference materials and tools are displayed in all classrooms (e.g. number lines, number chart and teacher generated charts). Math word walls are used to highlight mathematical terms from the current unit of work. Classroom charts and displays reflect the thinking of students as well as the content being taught.*
- *The use of math maps has made it easier to monitor student progress in a more substantive manner. This is evident via the collection of math journals, and unit assessments as well as baseline, mid-year and end of the year assessments.*

Grade 3

Mathematics Test Results
Grade 3
2006-2009
ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	98	681.0	1	1.0	4	4.1	83	84.7	10	10.2	93	94.9
2008	110	675.7	3	2.7	15	13.6	77	70.0	15	13.6	92	83.6
2007	102	666.2	12	11.8	22	21.6	50	49.0	18	17.6	68	66.7
2006	99	660.7	15	15.2	18	18.2	57	57.6	9	9.1	66	66.7

Mathematics Test Results
Grade 3
2006-2009
GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	84	683.0	0	0.0	4	4.8	70	83.3	10	11.9	80	95.2
2008	79	679.7	1	1.3	9	11.4	57	72.2	12	15.2	69	87.3
2007	78	675.1	3	3.8	15	19.2	44	56.4	16	20.5	60	76.9
2006	81	667.1	5	6.2	16	19.8	51	63.0	9	11.1	60	74.1

Mathematics Test Results
Grade 3
2006-2009
ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	32	673.8	0	0.0	3	9.4	28	87.5	1	3.1	29	90.6
2008	34	662.9	2	5.9	7	20.6	24	70.6	1	2.9	27	73.5
2007	27	649.9	8	29.6	6	22.2	10	37.0	3	11.1	13	48.1
2006	28	660.6	5	17.9	6	21.4	13	46.4	4	14.3	17	60.7

Mathematics Test Results
Grade 3
2006-2009
STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	14	669.5	1	7.1	0	0.0	13	92.9	0	0.0	13	92.9
2008	31	665.6	2	6.5	6	19.4	20	64.5	3	9.7	23	74.2
2007	24	637.5	9	37.5	7	29.2	6	25.0	2	8.3	8	33.3
2006	18	631.1	10	55.6	2	11.1	6	33.3	0	0.0	6	33.3

Strengths

- From 2008 to 2009, outstanding growth into Level 3 and Level 4 for all tested students (83.6% - 94.9%), general education students (87.3% - 95.2%), ELL's (73.3% - 90.6%) and students with IEP's (74.2% - 92.9%).
- From 2008 to 2009, significant movement out of Level 1 for all tested students (2.7% - 1.0%), general education students (1.3% - 0.0%), and ELL's (5.9% - 0.0%)

Weaknesses

- More movement into proficiency Level 4 is needed by all subgroups.

Implications for the Instructional Program:

- We will continue to implement the Everyday Math program and Math Steps in all classes.
- We will continue to provide professional development to acquaint teachers with the Everyday Math and Math Steps Programs and will monitor its use with the student population.
- We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring and after school programs.
- We will continue professional development in the areas of data-driven instruction, the use of manipulatives, interdisciplinary planning, examining student work and creating and using math centers.
- We will continue to utilize math journals journal where thought processes are written and explained. Learning will focus on problem solving, math communication (oral and written) and skills building.
- We will make enhanced and broader use of Scantron, Acuity and ARIS .
- Learning will focus on problem solving, math communication (oral and written) and skills building.
- We will continue to provide the services of a school-based math coach
- We will continue to incorporate technology into the curriculum (i.e. Exemplars, Everyday Math Games, Smartboards).

Grade 4

State Mathematics Test Results
Grade 4
2006-2009
ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	102	684.0	5	4.9	11	10.8	61	59.8	25	24.5	86	84.3
2008	101	667.2	12	11.9	13	12.9	56	55.4	20	19.8	76	75.2
2007	92	669.6	9	9.8	16	17.4	48	52.2	19	20.7	67	72.8
2006	82	663.8	8	9.8	19	23.2	41	50.0	14	17.1	55	67.1

State Mathematics Test Results
Grade 4
2006-2009
GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	73	689.1	3	4.1	5	6.8	44	60.3	21	28.8	65	89.0
2008	72	684.8	0	0.0	5	6.9	49	68.1	18	25.0	67	93.1
2007	78	677.8	3	3.8	13	16.7	43	55.1	19	24.4	62	79.5
2006	72	671.8	2	2.8	17	23.6	40	55.6	13	18.1	53	73.6

State Mathematics Test Results
Grade 4
2006-2009
ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	31	678.8	1	3.2	6	19.4	15	48.4	9	29.0	24	77.4
2008	21	671.4	1	4.8	3	14.3	13	61.9	4	19.0	17	81.0
2007	22	661.2	2	9.1	7	31.8	10	45.5	3	13.6	13	59.1
2006	19	657.8	3	15.8	5	26.3	8	42.1	3	15.8	11	57.9

Mathematics Test Results
Grade 4
2006-2009
STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	29	670.1	2	6.9	6	20.7	17	58.6	4	13.8	21	72.4
2008	29	623.4	12	41.4	8	27.6	7	24.1	2	6.9	9	31.0
2007	14	623.9	6	42.9	3	21.4	5	35.7	0	0.0	5	35.7
2006	10	606.5	6	60.0	2	2.0	1	1.0	1	1.0	2	20.0

Strengths

- From 2008 to 2009, significant growth into Level 3 and Level 4 for all tested students (75.2% - 84.3%).
- From 2008 to 2009, outstanding growth into Level 3 and Level 4 for students with I.E.P.'s (31.0% - 72.4%).
- From 2008 to 2009, movement out of Level 1 for all tested students (11.9% - 4.9%), and ELL's (4.8% - 3.2%). and students with I.E.P.'s (42.9% - 42.4%).
- From 2008 to 2009, outstanding movement out of Level 1 students with I.E.P.'s (41.4% - 6.9%).

Weaknesses

- From 2008 to 2009, an increase in Level 1 students for general ed. students (0.0% - 4.1%).
- More movement into proficiency Level 4 is needed by all subgroups.

Implications for the Instructional Program:

- We will continue to implement the Everyday Math program and Math Steps in all classes.
- We will continue to provide professional development to acquaint teachers with the Everyday Math and Math Steps Programs and will monitor its use with the student population.
- We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring and after school programs.
- We will continue professional development in the areas of data-driven instruction, the use of manipulatives, interdisciplinary planning, examining student work and creating and using math centers.
- We will continue to utilize math journals journal where thought processes are written and explained. Learning will focus on problem solving, math communication (oral and written) and skills building.
- We will make enhanced and broader use of Scantron, Acuity and ARIS .
- Learning will focus on problem solving, math communication (oral and written) and skills building.
- We will continue to provide the services of a school-based math coach
- We will continue to incorporate technology into the curriculum (i.e. Exemplars, Everyday Math Games, Smartboards).

Grade 5

CTB-Mathematics Test Results
Grade 5
2006-2009
ALL TESTED STUDENTS

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	102	678.0	4	3.9	14	13.7	54	52.9	30	29.5	84	82.4
2008	94	666.6	5	5.3	19	20.2	56	59.6	14	14.9	70	74.5
2007	96	664.7	7	7.3	21	21.9	54	56.3	14	14.6	68	70.8
2006	102	655.6	9	8.8	34	33.3	52	51.0	7	6.9	59	57.8

CTB-Mathematics Test Results
Grade 5
2006-2009
GENERAL EDUCATION STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	76	686.1	0	0.0	7	9.2	43	56.6	26	34.2	69	90.8
2008	74	673.9	2	2.7	11	14.9	48	64.9	13	17.6	61	82.4
2007	82	671.2	2	2.4	16	19.5	50	61.0	14	17.1	64	78.0
2006	88	661.9	3	3.4	26	29.5	52	59.1	7	8.0	59	67.0

CTB-Mathematics Test Results
Grade 5
2006-2009
ELL STUDENTS ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	17	673.5	1	5.9	2	11.8	9	52.9	5	29.4	14	82.4
2008	20	660.3	1	5.0	6	30.0	10	50.0	3	15.0	13	65.0
2007	24	654.1	3	12.5	5	20.8	13	54.2	3	12.5	16	66.7
2006	21	647.9	3	14.3	8	38.1	8	38.1	2	9.5	10	47.6

CTB-Mathematics Test Results
Grade 5
2006-2009
STUDENTS WITH IEP'S ONLY

Year	# Tested	Mean Scale Score	# Lev.1	% Lev.1	# Lev.2	% Lev.2	# Lev.3	% Lev.3	# Lev.4	% Lev.4	# Lev.3 + Lev.4	% Lev.3 + Lev.4
2009	26	655.4	4	15.4	7	26.9	11	42.3	4	15.4	15	57.7
2008	20	639.6	3	15.0	8	40.0	8	40.0	1	5.0	9	45.0
2007	14	626.8	5	35.7	5	35.7	4	28.6	0	0.0	4	28.6
2006	14	616.2	6	42.9	8	57.1	0	0.0	0	0.0	0	0.0

Strengths

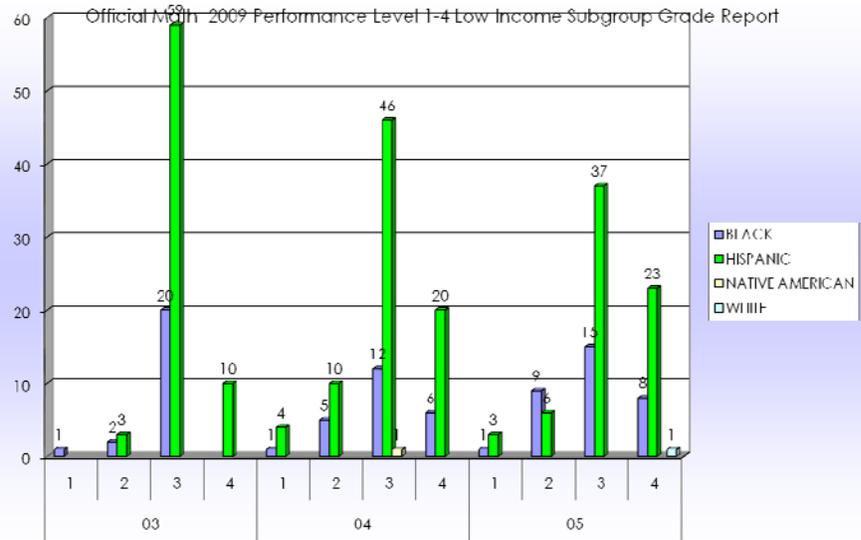
- From 2008 to 2009, growth into Level 3 and Level 4 for all tested students (74.5% - 82.4%) and general education students (82.4% - 90.8%).
- From 2008 to 2009, outstanding growth into Level 3 and Level 4 for ELL's (65.0% - 82.4%) and students with I.E.P. 's (45.0% - 57.7%).
- From 2008 to 2009, movement out of Level 1 for all tested students (5.3% - 3.9%), and general education students (2.7% - 0.0%).

