



THE BRONX NEW SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 10X051
ADDRESS: 3200 JEROME AVENUE, BRONX NY 10468
TELEPHONE: 718-584-8772
FAX: 718-584-8935

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X051 **SCHOOL NAME:** The Bronx New School

SCHOOL ADDRESS: 3200 Jerome Avenue, Bronx, NY 10468

SCHOOL TELEPHONE: 718-584-8772 **FAX:** 718-584-8935

SCHOOL CONTACT PERSON: Paul Smith **EMAIL ADDRESS:** PSmith2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nicole Forbes

PRINCIPAL: Paul Smith

UFT CHAPTER LEADER: John Kruger

PARENTS' ASSOCIATION PRESIDENT: Donele Harrison
Rachelle Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Integrated Curriculum and Instruction

SSO NETWORK LEADER: Jacqueline Gonzalez

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Paul Smith	*Principal or Designee	
John Kruger	*UFT Chapter Chairperson or Designee	
Rachelle Jackson	*PA/PTA President or Designated Co-President	
Valerie Francis	Title I Parent Representative	
Nicole Forbes	SLT Chairperson	
Kelly Lewis	Parent	
Lucy Kalenberg	Parent	
Althea Jervis	Literacy Coach	
Dinah Krosnick	Teacher	
Scott M. Schneider	Assistant Principal	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Bronx New School/P.S. 51 is located in the Norwood section of the northeast Bronx. Founded in 1988 by parents and teachers, its early beginnings were in a church basement on Marion Avenue. At its inception Bronx New School became the first Kindergarten through fifth grade elementary school of choice in what was then District 10, Region 1. In 1991 the school relocated to its present address at 3200 Jerome Avenue, Bronx, New York 10468-1106.

The population of our school is small. It is comprised of 283 students, 14 teachers, 23 out-of-classroom staff members and 7 educational assistants. We are on first name basis at the school. We teach children to respect people—not just titles.

Since the school's inception, we have had a long history of family involvement. Students are selected by lottery; siblings are automatically accepted into the school. We host parent tours four times each year. During these tours, parents receive information about the school: the history of the school, the school philosophy, and visit classrooms to observe learning in action.

Students are grouped heterogeneously—not by ability; and children loop with their teacher for two years. Teachers are able to follow the growth and progress of their students; and get a more holistic picture of their children. We take a holistic approach to evaluating the progress of each child as we see education as more than just grades. There is a social, academic and developmental progress of each child to consider when assessing student progress.

We strongly believe in collaboration between peers, and a collegial effort permeates the school, through students, staff and parents. Our teachers are well-informed, reflective and committed. There is consistent willingness to learn and improve our practice.

Our greatest accomplishments over the last couple of years have been the transfer of our educational philosophy into our instructional practice. There is strong professional development in our school. We have weekly grade team meetings, periodic Lunch & Learn sessions, and weekly staff meetings. The integration of Community Based Organizations (CBOs) into our curriculum, particularly in the area of social studies, has helped to make the connection between the school and CBOs seamless. Weekly All School Meetings, buddy classes and Wednesday afternoon "clubs" and our annual Unity Celebration has helped to enhance community in our school. We foster community through our all school excursions, i.e., annual apple picking in the fall, bi-annual ice-skating, and field day at the end of the school year.

Other enrichments that help to enhance classroom instruction are:

- ❑ **Trout-in-the-Classroom Project:** 4/5 children visit bi-annually as an extension to their learning about science and the environment. Classes make connections with another school in upstate New York to learn about their environment and build relationships through letter writing [pen pals] and school visits.
- ❑ **Risse Street Community Garden:** has been in operation for three years in conjunction with New York City Parks department; children cultivate the land and help to take care of the garden while learning earth science.
- ❑ **Clear Pool Environmental Learning Center:** 5th grade children visit annually as an extension to their learning about the natural environment.
- ❑ **Lunch & Learn Meetings:** staff members facilitate meetings and take on leadership roles throughout the school developing a level of expertise in a particular content area.
- ❑ **Dream Yard:** is an art in the classroom program where a visiting artist works collaboratively with teachers and instructs children in visual arts.
- ❑ **Band:** 4/5 grade students build a sense of community and achievement while learning to communicate ideas with musical expression. It reaches into other curricular areas such as English language arts, math, science and technology and is used to support and enhance student's learning experience.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 051 The Bronx New School			
District:	10	DBN #:	10X051	School BEDS Code #: 321000010051

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment: 282				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	0	0	0		94.5	93.7	TBD		
Kindergarten	26	62	50						
Grade 1	49	25	57	Student Stability: % of Enrollment					
Grade 2	54	48	26	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	49	50	58		95.0	94.9	TBD		
Grade 4	35	50	58						
Grade 5	36	33	47	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		43.1	50.2	56.7		
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		0	2	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	249	277	288		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	13	23	23	Principal Suspensions	0	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	7	6	8	Superintendent Suspensions	0	1	TBD		
Number all others	32	32	32						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	11	2	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	16	24	22
				Number of Administrators and Other Professionals	2	5	5
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	N/A	2	2
(As of October 31)	2006-07	2007-08	2008-09				
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.4	0.0	Percent more than two years teaching in this school	75.0	50.0	45.5
Black or African American	30.1	33.6	36.5	Percent more than five years teaching anywhere	50.0	50.0	59.1
Hispanic or Latino	54.2	53.1	53.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	3.2	3.5	Percent Masters Degree or higher	88.0	83.0	82.0
White	12.8	9.8	6.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	94.4	100.0
Multi-racial							
Male	53.8	50.5	51.4				
Female	46.2	49.5	48.6				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	✓	✓	-			
Black or African American	✓	✓	-			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	√SH	✓	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	5	5	2	0	0	0

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	EXEMPT
Overall Score	71.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	18.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	41.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	

Note: Progress Report grades are not yet 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?