Weaknesses

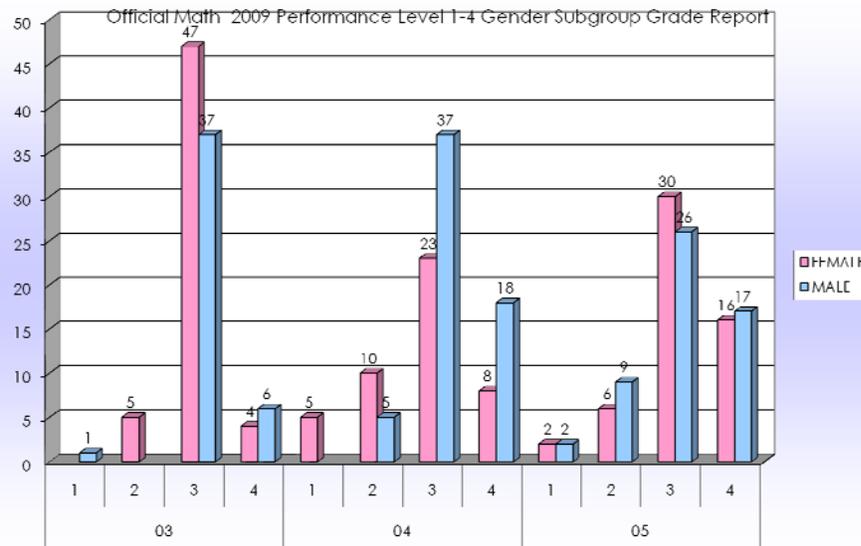
- From 2008 to 2009, an increase in Level 1 for general education students (15.0% - 15.4%).
- More movement into proficiency Level 4 is needed by all subgroups.

Implications for the Instructional Program:

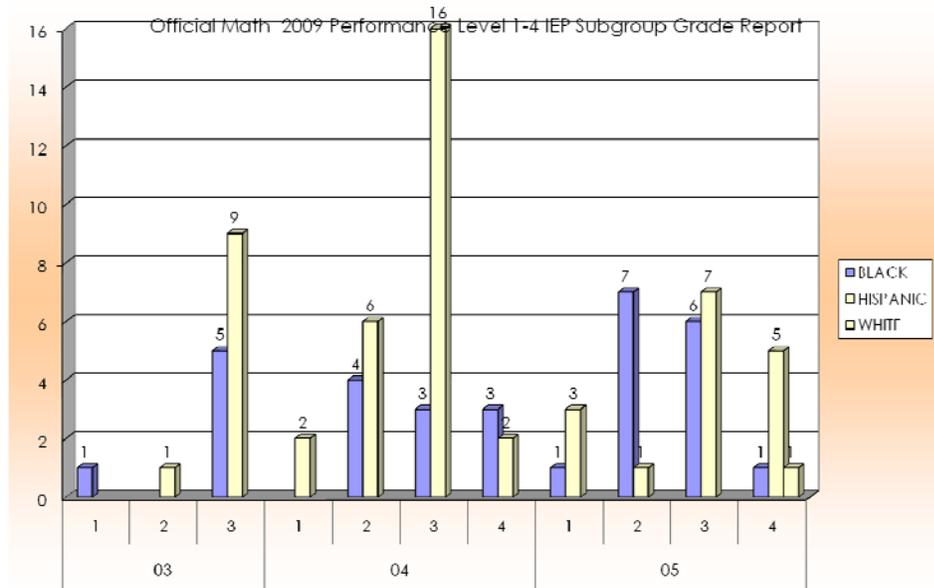
- We will continue to implement the Everyday Math program and Math Steps in all classes.
- We will continue to provide professional development to acquaint teachers with the Everyday Math and Math Steps Programs and will monitor its use with the student population.
- We will continue to provide Academic Intervention Services to struggling students through one-on-one instruction, small group instruction, tutoring and after school programs.
- We will continue professional development in the areas of data-driven instruction, the use of manipulatives, interdisciplinary planning, examining student work and creating and using math centers.
- We will continue to utilize math journals journal where thought processes are written and explained. Learning will focus on problem solving, math communication (oral and written) and skills building.
- We will make enhanced and broader use of Scantron, Acuity and ARIS .
- Learning will focus on problem solving, math communication (oral and written) and skills building.
- We will continue to provide the services of a school-based math coach
- We will continue to incorporate technology into the curriculum (i.e. Exemplars, Everyday Math Games, Smartboards).



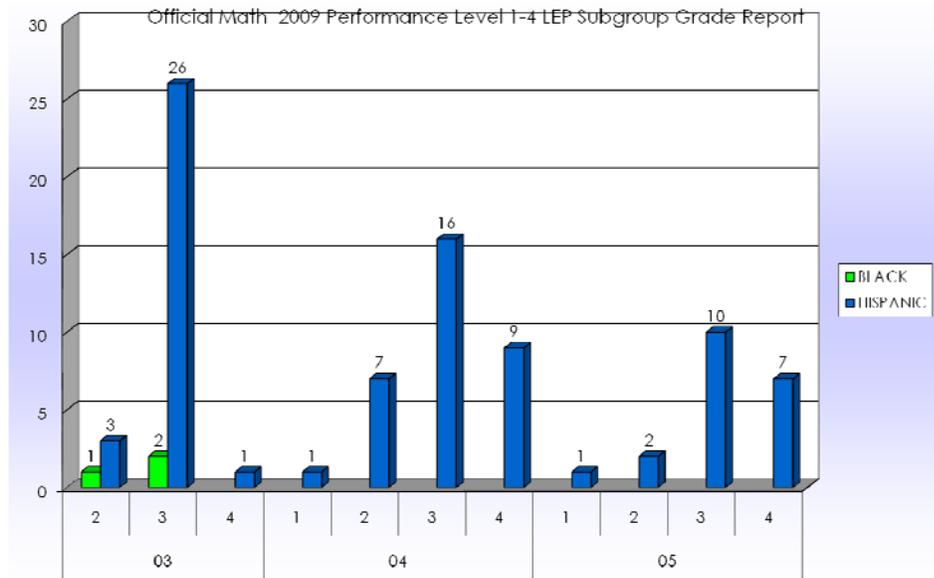
Math 2009 Performance Level 1-4 Low Income Subgroup Grade Report



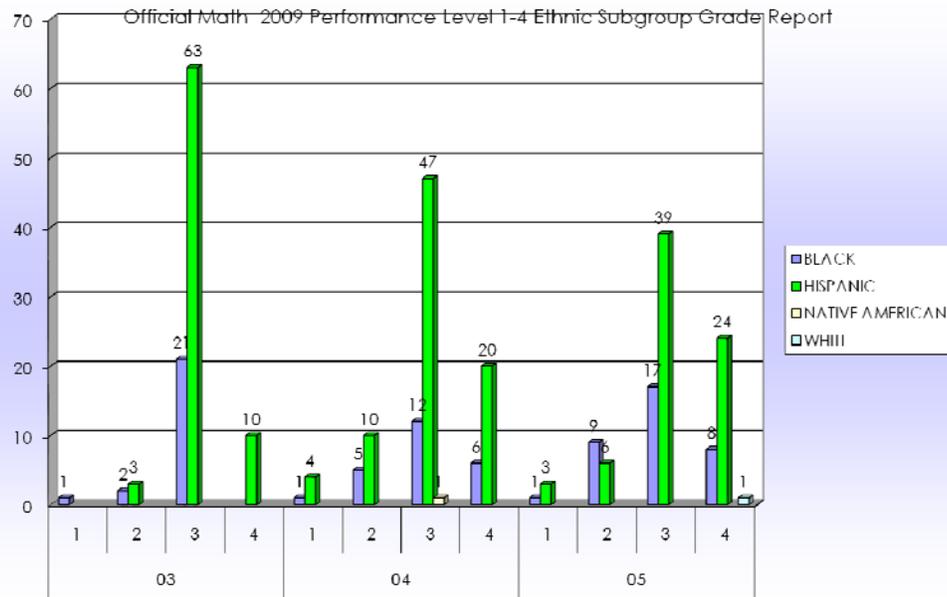
Math 2009 Performance Level 1-4 Gender Subgroup Grade Report



Math 2009 Performance Level 1-4 IEP Subgroup Grade Report



Math 2009 Performance Level 1-4 LEP Subgroup Grade Report



Math 2009 Performance Level 1-4 Ethnic Subgroup Grade Report

Progress Report – Comparison from 2008 – 2009

Overall Summary

Category	2008	2009	Gain/Loss
Environment	8.0 out of 15	9.6 out of 15	1.6 gain
Performance	15.5 out of 30	20.3 out of 25	30.46% gain
Progress	36.0 out of 55	60 out of 60	34.55% gain
Additional Credit	5.3	11.3	6.0 gain
Overall	64.8 out of 100	101.2 out of 100	36.4 gain

Gains were made in every category. Significant gains were made in Performance, Progress and Additional Credit. Environment is an area of focus for the 2009-2010 school year.

School Environment

Category	2008	2009	Gain/Loss
Academic Expectations	7.6	7.8	.2 gain
Communication	6.9	7.0	.1 gain
Engagement	6.6	6.8	.2 gain
Safety & Respect	7.9	8.2	.3 gain
Attendance	91.7	92.9	1.2 gain

Although gains were made in every category, the gains were small. Environment will be a focus for the 2009-2010 school year.

Student Performance

	2008	2009	Gain/Loss
ELA – Students at Level 3 and Level 4	43.5%	52.4%	8.9 % gain
ELA – Median Proficiency	2.86	3.01	.15 gain
MATH – Students at Level 3 and Level 4	77.3 %	84.9%	7.6% gain
MATH – Median Proficiency	3.45	3.58	.14 gain

Gains were made in both ELA and Mathematics. For the 2009-2010 school year, there will be continued focus on both areas to increase student performance in all grade levels.

Student Progress - ELA

Category	2008	2009	Gain/Loss
Percent of students making 1 year progress	65.6%	74.9%	9.3 gain
Percent of students in schools lowest 1/3 of students making at least 1 year progress	72.3%	96.1%	23.8 gain
Average change in student proficiency for Level 1 & Level 2 students	.34	.55	.21 gain
Average change in students proficiency for Level 3 & Level 4 students	-.03	.05	.08 gain

Student Progress - Math

Category	2008	2009	Gain/Loss
Percent of students making 1 year progress	61.2%	71.1%	9.9 gain
Percent of students in schools lowest 1/3 of students making at least 1 year progress	67.7%	79.5%	11.8 gain
Average change in student proficiency for Level 1 & Level 2 students	.36	.60	.30 gain
Average change in students proficiency for Level 3 & Level 4 students	-.03	.09	.11 gain

Significant Aides / Barriers

Aides:

- *The Administrative Team is focused and encourages a collaborative approach to all decision making in the school. They meet regularly with coaches, A.U.S.S.I.E. Consultants and teachers to provide instructional support.*
- *All teachers are engaged in the “Inquiry Process” and meet during scheduled sessions to discuss student work, examine best practices and establish next steps.*
- *100% of the teachers are “highly qualified” teachers and are permanently assigned to the school. The teachers are highly motivated professionals who are dedicated to the students of P.S. 49.*
- *A Professional Development Team is in place and meets regularly to plan support of the instructional program. Our extensive professional development is supported and augmented by in-class modeling, coaching, conferring and interclass visitations. Teachers continue to receive professional development from the A.U.S.S.I.E. ’s in the areas of literacy and math. This includes walkthroughs with the assistant principals, intervisitations, classroom coaching and after-school professional development sessions.*
- *Coaches (1 Literacy, 1 Math and 1 Math/Science and Technology) meet regularly with classroom teachers to support the programs in the classroom. “Lunch and Learn” Professional Development sessions are conducted to provide additional support.*
- *Classroom libraries (leveled by Fountas and Pinnel, as well as organized by genre) have been purchased and are continually refurbished for all grades and have helped turn the classroom libraries into resource centers. Children have research materials at their fingertips, as well as a myriad of choices for independent reading. Additionally, there are 2 “guided reading closets” which are stocked with a wealth of leveled books available for borrowing. Teachers borrow and return as needed to provide students with a varied selection of guided leveled book in both fiction and non-fiction.*
- *All classroom teachers keep assessment binders, in reading and math, where student work (class work, informal and formal assessments) is closely examined and “next steps” are prescribed and monitored.*
- *Academic Intervention Strategies are provided to “at-risk” students throughout the day. The AIS providers articulate with the classroom teachers, examine data and continuously revise their strategies to meet the changing need of their students. AIS providers are an integral part of the Inquiry Team and meet with classroom teachers during the scheduled Inquiry Team Meetings.*
- *Instruction for English Language Learners parallels instruction in our English language reading and our mathematics programs.*
- *Our Special Education classes are aligned with the rules and regulations of the New Continuum of Services for students with disabilities. Every Special Education student has exposure to grade level curriculum similar to his or her non-disabled peers. Our focus is to ensure that all students are educated in the least restrictive environment and we work towards mainstreaming whenever possible.*
- *Technology is infused into all curricular areas through the use of in-classroom computers, mobile laptop labs and Smartboards (one in every classroom). Smartboards in all classrooms address the needs of multi-sensory learners.*
- *The MST Coach provides Professional Development, in the area of technology.*
- *For the past four years, most of the early grade students have been receiving music instruction through the Music for the Brain Program. This program assists with oral language*

development. This year, we are also enhancing oral language development through the use of music CDs. All the classrooms have received a set of CDs which supports the acquisition of gross motor skills and language.

- *All kindergarten, grade one and grade two teachers have been trained in the Foundations Language Program and are using the program with their whole class. This training will continue to be provided to support all teachers in grades K-2.*
- *All students maintain ELA and Math Portfolios, which demonstrate proficient work at their grade level. These portfolios are regularly updated by the students and reviewed by the classroom teacher.*
- *A very dedicated, School Leadership Team continually monitors and works collaboratively to implement the School's Comprehensive Educational Plan (CEP).*

Barriers

- *High teacher turnover continues to be a barrier. Although 100% of our teachers are "highly qualified", 22.6% of our teachers have less than two years experience. That number increases to 46.8% when you consider less than five years experience. P.S. 49 is also a very hard to staff school. We continually lose teachers and are always recruiting. Although we provide extensive and high quality professional development, we continually start from "ground zero" with new staff. It is hard to maintain a high level of teacher expertise (which comes with experience) when you have many new teachers every year.*
- *Our students with I.E.P.'s are far below grade level and require instruction with extensive remediation.*
- *A large percentage of our incoming students face many challenges when they enter our school for the first time. Teachers need to spend a significant amount of time fostering oral language and social interaction skills.*

Although parent participation in school wide meetings and workshops is growing, it is still percentage-wise, extremely low. Increased participation would result in higher student achievement.

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.

Overall Goals

English Language Arts

By June 2010, all students in Grade K – 2 will participate in a Balanced Literacy reading program aligned to the standards, resulting in at least a 5% increase in the number of students performing at or above grade level, as measured by Fountas and Pinnell, ECLAS2, El Sol, student portfolios and teacher assessment binders.

By June 2010, all students in Grade 3 – 5 will participate in a Balanced Literacy reading program aligned to the standards, resulting in at least one year gain in grade equivalent growth in overall literacy performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.

Mathematics

By June 2010 students in Grade 3 – 5 will participate in a Mathematics program aligned to the standards, resulting in at least one year gain in grade equivalent growth in overall mathematics performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.

Parent Involvement

By June 2010, parental involvement will have increased by 15% as measured by attendance sign-in sheets at PTA Meetings, parent workshops and by an increased involvement by parents in school/student activities.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts/Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all students in Grade K – 2 will participate in a Balanced Literacy reading program aligned to the standards, resulting in at least a 5% increase in the number of students performing at or above grade level, as measured by Fountas and Pinnell, ECLAS2, EI Sol, student portfolios and teacher assessment binders.</p> <p>By June 2010, all students in Grade 3 – 5 will participate in a Balanced Literacy reading program aligned to the standards, resulting in at least one year gain in grade equivalent growth in overall literacy performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>actions/strategies/activities</u></p> <ul style="list-style-type: none"> ➤ By August 26, 2009, 90% or more of the teachers will participate in the first of a series of Professional Development Sessions designed around our new reading program (“Voices Reading”). Emphasis will be on Guided Reading and Differentiation. ➤ By September 2009, one A.U.S.S.I.E staff developer will be hired to work with all teachers (K-5) on increasing their ability to plan for and facilitate Guided Reading within the Balanced Literacy Block. ➤ By September 2009, teachers will be re-issued their laptop computers to facilitate their access to online data. A refresher information session will be offered to teachers on how to access data from ARIS. ➤ By September 2009, an effectively programmed schedule will be in place so that all teachers on a grade (as well as all bilingual teachers across grades and all Special Education across grades) will have common planning time to share best practices and discuss student work. ➤ From August 2009 – May 2010, all teachers will participate in Professional Development (see schedule below) on the implementation of “Voices Reading”. Emphasis will be on Guided Reading and Differentiation. <p align="center">August 26 – Voices Reading Program Overview, examine materials, Theme 1</p>

	<p>September 22 & 23 – Theme 1 October 27 & 28 – Theme 2 November 3 – Theme 2, Implementation issues December 15 & 16 – Theme 3 February 2 & 3 – Theme 4 March 16 & 17 – Theme 5 May 11 & 12 – Theme 6</p> <ul style="list-style-type: none"> ➤ By October 2009, and monthly thereafter, teachers will submit Appendix I to their immediate supervisors to track and monitor Reading Level progress of all students. ➤ By October 2009, all students in grades 2-6 will be appropriately placed in their guided reading groups. ➤ By November 2009, all students in grades 1 will be appropriately placed in their guided reading groups. ➤ By February 2010, all students in Kindergarten will be appropriately placed in their guided reading groups. <ol style="list-style-type: none"> 1. All teachers will participate in a series of Professional Development Sessions (during the school day) on the implementation of the new reading program (“Voices Reading”). 2. A Literacy Coach, Math Coach and MST Coach will work with teachers towards achieving proficiency on utilizing data to differentiate instruction. 3. As needed Professional Development will be offered to teachers on administering Running Records and classroom assessments and utilizing the information to establish, plan for and re-assess guided reading groups. 4. A.U.S.S.I.E. Consultants in Literacy will work with teachers on the implementation of Guided Reading. 5. The Literacy Coach will assist teachers with the implementation of Guided Reading. (Observe-Model-Conference approach.) <p><u>Responsible Personnel</u> Literacy Coaches, Teachers, Assistant Principals, Principal, Aussie Consultants.</p> <p><u>Implementation</u> September, 2009 and on going through June, 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>All resources will be aligned so that monies are apportioned to areas where support is needed. Monies will be allocated to provide staff development opportunities for teachers, literacy coaches, math coaches and other staff members who impact on student instruction. Monies will be allocated to hire AUSSIE Consultants. Funding sources will include Title I and Tax-Levy funds.</p>

Indicators of Interim Progress and/or Accomplishment

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

- ❖ **Regular examination of Teacher's Lesson Plans for evidence of Guided reading Groups. Informal Observations to see the implementation of the plans.**
- ❖ **Formal Observations of Guided Reading Lessons.**
- ❖ **Grade Conference discussions around data and differentiated instruction.**
- ❖ **Movement in reading Levels (Fountas and Pinnel), as evidenced by Appendix I and informal observations.**
- ❖ **Progress on classroom assessments.**
- ❖ **Progress on performance Tests (Predictive and Diagnostic).**
- ❖ **Progress on Standardized Tests.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 students in Grade 3 – 5 will participate in a Mathematics program aligned to the standards, resulting in at least one year gain in grade equivalent growth in overall mathematics performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>actions/strategies/activities</u></p> <ul style="list-style-type: none"> ➤ By September 2009, 1 math coach, 1 MST coach and 1 math AUSSIE Consultant will be in place to work with all teachers (K-5) on improving their ability to conference with students during Math and utilizing conference data to determine next steps for students. ➤ By September 2009, an effectively programmed schedule will be in place so that all teachers on a grade (as well as all bilingual teachers across grades and all Special Education across grades) will have common planning time to share best practices and participate in Professional Development sessions (Lunch ‘n Learns) focusing on Conferencing. ➤ From September 2009 through June 2010, teachers will utilize conference binders that reflect ongoing conferences with students. These binders will contain ongoing conference notes and checklists, which will enable the teachers to effectively track student progress and plan for ‘next steps’. ➤ By June 2010, teachers will demonstrate improved questioning techniques while conferencing with students. <ol style="list-style-type: none"> 1. The Professional Development Team will survey teacher’s needs in the area of conferencing in Mathematics and plan workshops focusing on conferencing. 2. Teachers will be invited to participate in Study Groups (per session), around the topic of conferencing. 3. By September 2009, teachers will receive binders and conferencing templates to utilize during student conferences. 4. Ongoing Professional Development will be provided during common preps and lunch period. These sessions will be facilitated by coaches, Assistant Principals, A.U.S.I.E.

	<p>Consultants and exemplary teachers.</p> <ol style="list-style-type: none"> 5. Principal and Assistant Principals will schedule sessions where teachers can intervisit and observe conferencing by exemplary staff, coaches or A.U.S.S.I.E Consultants. 6. Principal and Assistant Principals will collect and review (formally and informally) conference binders and provide teachers with feedback to improve instructional practices. <p><u>Responsible Personnel</u> Math Coach, MST Coach, Teachers, Assistant Principals, Principal, Aussie Consultants.</p> <p><u>Implementation</u> September, 2009 and on going through June, 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>All mathematics materials will be part of the core curriculum purchase. Resources: 1 Math Coach, Math Enrichment Teachers, classroom teachers, AUSSIE Consultant, Everyday Mathematics Program, Pacing and Alignment calendar, Intensive Professional Development in Everyday mathematics.</p> <p>All resources will be aligned so that monies are apportioned to areas where support is needed. Monies will be allocated to provide staff development opportunities for teachers, literacy coaches, math coaches and other staff members who impact on student instruction. Funding sources will include Title I and Tax-Levy funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ❖ Regular examination of conference binders, which contain ongoing conference notes in Mathematics. ❖ Evidence that teachers are providing written and oral feedback to students based on their conferences. ❖ Lesson Plans are based on conference notes and reflect teaching strategies that improve deeper understanding of mathematical concepts. ❖ Interim Assessments (3 times a year) will show incremental increases in student performance and movement within the proficiency levels. ❖ Student math journals reflect a deeper understanding of math concepts. ❖ Standard-bearing products in portfolios will be reviewed on a quarterly basis by teachers and administrators. ❖ Classroom observations (formal and informal). ❖ Also, teacher made assessments and other tests using Acuity and Scantron will be used as measures for indicators of interim progress. ❖ One year gain in grade equivalent growth in overall mathematics performance, as measured by student portfolios, periodic assessments, teacher assessment binders and City and State Standardized Assessments.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, parental involvement will have increased by 15% as measured by attendance sign-in sheets at PTA Meetings, parent workshops and by an increased involvement by parents in school/student activities.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>actions/strategies/activities</u></p> <ul style="list-style-type: none"> ➤ By September 2009, meet with the Parent’s Association President and Parent Coordinator, to discuss the needs of the parents (workshops to be presented) and create more opportunities for parents to attend school events and parent workshops ➤ By September 2009 and through June 2010, the Parent’s Association, with the assistance of the Parent Coordinator and Assistant Principals, will provide monthly Calendars and Bi-Monthly Newsletter of school programs and events to parents in order to improve home-school communication. ➤ By October 2009, meet with Coaches, Assistant Principals and A.U.S.S.I.E. Consultants to discuss workshops for parents. ➤ By October 2009, “Meet and Greet Curriculum Teas” will be held for all grades. ➤ By October 2009, develop the 2009-2010 Parent Calendar, which will indicate workshops and school events for the year. (ie. Workshops on how to help students at home in all curriculum areas, curriculum teas, assemblies, feasts, movie nights, middle school orientation, special luncheons, guest speakers on topics of parent’s interest, etc.) ➤ By November 2009, hold first of 2 “Family Movie Night” events. ➤ By December 2009, hold first of 3 “Parent/Child Luncheons”. ➤ By January 2010, hold the second of 3 “Parent/Child Luncheons”. ➤ By February 2010, hold the third of 3 “Parent/Child Luncheons”. ➤ By April 2010, hold second “Family Movie Night” event. ➤ By May 2010 hold the “Ice Cream Social”. ➤ By June 2010, celebrate parent involvement with a culminating activity and awards.

	<ol style="list-style-type: none"> 1. Meet with PA president, Parent Coordinator, Pre-K Family Worker, Assistant principals, Coaches, and A.U.S.S.I.E. Consultants to discuss, plan for and schedule more opportunities for parents to attend school events and workshops. 2. Provide monthly Parent Workshops in all curriculum areas. 3. Create and distribute monthly calendars and bi-monthly newsletter highlighting events being held at the school. 4. Plan for and hold 2 movie nights throughout the school year. 5. Plan for and hold 3 Parent/Child Luncheons. 6. Plan for and hold Ice Cream Social. 7. Celebrate Parent Involvement with a culminating activity and awards program. <p><u>Responsible Personnel</u> Math Coach, Literacy Coach, MST Coach, Teachers, Assistant Principals, Principal, Aussie Consultants, Parent Coordinator, Pre-K Family Assistant.</p> <p><u>Implementation</u> September, 2009 and on going through June, 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>1% of Title I monies will be used to implement parent work shops and meetings (mornings and evenings) including incentives/awards, stipends where needed, books for lending library, paper for duplicating agendas and informational packets, consumable supplies (pens, paper plates, cups, napkins, frames, printer ink, certificates, etc), luncheons during workshops, parent/student luncheons, ice cream social, etc.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ❖ 15% increase in the number of parents participating in school programs, as evidenced by attendance sheets. ❖ Distribution of Monthly Parent Calendar. ❖ Distribution of Bi-Monthly Parent newsletter. ❖ Workshop flyers and attendance sheets. ❖ Parent participation in classroom celebrations, trips, assemblies, movie nights, and other special events.

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	55	55	N/A	N/A	17	0	0	5
1	73	73	N/A	N/A	36	0	0	5
2	50	50	N/A	N/A	17	0	0	10
3	85	85	N/A	N/A	10	0	0	10
4	85	85	0	0	27	0	0	10
5	78	78	10	0	23	0	0	10
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>Fundations Kaplan Advantage Sundance Comprehension Strategies Kit Wordly Wise</p> <p>United Streaming: Discovery</p> <p>Performance Series from Scantron</p> <p>Scholastic Cards Comprehension</p> <p>Board Games</p> <p>Aim Higher Measuring Up</p>	<p>Balanced literacy, the core instructional program, allows for opportunities to differentiate instruction and support student’s individual needs. Students, identified as needing additional support in literacy, receive instruction from the AIS providers, the Inquiry Team, and classroom teachers. Small group instruction includes, but is not limited to, teacher-designed guided reading, strategy group lessons, and word work lessons.</p> <p>An ELA after-school support program, three days a week, and an Extended Time program consisting of 45-minute sessions, 3 times a week, provide additional support beyond the school day for those students identified as needing additional support in literacy.</p> <p>In addition, the following programs are in place:</p> <ul style="list-style-type: none"> • <u>Fundations</u>: Phonological / Phonemic awareness, phonics, and spelling program. • <u>Kaplan Advantage</u>: Test taking strategies. • <u>Sundance Comprehension Strategies Kit</u>: Fiction & Non-fiction explicit & detailed instruction with six comprehension strategies using short text • <u>Wordly Wise</u>: Improving English vocabulary. • <u>United Streaming/Discovery</u>: improve students’ retention & test scores, educational videos to support lessons, content based videos (science and social studies) • <u>Performance Series from Scantron</u> :a computer-adaptive test that provides proficiency level of students across a range of subjects that correspond with the standards; provides accuracy in placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains. • <u>Scholastic Skills Cards</u>: improving strategic comprehension strategies based on student generated skills analysis • <u>Comprehension Board Games</u>: enhancing comprehension strategies based on student generated skills analysis • <u>Aim Higher</u>: practice test taking strategies for students • <u>Measuring Up</u>: practice test taking strategies for students

Mathematics: Breakaway Math Everyday Math Games Coach Measuring Up Kaplan Advantage Math Steps Options	<ul style="list-style-type: none"> • <u>Breakaway Math</u>: Core math concepts with guided instruction, step by step problem solving, open responses, computation. • <u>Everyday Math Games</u>: Students acquire knowledge and practice number skills. • <u>Kaplan Advantage</u>: Mini-lessons on strategies, imbedded test prep. • <u>Math Steps</u>: learn to evaluate expressions, learn how to interpret equations.
Science:	<ul style="list-style-type: none"> • <u>Kaplan Advantage</u>: Mini-lessons, imbedded test prep.
Social Studies:	<ul style="list-style-type: none"> • <u>Social Studies Coach</u>: Mini-lessons, imbedded test prep.
At-risk Services Provided by the Guidance Counselor:	School counselors will provide guidance and crisis counseling services during the school day, one period a week or more frequently if needed, to all “at risk” students in grades K-5. Students are assisted in learning how to deal with various personal issues that impact their instruction.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Health related services are offered during the school day as needed, to all students in grades K-5. Students are assisted in learning how to cope with asthma, etc.

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.

P.S. 49 / The Willis Avenue School

Laura Galloway, Principal

383 East 139th Street

Bronx, NY 10454

(718) 292-4623 Fax (718) 292-4568

Office of English Language Learners
Grades K-8 Language Allocation Policy
School Year 2009-2010

Committee

Ms. Laura Galloway	Principal
Ms. Josette Weeks	Assistant Principal
Ms. Marlene Schachter	Math Coach
Mr. Joseph Gage	M.S.T. Coach
Ms. Debra Colon	ESL Teacher
Mr. Angel Santiago	ESL Teacher
Mr. Daniel Berdugo	Bilingual Teacher
Ms. Beverly Margaritis	SETSS Teacher
Ms. Harnitha Hamilton	Literacy Coach
Ms. Lisa Zwerling	Guidance Counselor
Ms. Alexia Rodriguez	Parent Coordinator
Ms. Alexandra Maroto	Parent

Part II-- Ell Identification Process

1. The steps followed to identify possible ELLS is that parents are given the (HLIS) at registration. Upon completion those students whose HLIS indicates another language will receive an informal oral interview in English and Spanish. A pedagogue, who is bilingual or ESL licensed will conduct the interview. Once another language is determined the student will be given the LAB-R within the first 10 days they are in school. They will be served according to proficiency level. In the spring, all eligible students will take the NYSESLAT.
2. Parents of newly enrolled students that speak another language are notified by letter that their child is eligible for testing. Those parents are invited to a parent orientation in which the 3 program models are reviewed. Parents are also shown an Orientation Video for Parents of English Learners, surveys are completed and submitted. For those parents who do not attend, personnel will provide outreach during parent grade orientation, teacher conferences, and home visits conducted by the family worker.

3. Parents receive entitlement letters, parent surveys and selection letters. If they are not returned, outreach will be made by phone calls or home visits by a family worker. Letters will also be available at orientations and parent teacher conferences.
4. Once a student is identified as an Ell, the parent is informed and the student is placed. The parent has the choice of opting out of the TBE class. Students will then receive ESL services. The parents must fill out an opt-out form which is provided by the ESL teacher.
5. After reviewing the Parent Survey and Selection forms of the last few years, the results indicate that parents are in favor Bilingual or ESL classes.
6. The program models offered at the school align with parental requests.

Programming and Scheduling Information

1. The instructional program is delivered as follows:
 - a) The preferred model of instruction is a push-in model. Therefore students at a beginner or intermediate level receive a combination of push-in and pull-out instruction. The ESL teacher will push-in into the class for 4 forty-five minute blocks after collaborating with the classroom teacher. The need of the student is addressed in a pull-out setting in order to address specific needs. Advanced students receive their ESL instruction within a push-in model.
 - b) The program uses a heterogeneous module.
2. In the TBE classes students are grouped heterogeneously. Students at the beginning and intermediate levels receive differentiated instruction based on allocated time as per CR Part 154.
 - a) ESL, ELA and NLA are delivered through the content areas. In the free standing ESL program, grouping is also heterogeneous. Students receive their allocated instructional time through a push-in or pull-out model.
3. The content areas are delivered either in the native language using English as a recap or in English using ESL methodologies. In the ESL program students are taught using ESL methodologies such as TPR. Students also have available native language resources for support in both program models.
4. Differentiation is as follows:

- a) At this time there is no SIFE.
 - b) There is a newcomer's after school program for the ELL students who have been in the school for less than 3 years. This program will foster differentiated instruction for the targeted group. Students will receive strategies to enhance their development of the second language, English.
 - c) The plan for ELL's receiving services from 4 to 6 years is as follows: They will be offered AIS, ETS and after school instruction/ home tutoring to meet their needs.
 - d) The Long Term ELL's will receive continued TBE or ESL services. They periodic assessment and NYSESLAT score will drive instruction.
 - e) The needs of ELL'S with special needs (IEP's) are addressed by collaboration between the Special Education, ESL and SETSS teachers.
5. PS 49X has targeted intervention programs for ELLs in ELA, Math, and other content areas. The Response to Intervention Program (RTI) includes servicing ELL's. Both AIS (Academic Intervention Services) and ETS (Extended Time School) target ELL's and other students in need of support in both reading and mathematics. Teachers are differentiating instruction for Ell's according to their needs both in monolingual and bilingual classrooms. After school, P.S. 49X is using a computer assisted reading program which adapts to the children's level. The program also provides small group instruction. In ELA, the school is using Voices Reading. This program focuses on the academic, social and emotional development of children. There are ESL strategies embedded within this program's Guided Reading component. Within the academic content areas, there are ESL strategies, including the Everyday Math teachers guide and within the Harcourt Science teachers guide. There are supplemental remedial materials such as Kaplan, Math Steps and Everyday Math Games. In Science these supplemental materials include videos on DVDs, other visuals, as well as hands on laboratory activities which are facilitated by the classroom teacher and enrichment science teacher.
6. These students continue to receive testing modifications based on their former ELL status. The ESL and classroom teachers articulate and share best practices for those students.
7. PS 49X has two new programs this year. First in partnership with Liberty Learning Lab, we are conducting an after school program with computer assisted learning. Further, we are in the process of installing READ 44 for a number of targeted students (40) in the upper grades (many of whom identified as ELLS). These programs have a listening, reading and writing component.

8. The Newcomer program will be incorporated in the Liberty Learning Lab after school program as well as other assisted computer learning e.g. READ 44 and Raz-Kids.
9. ELLS are afforded equal access to all programs. Children are eligible for after school and Supplemental Educational Services programs (SES) based on Title I eligibility and parental consent. Outreach has been made through parent letters, two parent workshops and phone calls.
10. There is a wide variety of instructional materials available for use. In ELA there is the Voices Reading program with CD support, additional guided reading books, RAZ-Kids, Achieve 3000 (in after school program through Liberty Learning Labs). PS 49X uses Everyday Mathematics including Everyday Math games on the computer, Math Steps, and Kaplan Learning for Mathematics. In Science, the school uses Harcourt Science program including videos, CD's and overhead. In addition to the classroom science center, there is a variety of classroom materials to support instruction. Everyday Mathematics and Harcourt Science are both available and in Spanish editions for use in the bilingual classes. We are using Houghton Mifflin Social Studies with all of their components. Native language books are available within the classroom (where there are ELLS) and in the library. Additional Technological components are available through Discovery Learning/United Streaming, <http://starfall.com> (ELA), Kidspiration, Math Arena, and others.
11. The native language component is supported in a variety of ways. The classroom, the ESL resource room and school library have a variety of books in the native books language. In addition to those supports, content area and native language is taught within the TBE classroom.
12. Required services support, and resources correspond to Ells' ages and grade levels.
13. Students have had the opportunity to attend summer support programs.

Schools with Dual Language Programs : Not Applicable

Professional Development and Support for School Staff

1. P.S. 49 staff, including ELL personnel, receives ongoing professional development that could be used with ELL's.

2. For students who are transitioning from elementary to middle, our staff receives targeted professional development in literacy especially writing skills, and other organizational skills which help prepare our students.
3. Training has been offered throughout the year to fulfill the minimum 7.5 hours of ELL training. Training is offered by staff, DOE and BETAC. For the 2009-2010 school year a study group is being planned to further our understanding and practices. Inquiry teams identify particular students and evaluated their ongoing progress.

Parental Involvement

1. Our school provides support for parents of ELL's through monthly workshops, literature and open access.
2. Outside agencies are offered as resources to parents.
3. The needs of parents are addressed by surveys, question and answer sessions and parent meetings.
4. The parent involvement activities that address the needs of parents are ARIS, grade conferences, test prep meetings, parent teacher conferences and grade assemblies to promote success.

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

1. The data patterns reveal that the students show marked improvement each year. This trend is reflected with all ELL students. B they 4th and 5th grade more students score at the advanced level in all four modalities. The teachers are able to use and interpret this data to drive instruction.
2. Instructional decisions are based on student needs. The various components of the NYSESLAT allow for differentiated instruction. The different modalities are used to address individual learning styles. The patterns of proficiency vary across the grades. The results are monitored to evaluate needs and to drive instruction.
3. The patterns:
 - a) After examining the results of the NYSESLAT and its modalities, it is apparent that students are advancing in both listening/speaking, reading/writing as they move up in the grades. Students are given the choice to take exams such as: Math, Science and Social Studies in their

Native Language. It appears that they perform just as well in English as in Native language.

- b) The results of the periodic assessments are used by teachers to differentiate instruction and materials are brought to support and reinforce areas that are in need.
- c) By looking at the periodic assessments weakness and strengths are noted. The 2nd language acquisition is observable is used to enhance academic skills and strategies.

4. Dual Language: Not Applicable

- 5. The results of the NYESLAT, ELE, and periodic assessments will be evaluated to determine the success of the programs.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District LSO – District 7	School P. S. 49
Principal Laura Galloway	Assistant Principal Josette Weeks
Coach Marlene Schachter	Coach Joseph Gage
ESL Teacher Debra Colon & Angel Santiago	Guidance Counselor Lisa Zwerling
Teacher/Subject Area Daniel Berdugo	Parent Alexandra Maroto
Teacher/Subject Area Beverly Margaritis	Parent Coordinator Alexia Rodriguez
Related Service Provider	SAF
Network Leader Jackie Gonzalez	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	6	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	651	Total Number of ELLs	146	ELLs as Share of Total Student Population (%)	22.73%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1				6
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0				0
Push-In/Pull-Out	8	8	8	8	8	8				48
Total	9	9	9	9	9	9	0	0	0	54

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	93	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	71			19			2			92
Dual Language										0
ESL	22		6	20		5			1	42
Total	93	0	6	39	0	5	2	0	1	134

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	11	17	12	13	20	19				92
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	11	17	12	13	20	19	0	0	0	92

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____)

Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	7	7	4	11	11	14				54
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

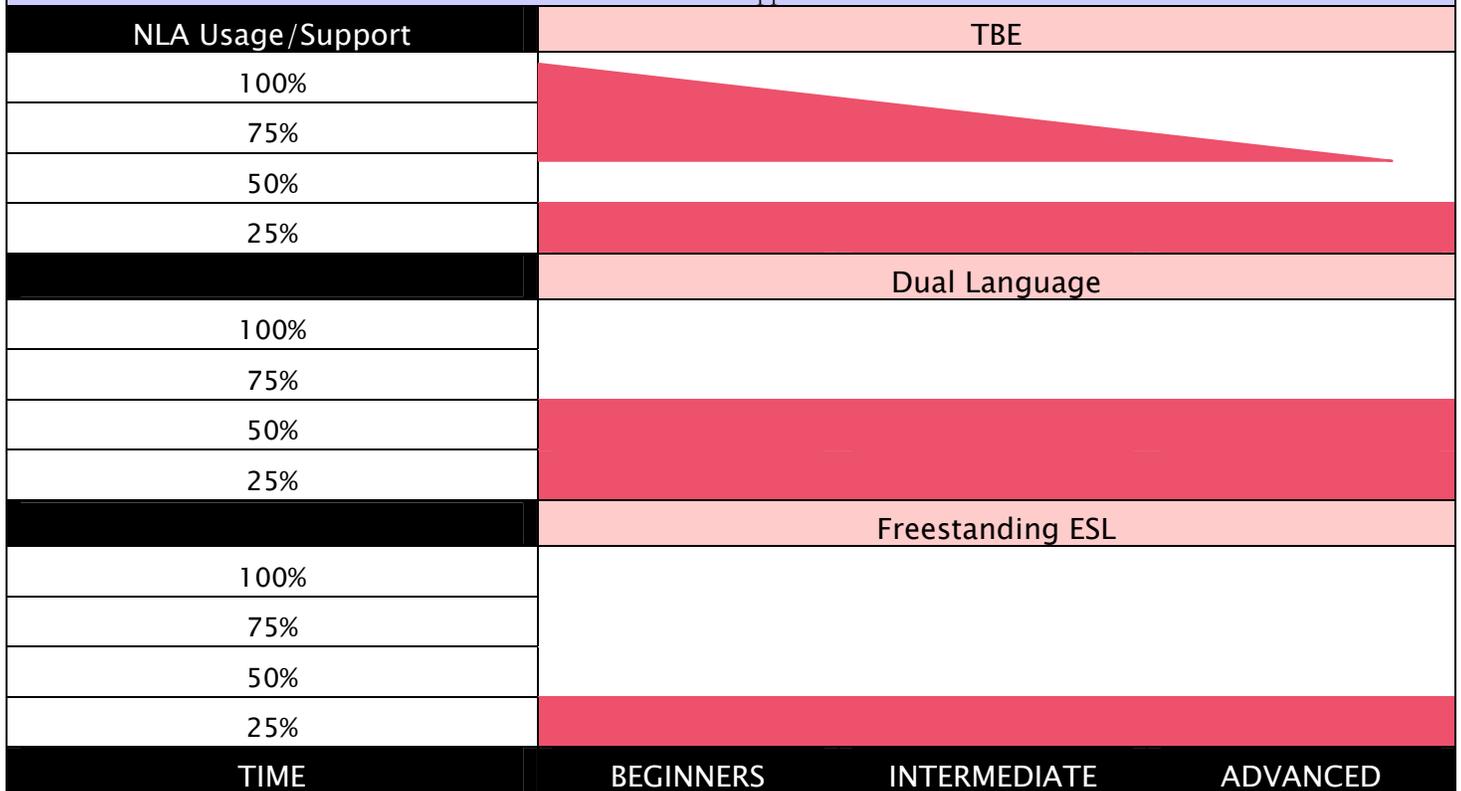
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ul style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ul style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ul style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs. 										
TOTAL	7	7	4	11	11	14	0	0	0	54

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	7	11	1	4	5	3				31
Intermediate(I)	0	12	4	14	6	7				43
Advanced (A)	11	2	12	6	23	18				72
Total Tested	18	25	17	24	34	28	0	0	0	146

4	1	0	2	1	12	2	11	1	30
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4				8	1	3		16
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1	10	12	1			
2			8	5	6	
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	19					
1	1	2	3	4	1	9
2				1	1	13
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

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

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josette Weeks	Assistant Principal		
Alexia Rodriguez	Parent Coordinator		
Debra Colon & Angel Santiago	ESL Teacher		
Alexandra Maroto	Parent		
Daniel Berdugo	Teacher/Subject Area		
Beverly Margaritis	Teacher/Subject Area		
Marlene Schachter	Coach		
Joseph Gage	Coach		
Lisa Zwerling	Guidance Counselor		
	School Achievement Facilitator		
Jackie Gonzalez	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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) Pre-K – 5 Number of Students to be Served: 145 LEP Non-LEP

Number of Teachers 6 Other Staff (Specify) 2 ESL Teachers

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.

PS 49X is a Pre-K through 5th grade school in the South Bronx. There are approximately 650 students at the school. Over 90% of the students are entitled to free lunch. 22% of our students are ELL's. Spanish is the primary language of our ELL population. According to the parent survey letters, Bilingual or ESL Programs are preferred. Analysis of the four modalities of the NYSESLAT indicated that, across the grades, reading and writing were the areas where more concentration is needed. Listening and speaking showed the greatest gains. City and State data showed our ELL's at the "beginning level" below level (2) in reading and math. Those ELL's at the "advanced level" scored at or above grade level (3 and 4). P.S. 49X has a Spanish Bilingual Program and a Freestanding ESL Program. Our Spanish Bilingual Program consists of six, self-contained bilingual classes, grades K-5 (one class on each grade).

Each bilingual class has approximately 20-25 students in grades K-5. Our teachers are fully licensed and certified in their respective areas. Academic content is fully aligned with CR Part 100 standards. Our Spanish Bilingual Program provides students with a balanced approach to literacy and mathematics education, inclusive of content areas. Our bilingual classes utilize a differentiated approach (1.e., whole group, small group and individualized instruction) based on student's English and Native language proficiency.

Students receive ESL instruction depending on proficiency (Beginning, Intermediate and Advanced Levels), which is consistent with CR Part 154 requirements. The proportion of native or English language usage is determined on the basis of the student's language proficiency levels in conformity with New York City's Language Allocation Policy. Students receive a unit of Native Language Arts during the Literacy Block.

Our ESL Program serves students in grades K-5 who have been opted out of the bilingual program. Students are either pulled out for instruction or the ESL teacher pushes into their classrooms. Our push-in model enables our ESL instructors to scaffold academic content area instruction by utilizing ESL strategies. Our pull out model allows our ESL instructors to group students based on the LAB-R and NYSESLAT Assessments. Students receive instruction from fully certified ESL teachers. ESL instruction is provided based on Beginning, Intermediate and Advanced Levels (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements.

All academic content is fully aligned with SED, NLA and ESL learning standards. Data from the LAB-R and NYSESLAT Assessments is used to determine the language learning levels of all students. Differentiated ESL instruction is provided to students based on Beginning, Intermediate and Advanced Levels (as determined by the LAB-R or NYSESLAT) and is consistent with CR Part 154 units of instruction requirements

A New Comer After School Program – to support acculturation into an English Language school system will be conducted 3 times a week (2 hours each session). Newcomer students will be invited to this after-school program. Based on their relative levels of second language proficiency, students will receive supplemental English Language instruction in literacy and mathematics. Students receive Balanced Literacy and Everyday Math instruction during their daily schedule. To supplement language and literacy, newly enrolled ELL students will be given additional instruction utilizing specialized materials. The focus of this program is:

- Achieve 3000 to enhance and improve Literacy,*
- interactive learning to promote language development,*
- basic patterns and structures,*
- extensive skills practice and repetition,*
- and opportunities for students to personalize learning.*

Targeted beginning date for program is November 4, 2009. Ending date is May 20, 2010. Licensed bilingual or ESL teachers will be hired to teach each class. Class size will not exceed 10 students.

ELL students will also receive Extended Day Services 4 times a week for 8:02 – 8:40. Students will receive support in ELA or Math.

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.

During the 2009-2010 school year, the bilingual and ESL staff will receive Professional Development pertaining to ESL methodologies in the content areas, to help promote the teaching and learning process.

Some topics to be covered will be:

- *Best practices - ESL strategies in the content area.*
- *Word Study rules of spelling, phonics and semantics.*
- *Assessing reading levels so that all instruction can cater to individualized needs.*
- *Leveling Books in order to facilitate student selection of “Just Right Books”.*
- *Using ELL data to target areas in need of improvement.*
- *Strengthening content area teachers’ ability in language acquisition skills.*

*A Study Group on examining “best practices”, “looking at student work” and “utilizing assessment to inform instruction” will be offered to staff during the 2009-2010 schoolyear. This study group will be led by an ESL Teacher. The participants will read and discuss the book “**Working With English Language Learners....Answers to Teachers Top 10 Questions**” by Stephen Cary.*

Form TIII – A (1)(b)

School: 07X049 BEDS Code: 320700010049

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$2994.00	60 hours of per session for ESL and Classroom teachers to support ELL Students: 60 hours x \$49.89 (current teacher per session rate with fringe) = \$2993.40) 10 teachers x 6 hours each = 60 hours
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$151.00 \$1479.00	To purchase 11 copies of “<i>Working With English Language Learners....Answers to Teachers Top 10 Questions</i>” @ \$13.64 each. \$13.64 x 11 = \$150.04 Literacy leveled trade books for ELL’s - Bilingual trade books in Spanish; multicultural picture books with CD ROMs
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 4624.00	

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

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.

An assessment of written translation and oral interpretation needs was conducted at P.S. 49 in the following manner:

- *The Parent Coordinator, Parent's Association and LAP Committee surveyed 49's parents.*
- *Information was collected from the Home Language Survey forms on file for all active students.*
- *Additionally, ATS provided data regarding home language.*
- *Teachers also provided the LAP Committee with feedback regarding their daily interaction with the parents of student in their classes.*

The Home Language Surveys, Parent Surveys, Parent Attendance Records at meetings, and teacher feedback revealed that a large portion of P.S. 49's population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The Principal, Parent Coordinator, Secretaries are bilingual and assist with written translations and oral translations at meetings and in the office with parent matters. As is school policy all parent communication is done in a timely manner.

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.

The major findings indicate that:

Written translations are required for all documents being sent home to parents. This includes:

- *parent letters*
- *calendars*
- *informational letters*
- *and any other written parent communication.*

Oral translations are required for all school activities. This includes:

- *Parent Association Meetings*
- *Parent Teacher Conferences*
- *Awards Assemblies/“Stepping Up” ceremonies*
- *Special Assemblies*

All parent communications and information are translated and disseminated in English and Spanish through the communication systems already in place. This involves the use of additional paper for copying as well as additional time for staff involved to translate all materials.

Part B: Strategies and Activities

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

Written translations will be provided for all documents being sent home to parents. This includes:

- a. parent letters*
- b. calendars*
- c. informational letters*
- d. and any other written parent communication.*

All parent communications will be translated before they are sent out to the P.S. 49 Parent Community to insure that all parties receive the information at the same time. School staff and parent volunteers will provide their written translation services. Additionally, we will use documents from the DOE website, which are already translated.

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

Oral translations will be provided for all school activities. This includes:

- *Parent Association Meetings*
- *Parent Teacher Conferences*
- *Awards Assemblies/“Stepping Up” ceremonies*
- *Special Assemblies*

School staff provides these oral translation services. Additionally, we use the DOE telephone services. We find this service especially helpful during Parent Teacher conferences, when there is a high need for translation.

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>.

In fulfillment of Chancellor's Regulations A-663, the school, upon a student's enrollment, determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept on record in ATS and on the student's emergency card. All parents are provided with translation and interpretation services for all parent communication on their child's education, school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement, trips and consent forms and safety.

Additionally, at the main entrances our building, we have posted how parents can access written and oral translation services.

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:	\$789,598.00		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7895.00		
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:	\$35,479.00		
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:	\$78,959.00		
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.

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

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

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

P.S. 49 The Willis Avenue School

383 E. 139th Street Bronx, New York 10454 Tel: (718)292-4623 Fax: (718) 292-4568

Laura B. Galloway Principal

Josette Weeks
Assistant Principal

Dariene Marsh
Assistant Principal

Philip Caraher
Assistant Principal

P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance Policy

The name of the Title I Parent Advisory Structure shall be: The P.S. 49X Parents Association (PA)

Goals and Objectives

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).
2. To involve parents of Title I participating students in an organized and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of Title I participating students for involvement in professional development opportunities, meetings (*including the required Annual Meeting*), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents of Title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.
5. To develop a proposed spending plan and budget in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% (up to 5%) parent involvement allocation can be best utilized to support the needs of all Title I parents.

Title I Parent Advisory Structure Membership

Eligibility

Membership in the P.S. 49X Parents Association shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending P.S. 49X.

Outreach to New P.S. 49X Parents Association Members

In the beginning of each school year, a welcoming letter from the P.S. 49X Parents Association shall inform eligible parents and caregivers of P.S. 49X The Willis Avenue School and shall encourage their participation.

Voting Privileges:

Each parent of a Title I participating child/children currently attending P.S. 49X The Willis Avenue School shall be entitled to one vote concerning Title I related matters.

Officers

The officers of the P.S. 49X Parents Association shall be: President, Vice-President, Recording Secretary, Treasurer, Title I Representative, and Alternate Title I Representative.

Term of Office

The term of office shall be from July 1 to June 30. Officers shall be elected in June for a 1-year term beginning in July.

Qualifications for the officer positions listed above is limited to parents, legally guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at P.S. 49X, The Willis Avenue School.

Duties of Officers

The P.S. 49X Parents Association President shall:

- preside at all meetings of the Parents Association and shall be an ex-officio member of all committees except the nominating committee
- appoint chairpersons of Parents Association subcommittees with the approval of the Parents Association Executive Board, and shall appoint chairpersons of Parents Association standing committees with the approval of the Parents Association membership
- delegate responsibilities to other Parents Association members and shall encourage meaningful participation in all P.S. 49X The Willis Avenue School activities
- serve as the Parents Association representative to the *District Title I Parent Committee (DPAC or Presidents' Council)* and shall be required to attend all district Title I parent leader meetings
- share information and provide reports to Parents Association membership
- meet regularly with the Parents Association officers and membership to plan Parents Association meeting agendas and other activities/events
- assist with the transfer of Parents Association records to the incoming Parents Association officers prior to the end of his/her term of office.

The Parents Association Vice-President shall:

- assist the Parents Association President with the duties as outlined above and shall assume his/her duties his/her absence or at the Parents Association President's request.

The Parents Association Recording Secretary shall:

- prepare Parents Association meeting notices, agendas, sign-in sheets
- record the minutes at all Parents Association meetings
- prepare and read the draft minutes at Parents Association meetings and make minutes available upon request
- share responsibility with other Parents Association officers for safeguarding all

Parents Association records

- sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the Parents Association
- assist with the transfer of Parents Association records to the incoming Parents Association officers prior to the end of his/her term of office

The Parents Association Treasurer shall:

- be responsible for coordinating and drafting a proposed budget and spending plan for the Title I parent involvement allocation (minimum of 1%, maximum of 5%), for approval by the Parents Association membership and School Leadership Team
- be responsible, with the Parents Association President, for presenting the membership approved proposed budget and spending plan to the School Leadership Team as the recommendation for use of these funds to support Title I parent involvement
- assist with the transfer of Parents Association records to the incoming Parents Association officers prior to the end of his/her term of office
Parents Association Standing Committees

The Parents Association Title I Representative and/or Alternate shall:

- provide access to Parents Association members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know documents)
- shall be required to attend all district Title I parent leader meetings
- share information and provide reports to Parents Association membership

Review and Amendments to P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance Document

- This P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance document should be reviewed annually to ensure that they remain current with State, Federal and Department of Education requirements and continue to meet the needs of the P.S. 49X Parents Association membership.
- Proposed amendments shall be presented in writing to the Title I parent community prior to any vote taken to adopt the amendment(s). Adopted amendments shall be attached to this document and remain on file in P.S. 49X The Willis Avenue School.
- This P.S. 49X Parents Association School-Level Title I Parent Advisory Guidance document shall be distributed to all parents of Title I eligible children who attend P.S. 49X The Willis Avenue School and shall be signed below in order to verify the date of general distribution to the Title I parent community.

Date of Review by P.S. 49X Parents Association Membership

Signature of P.S. 49X Parents Association President _____

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

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

PS 49x Proposed School-Parent /Guardian Agreement

Topic	School Responsibilities	Parents’/Guardians’ Rights	Parents’/Guardians’ Responsibility	Student Responsibilities
Respect	The school will foster an atmosphere of respect for each member of the school community and will make every effort to communicate with all parent/guardians.	Parent/guardians have the right to be treated with respect.	Parent/guardians will respect each member of the school community and encourage their children to do the same.	Students will show respect for themselves, their peers, their school, and the school community.
Programs/ Services	The school will provide information regarding program and support services, identify students in need of such services and provide services to those students.	Parent/guardians have the right to receive program and support services that enable their children to reach their full potential.	Parent/guardians will alert the school of any special needs their children may have and will seek appropriate help for those at the school level. Parent/guardians are responsible for understanding the goals of those services provided for their children.	Students have the responsibility to attend and participate fully in programs provided for them.
Academics	The school will provide an academic program that supports high expectations for students.	Parents/guardians have the right to a free, public school education for their children.	Parent/guardians will send their children to school on time, well rested and prepared to learn.	Students will attend school regularly arrive on time, be appropriately dressed and have their completed homework assignments and other necessary material.
Expectations of Students’ Performance and Progress	The school will communicate expectations regarding student performance and progress as well as important school policies including its homework policy.	Parent/guardians have the right to communicate with teachers regarding issues of children’s performance and progress and to request meetings to discuss children’s progress.	Parent/guardian will ensure satisfactory completion of homework assignments and will arrange a quiet time and place where their children may work on those assignments. Parent/guardians will monitor homework assignments daily.	Students will seek assistance (before, during and/or after school) when they have problems with their schoolwork/homework.

Topic	School Responsibilities	Parents'/Guardians' Rights	Parents'/Guardians' Responsibility	Student Responsibilities
Emergency Contact and Health	The school will maintain up-to-date emergency contact and health information.	Parents/guardians have the right to know that the school will maintain up-to-date emergency contact and health information.	Parent/guardians are required to provide the school with current a) family addresses and telephone numbers; b) accurate emergency contacts and c) health information. Parents/guardians will have their children immunized.	Students will transmit any necessary correspondence to and from school personnel and parent/guardians.
Policies and Procedures	The school will provide to parent/guardians a clear description and explanation of the school calendar, school safety plan the discipline code and the Chancellor's parent/guardian school communicate plan.	Parent/guardians have a right to receive information about the school's policies and procedures and have access to their children's records.	Parent/guardians will be familiar with the school calendar, school safety plan, discipline code, and will discuss these topics with their children.	Students will be familiar with the school calendar, school safety plan, discipline code, and will discuss these topics with their parent/guardians.
School Mission, Educational Goals and Objectives	The school will provide a clear description and explanation of the school mission, educational goals and objectives, and school report card.	Parents/guardians have a right to information regarding the school's mission, academics and programs offerings.	Parent/guardians will know the school's mission, goals and objectives.	Students will take the advantage of every opportunity offered to them and strive for excellence in their academics and extracurricular activities.
School Uniforms	The school will have a consistent uniform policy which takes economic and other hardships into consideration.	Parent/guardians have a right to know school uniform policy.	Parent/guardians will be familiar with and make an effort to enable their children to adhere to the school uniform policy. If necessary, parent/guardians may elicit aid from within the school community.	Students will be familiar with and make an effort to adhere to the uniform policy.

Signature of Parent

Signature of Student

Student of School

This agreement is designed to improve and enhance parent/guardian-school relations and is not to intend to create new legal rights or to affect existing legal rights. This agreement or the lack thereof should not be used or relied on in legal proceedings. Some parent/guardians and children may have additional rights by virtue of statutory or regulatory protections, including but not limited to, students in Title 1 schools, Special Needs students, and English Language learners.

EP 49x Proposición de la Escuela en Acuerdo con el Padre/Guardián

Tema	Responsabilidades de la Escuela	Derechos de los Padres/Guardianes	Responsabilidades de los Padre/Guardianes	Responsabilidades de los Estudiantes
Respeto	La escuela tendrá un ambiente de respeto para cada miembro de la comunidad en la escuela y hará cada esfuerzo para comunicarse con todos los padres/guardianes.	Los padres/guardianes tienen el derecho que los traten con respeto.	Los padres/guardianes respetaran a cada miembro de la comunidad en la escuela y urgir a sus niños que hagan lo mismo.	El estudiante enseñara respeto a ellos mismos, a sus compañeros, a la escuela y la comunidad de la escuela.
Programas/ Servicios	La escuela proveerá información sobre programas y servicios de apoyo, identificar a los niños que necesiten estos servicios y proveerles servicios a esos estudiantes.	Los padres/guardianes tienen el derecho de recibir programas y servicios de apoyo para que sus niños tengan la habilidad de alcanzar su potencial completamente.	Los padres/guardianes le informaran a la escuela de cualquier necesidad especial que su niño tendrá y buscara la ayuda apropiada para esa necesidad al nivel de la escuela. Padres/guardianes son responsables de entender las metas de esos servicios que se proveerán a su niño.	El estudiante tendrá la responsabilidad de asistir y participar completamente en los programas que se proveerá.
Académicas	La escuela proveerá un programa académico que apoyara altas perspectivas para los estudiantes.	Los padres/guardianes tienen el derecho a una escuela pública gratis para sus niños/as.	Los padres/guardianes mandaran a sus niños a la escuela a tiempo, descansados y preparados para aprender.	Los estudiantes asistirán ala escuela regularmente, llegar a tiempo, estar vestidos apropiadamente y tener la tarea completa y cualquier otro material necesario.
Lo que se espera de los estudiantes de su trabajo y progreso.	La escuela se comunicara sobre lo que se espera de los estudiantes y sobre el progreso de trabajo al igual la importancia del plan de acción de la escuela incluyendo el plan de acción de la tarea.	Los padres/guardianes tienen el derecho a comunicarse con los maestros sobre asuntos del trabajo y el progreso el niño/a. También pedir reuniones para hablar sobre el progreso del niño.	Los padres/guardianes se aseguraran que la tarea estén completas satisfactoriamente y prepararle un lugar y tiempo que este libre de sonidos, donde su niño podrá trabajar en su asignaturas. Padres/guardianes tienen que observar las tareas diariamente.	Los estudiantes buscaran ayuda (antes, durante o después de la escuela) cuando tengan problemas con su trabajo de la escuela/tarea.

Tema	Responsabilidades de la Escuela	Derechos de los Padres/Guardianes	Responsabilidades de los Padre/Guardianes	Responsabilidades de los Estudiantes
Contactos de Emergencias y la Salud	La salud mantendrá al día la información de salud y el contacto de emergencias.	Los padres/guardianes tienen el derecho de saber que la escuela mantendrá al día la información de la salud y el contacto de emergencias.	Los padres/guardianes tienen que proveer a la escuela con información que este al día a) Direcciones de la familia y numero de teléfonos b) Contacto de emergencia correcta y c) información de salud. Padres/guardianes tienen que tener a sus niños con sus vacunas.	Los estudiantes tienen que enviar cualquier correspondencia al personal y del personal de escuela y a padres/guardianes.
Pólizas y Procedimientos	La escuela proveerá a los padres/guardianes una descripción y explicación clara sobre el calendario de la escuela. El plan de seguridad de la escuela, el plan de código de disciplina y el plan de comunicación con la escuela del canciller a los padres/guardianes.	Los padres/guardianes tienen el derecho de recibir información sobre las pólizas de la escuela. Los procedimientos y tener acceso a los datos de su niño/a.	Los padres/guardianes estera familiarizado con el calendario de la escuela; el plan de seguridad. Código de disciplina, y hablara sobre estos temas con su niño/a.	Los estudiantes estarán familiarizados con el calendario de la escuela, el plan de seguridad, código de disciplina, y hablara sobre estos temas con su padre/guardianes.
La meta de la escuela y propósito de la educación y objetivos	La escuela proveerá una clara descripción y explicación sobre la meta de la escuela. Propósito de la educación y objetivos y la nota de la escuela.	Los padres/guardianes tienen el derecho de recibir información sobre la meta de la escuela, lo académico y programas que se ofrecen.	Los padres/guardianes tienen el derecho de recibir información sobre la meta de escuela, propósito y objetivos.	Los estudiantes tomaran ventajas a las oportunidades que se le ofrecerá y para la excelencia en lo académico y actividades curriculares adicionales.
Uniforme de la escuela	La escuela siempre mantendrá póliza de uniforme consistente el cual se relaciona con la economía y otra dificultad también está en consideración.	Padres/guardianes tienen el derecho de saber la póliza del uniforme de la escuela.	Padres/guardianes estarán familiarizado con el y hará el esfuerzo de hacer posible para que su niño siga la póliza del uniforme de la escuela. Si es necesario padres/guardianes podrán buscar ayuda dentro de la comunidad de la escuela.	Students will be familiar with and make an effort to adhere to the uniform policy.

Firma del Padre

Firma del Estudiante

Firma de la Escuela

Esto arreglo esta diseñado para mejorar la relación entre la escuela y padre/guardianes y no esta diseñado para crear nuevo derechos legales o afectar derechos legales que ya existen. Este arreglo no será usado o depender en actividad o acto de protecciones pero limitado a estudiantes que están en su escuela del Titulo 1, Estudiantes con necesidades especiales, los que reciben el Idioma Ingles.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

We constantly monitor and measures academic progress. We use the data to drive instruction and to inform staff development for teachers. Student performance is measured by, but not limited to, the following:

- ATS Reports
- Early Childhood Literacy Assessment System 2 (ECLAS2)
- Last Year's CEP
- State Assessments Tests
- Attendance Rates
- Unit/Teacher-made/Grade Level Tests
- Suspension/Incident Rates
- Item Skills Analysis
- ARIS
- Student Portfolios
- Classroom Performance
- Teacher Observations
- School Walkthroughs
- Workshop Attendance Records
- School Report Card
- Running Records Anecdotal

Other assessments

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

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

All students are provided equity, access and inclusion in all curriculum mandates and enrichment programs to support their achievement towards meeting the proficient and advanced levels of student academic achievement. All students receive literacy instruction in reading and writing through the Balanced Literacy Model. Through this model students are instructed in the five essential components of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. The Primary Literacy Standards are also addressed in teacher planning to ensure that develop expert reading/ writing processes and habits, understand the print-sound code, students write for a purpose, and in genres, that students use correct language conventions, and engage in book discussions. The organized structure of the workshop model is provided daily. The students' individualized and enrichment needs are monitored and addressed through teacher planning, assessments through running records, individualized conferences and leveled libraries. The students are participant of apprenticeship through mini lesson modeling, read alouds and shared reading and writing. Explicit instruction and practice of language skills and concepts are provided through guided and independent reading/ writing, student conferencing and sharing. The New York City Primary Literacy Standards are emphasized for all students who are expected to read, write, listen and respond for information, understanding, expression, critical analysis and social interaction across all curriculum areas.

The following strategies will continue to be implemented: Foundations, Grammar instruction and Writing Conventions. There will be a periodic collection of student writing samples for monitoring the writing progress and to use for improving teacher practice through professional development. We will continue the dedicated literacy block with reinforcement on the reading comprehension strands, genre structures and reading and writing behaviors, daily use of the writer's notebook, deeper understanding of the writing process, reading and writing skills focus for the week school wide, promote critical thinking through Bloom's Taxonomy Question formation. We will continue Professional Development on leveling libraries to reinforce the guided reading and match readers to "Just Right Books".

Additionally, we will:

- Increase use of multiple assessments to inform planning for reading skills reinforcement.
- Increase emphasis on the use of running records to inform instruction and daily conferencing.
- Increase emphasis on teacher modeling the reader and writer's craft through mini lessons and writer's workshop.
- Support Staff will provide AIS in support of level 1 and level 2 students during the school day
- Increase the training and use of Wilson and Foundations implementation for struggling readers.
- Academic Intervention services will continue to target the "at risk" students who have not met the grade benchmarks in reading and math.

Targeted students will be provided the opportunity to participate in the after-school Literacy/Math Extended Day program for small group instruction focused on literacy and math strategies using Kaplan, apply the skills to real texts, response to focused writing tasks and listen to stories for specific skill purposes. Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schemes around specific topics. Independent reading materials, i.e., trade books and novels, and leveled books to meet student needs will be used. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

All students are using Everyday Mathematics as the primary vehicle for math instruction in the school. We will continue to monitor progress of the implementation of the Everyday Day Mathematics program and utilize the pacing calendar. We will collect, analyze and use the end of unit assessments to plan instruction and Professional Development. We will continue the use of the portfolios as an accountability measure for ensuring that students are demonstrating growth in the key ideas. Math instruction will focus on using math language, daily mathematics journals, teacher modeling, and multiple assessments to monitor student growth

3. Instruction by highly qualified staff.

One hundred percent of the teachers at P.S. 49 are fully licensed and certified. Extensive Professional Development in Reading and Math researched based teaching methods that promote student growth and utilize student data to drive instruction. Interviews and demonstration lessons by new applicants to the school will be required in order to ascertain their qualifications. These interviews are conducted by a team of teachers, coaches, administrators and parents..

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

English Language Arts:

There is a need to continue supporting teachers with Professional Development in the following:

- teaching of phonics;
- writing process / writing workshop;
- development of rubrics that align with state performance standards and assessments;
- incorporating Bloom's Taxonomy Question formation to promote critical thinking;
- leveling libraries to match reader to independent and instructional levels;
- planning strategies that address the use of high level reading vocabulary and accountable talk;
- analyzing multiple assessments to plan reading skills reinforcement in guided and independent reading;
- incorporating academic interventions to target "at risk" students(not meeting the grade performance levels) during reading;
- differentiating instruction to meet the needs of the struggling reader, as well as the advanced reader.

Mathematics:

There is a need to continue supporting teachers with Professional Development in the following:

- for K-2 - development of progress reports and/or other informal measurements tools
- begin embedded test preparation strategies in grade 2
- planning strategies that address the use of math vocabulary and accountable talk
- student exploration and use of math concepts and teacher facilitating and observing to monitor student progress

Special Education Students:

There is a need to continue building on teacher Professional Development that will focus on writing quality IEPs, aligning instructional planning with NYS performance standards and that supports the functional learning levels of students with IEPs.

ELL Students:

There is a need to continue to support teachers with Professional Development on utilizing ESL strategies and differentiation of instruction to support our English Language Learners.

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

One hundred percent of the teachers are state certified. Efforts will continue to recruit teachers from universities who are working on state certification. Additionally, we will continue to participate in DOE Job Fairs.

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

Our Parent Association and Parent Coordinator are very actively recruiting parents as “Learning Leaders”. They are given formal training on specific strategies for assisting in the school. After completing the course work, the parents are placed in their assignments. These assignments vary by parent interest and school need. Additionally, our Parent’s Association is growing in numbers, as evidenced by attendance at meetings.

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.

P.S. 49 houses 2 Pre-K classes. The parents and children participate fully in all school events and resources. For these students, the transition is seamless. Parent workshops on the curriculum and school programs are open to all families. In addition, we host on going family workshops for our Pre-K students and parents.

Other students are recruited from C.B.O.’s and the community. The children from C.B.O.’s are invited to visit the school before entering kindergarten. Parents are informed and may attend workshops and a “Tea” to assist in a smooth transition.

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.

All members of the staff are provided with multiple opportunities to share in the school’s decision making to improve student achievement. They are encouraged to participate in the following action planning sessions: School Leadership Team, Safety, Curriculum Development, Grade and Staff Meetings, Academic Intervention, Discipline, Attendance, and Ad Hoc committees. Additionally, all members of the teaching staff are members of grade level “Inquiry Teams”.

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.

Students who are having difficulties this year will be identified in early September, 2009 so we can begin early to provide support through Academic Intervention Services.

Additional assistance will also be given through before and after-school programs.

Additionally we will:

- Continue Professional Development on leveling libraries to reinforce the guided reading and match readers to leveled libraries and “Just Right Books”
- Use of multiple assessments to inform planning for reading skills reinforcement
- Emphasis on the use of running records to inform instruction and daily conferencing
- Emphasis on teacher modeling the reader and writer’s craft through the mini lessons

- Training of support staff to provide push in support for level 1 and level 2 students during literacy block
- Training and use of Wilson and Foundations for struggling readers
- Continued training of support staff on differentiated Academic Intervention Strategies of “at risk” students who have not met the grade benchmarks in reading and math

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.

The Parent Coordinator, Family Worker, Social Worker and Guidance Counselors will continue the outreach and articulation with current local service programs and CBO’s to support the P.S. 49 school community.

All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in elementary school.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

NCLB/SED Status: SINI2 - ELA **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

The school’s academic issue that caused it to be identified as a SINI2, was the apparent failure to meet the AYP in ELA. The area of most difficulty is our Special Needs population. In 2008-2009, we met this AYP using Safe Harbor. In 2008-2009 we did meet AYP in all subgroups, but we must meet this criteria 2 years in a row to be removed from the SINI list.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

In order to address causal factors for low student performance and improve student achievement in the above Identified areas, we have done the following:

- All teachers are being provided with quality professional development to ensure that they are able to impart quality instruction to all students, including their ability to use data, differentiated instruction, etc,
- Students in great need of support in Literacy are being seen during the morning extended day program as well as during our after-school program until 5:00 p.m. The Extended day Morning Program is held from 8:02 a.m. until 8:40a.m. Monday through Thursday,
- Students in need are seen by AIS providers throughout the day. The AIS providers and classroom teachers collaborate regarding the strategies they will be teaching and supporting.
- See Annual School Goals and Action Plans on Pages 38 – 45.

¹ School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement

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

We have hired 2 AUSSIE Consultants to provide professional development to the entire staff. These consultants provide one-on-one professional development, as well as, workshops to small groups of teachers. The consultants plan with teachers, develop curriculum maps and model lessons. After school workshops are also provided for interested staff.

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

P.S. 49X will hire an "F" status teacher to provide all eligible teachers their mentoring hours. Additionally, all teachers have the opportunity to work with our Literacy Coach, Math Coach and MST Coach to develop their expertise as teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters will be distributed to all parents informing them of the school's SINI2 status. Additionally, this will be discussed at Parent Meetings. Questions regarding the school's identification for improvement will be answered in a language that parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Administrators, Literacy Coaches, ELL Teachers and Classroom Teachers conducted a review of the curriculum and related materials available to our teachers for English Language Arts. This review indicates that we are utilizing a NYS standards based ELA curriculum. Curriculum maps and pacing calendars are in place. For the upcoming school year, we will be utilizing "Voices Reading". This curriculum, which is Balanced Literacy based, contains suggested read alouds, mini-lessons (in which literacy strategies and skills are taught to enhance reading comprehension and writing skills of the students), writing activities (responses to literature), vocabulary lists, guided reading strategies, technology links, appropriate assessments and other ELA resources. Appropriate materials to support the curriculum are available for all students, which include our ELL population, and students with disabilities.

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?

P.S. 49 uses a Balanced Literacy 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) – Balanced Literacy addresses all of these standards. To support Balanced Literacy, all classrooms have rich leveled libraries, Comprehension Strategies Kits (research based and aligned to NYS Standards), an expansive collection of guided reading books in fiction and non-fiction, games that address strategies and skills at all levels, computer assisted programs, and additional resources. Professional Development Workshops in Balanced Literacy are frequently offered to staff to build capacity throughout the school.

In addition to the above, the ELL program uses *Avenues*, *Into English*, and *Santillana Intensive English* for grades kindergarten to fifth, which are fully aligned to the NYS standards.

In addition to the above, *Wilson*, *Foundations*, *Explode The Code*, and *Reading A to Z*, which are aligned to the NYS Standards, are used to address the needs of struggling readers and students with disabilities.

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.

This finding was not applicable to our school.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The administrations, grade leaders and math coach reviewed the research on the NY Standards and the Everyday Math Program. It was found it to be aligned with the New York State Standards for mathematics.

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?

Our schools currently uses *Everyday Math* for grades kindergarten – 5, which is aligned with New York State content strands as noted in the findings. We follow the suggested pacing calendar and asses our students regularly. EDM addresses the needs of our general education, ELL and students with disabilities. In addition to EDM we use *Exemplars*. Exemplars are correlated to EDM and engage the students in a deeper rich understanding of problem solving.

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.

This finding was not applicable to our school.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

In house classroom observations, learning walks, review of lesson plans, and inter-visitations, conducted by administrators, coaches and classroom teachers, indicated that there was limited use of differentiation of instruction for all students.

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?

Although, teachers are using the readers and writers workshop model, it was noted that many students were doing the exact same assignment based upon the mini lesson, without addressing the learning styles and individual needs of the student. Students were in small groups but the instruction was not geared to meet the particular needs of each student in the group. Data and observation of classes, reveals strategies are taught, but not all student are retaining the strategies as part of their toolkit. Therefore, instruction needs to be differentiated to provide student the means to attain the strategies they need to become proficient readers. The new “Voices Reading” program that we are utilizing this school year will address this need.

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.

Professional Development is being offered to all staff to reflect, enhance and explore best practices. Study groups (funds from the Title 1 – School Improvement Grant supported this initiative) reviewed educational research on best practices and student learning. These findings were shared with the entire staff during faculty conferences.

Additionally, an AUSSIE consultant, along with our school-based coaches provides teachers with modeling of best practices, workshops, class intra-visitations, grade level planning and support in differentiating instruction.

The new “Voices Reading” program that we are utilizing this school year will also address this need. Materials provided by the program, support differentiation and provide the teacher with strategies to meet the individual needs of students. Professional development, which supports the implementation of this program, are ongoing throughout the school year.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the

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

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Administrators, coaches and classroom teachers conducted in house classroom observations, learning walks, and inter-visitations.

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

Applicable Not Applicable

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

Students are engaged in hands-on learning as part of their daily mathematical instruction. All students keep math journals, which contain a written response to prompts, classroom activities and a description of the mathematical processes they use to problem solve. Additionally, we utilize the EDM technology component to enhance the understanding of mathematical concepts through the use of games. Classrooms also have a variety of "board games" that are utilized in centers, to support the understanding of mathematical concepts. Each classroom has a collection of Math Literature to support mathematics through Language Arts.

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.

This finding was not applicable to our school.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

P.S. 49 is constantly filling vacancies created by high teacher turnover. A review of the school organization sheet for the past five years show constant changes in teaching staff.

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?

Every year, our school has had to fill an average of 5 -8 teacher vacancies. This is not due to teacher retirement. Instead, it is due to high teacher movement out of New York City. Being a 'high need - hard to staff school', we continually seek highly qualified candidates, without regard to where a teacher lives. After a year or two, having both experience and extensive Professional Development provided by our school, teachers often leave to work closer to home. Teach for America was previously used as a source for recruiting. Teachers from this program taught for the required two years and left for other professional opportunities. Currently, we no longer use TFA as a hiring practice. We often hire Teaching Fellows to fill our vacancies. We have found that these candidates are potential excellent teachers who need experience and professional development to "tap" their full potential.

As this is a reality, we are constantly developing new teachers, instead of building the capacity of our teacher base.

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.

Our school will continue to seek highly qualified candidates, but hopefully choose candidates who live in the Metro area. We will no longer use Teach America as a recruiting source. We continue to develop a relationship our local universities, as source for new teachers.

Support from Central, in recruiting highly qualified teachers who live locally (within the 5 boroughs), will support our efforts to recruit teachers that have staying potential.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

A review of professional development workshop offered to our ELL staff and conversations with the staff, reveals adequate opportunities have been provided.

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?

Agendas from professional development workshops provided in-house and by district (regional) staff (BETAC), illustrate the communication of the policies of ELL instruction to our teaching. Common preparations periods help to facilitate the articulation between our ELL staff to review and discuss the curriculum, instruction and monitoring of progress.

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.

This finding was not applicable to our school.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The administrators, ESL teachers and ELL teachers discussed Key finding #5.

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?

All staff has access to ELL assessment results. Students are identified as beginning, intermediate and advanced and the results are used to plan instruction. Common preparations periods facilitate the articulation between our ELL staff to review and discuss the curriculum, instruction and monitoring of progress.

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.

This finding was not applicable to our school.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

Differentiated instruction has been the focus our professional development. Following the guidelines of NYSED Regulation Chapter 408, all teaching staff are provided with a copy of the most recent I.E.P. for the students they instruct and support in understanding these I.E.P.'s is provided where needed. Teachers are becoming more familiar with accommodations and modifications but need additional support.

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?

Although our school did meet our AYP for our special education population, data indicates that our special education population is not making adequate gains.

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.

Professional Development has been and will continue to be provided to promote awareness of the instructional approaches that increases access for students with disabilities to general education curriculum. A study group (funds from the Title 1 – School Improvement Grant supported this initiative), reviewed educational research on best practices for all students including students with disabilities. These findings were shared with the staff during a faculty conference. Articulation between all staff concerning students with disabilities, their appropriate accommodations and modifications needs to be increased. Following the guidelines of NYSED

Regulation Chapter 408, all teaching staff are being provided with a copy of the most recent I.E.P. for the students they instruct.

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

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

Please respond to the following questions for Key Finding 7:

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

The administrators, IEP Teacher and members of the school IEP Team conducted a random review of several I.E.P.'s mandating services in a variety of instructional settings (special education teacher support services, collaborative team teaching and special class placements).

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?

In terms of testing accommodations and/or modifications, specific notations are not made in the text of the IEP for classroom instruction. However, it is common practice in all of our classrooms and instructional settings that accommodations and modifications be applied to all teaching and testing situations as mandated by a student's IEP. **(Applicable)**

IEP goals and objectives are written with individual student functional ability level in mind. Goals and objectives are aligned with both grade level performance indicators and assessment data gathered from a variety of sources (guided reading levels, DRA assessments, Scantron and Acuity performance, teacher observation and conferencing data). **(Not Applicable)**

Modified promotional criteria is determined by the instructional staff working closest with the student and is based upon the student's ability to meet the respective percentage of ELA and math components of the grade level performance indicator as specified on the IEP. **(Not Applicable)**

Behavioral intervention plans (page 10 of the IEP) are noted on most, but not all, of our students' IEPs. We must improve upon being more attentive to this aspect of the IEP at the Annual Review level. The IEPs of students classified with an emotional disturbance regularly include a behavior intervention plan at the IEP Team educational planning conferences. This document must be followed up and updated at future Annual Reviews. **(Applicable)**

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.

Special education teachers and service providers have been re-trained in the writing of annual reviews. Consistent specific notations will be made on the Annual Review IEP with regard to the modifications and accommodations to be made in the classroom environment during instruction.

Behavior intervention plans will be updated during the Annual Review process and page 10 will be a part of IEP of a student with a documented emotional or behavioral issue/concern.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently, there are “officially” (according to A.T.S.) 17 STH children attending P.S. 49 (this number is constantly changing).

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

P.S. 49 provides basic supplies, such as, notebooks, pencils, book bags, uniforms and warm clothing to our STH population on an as needed basis. Also “at risk” counseling is provided to students. Community referrals are offered to parents on an as needed basis.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.