ELA Achievement Levels

PROGRESS REPORT 2008-09

In **Student Performance** Category of the Progress Report PS 51 achieved 75.5% students achieving Proficiency (Level 3 & 4) in ELA. The peer minimum was 40.9% and peer maximum was 82.2%.

In the **Student Progress** Category of the Progress Report PS 51 achieved 62.7% of students making at least 1 year of progress. The peer minimum was 40.7% and the peer maximum was 72.9%. The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 82.9%. The peer minimum was 58.0% and the maximum was 95.5%.

NYS ELA OVERALL ACHIEVEMENT LEVELS FOR PAST 4 YEARS

Grade 3

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2006	3	8.6	5	14.3	21	60.0	6	17.1	27	77.1
2007	1	2.1	10	20.8	33	68.8	4	8.3	37	77.1
2008	8	14.3	16	28.6	26	46.4	6	10.7	32	57.1
2009	3	6.0	12	24.0	27	54.0	8	16.0	35	70.0

Grade 4

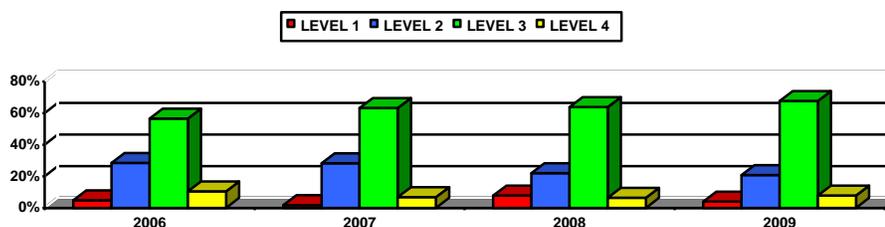
Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2006	0	0.0	13	35.1	22	59.5	2	5.4	24	64.9
2007	0	0.0	8	24.2	22	66.7	3	9.1	25	75.8
2008	2	4.0	10	20.0	36	72.0	2	4.0	38	76.0
2009	3	5.3	14	24.6	38	66.7	2	3.5	40	70.2

Grade 5

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2006	4	11.1	12	33.3	17	47.2	3	8.3	20	55.6
2007	1	2.8	15	41.7	19	52.8	1	2.8	20	55.6
2008	0	0.0	3	9.4	28	87.5	1	3.1	29	90.6
2009	0	0.0	6	12.8	39	83.0	2	4.3	41	87.2

Grades 3-5

Grade	Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
Total	2006	5	4.7	30	28.3	60	56.6	11	10.4	71	67.0
Total	2007	2	1.7	33	28.2	74	63.2	8	6.8	82	70.1
Total	2008	11	7.8	31	22.0	90	63.8	9	6.4	99	70.2
Total	2009	6	3.9	32	20.8	104	67.5	12	7.8	116	75.3



PS 51 NYS ELA achievement data shows growth:

- 8.3% increase in students achieving Level 3 & 4 since 2006
- There was an upward trajectory from Level 2 to Level 3 of 4.9% from last year to this year.
- There has been consistent improvement in ELA when considering ALL STUDENTS category over the past 4 years.
- Grade 3 showed the biggest growth from 2008 to 2009 of 12.9%
- Grades 4 & 5 growth over the last 4 years was an impressive 5.3% and 31.6%

NYS ELA OVERALL ACHIEVEMENT LEVELS FOR PAST 4 YEARS BY ETHNICITY

Year	Category	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2006	Black	4	12.1	11	33.3	18	54.5	0	0.0	18	54.5
2006	Hispanic	3	5.6	17	31.5	30	55.6	4	7.4	34	63.0
2006	White	0	0.0	0	0.0	12	63.2	7	36.8	19	100.0
2007	Black	0	0.0	14	40.0	21	60.0	0	0.0	21	60.0
2007	Hispanic	2	3.4	17	28.8	37	62.7	3	5.1	40	67.8
2007	White	0	0.0	1	5.6	12	66.7	5	27.8	17	94.4
2008	Black	3	6.0	11	22.0	34	68.0	2	4.0	36	72.0
2008	Hispanic	7	11.1	15	23.8	39	61.9	2	3.2	41	65.1
2008	White	0	0.0	3	14.3	13	61.9	5	23.8	18	85.7
2009	Black	3	5.3	11	19.3	41	71.9	2	3.5	43	75.4
2009	Hispanic	3	3.9	16	20.8	51	66.2	7	9.1	58	75.3
2009	White	0	0.0	4	26.7	8	53.3	3	20.0	11	73.3

PS 51 NYS ELA achievement data by Ethnicity:

- Over the past 4 years there has been steady improvement in outcomes overall for students in categories, Black by 20.9% and Hispanic by 12.3%
- Over the same period there has been a decrease of students in one category, White by 26.7%

Mathematics Achievement Levels

PROGRESS REPORT 2008-09

In Student Performance Category of the Progress Report PS 51 achieved 86.4% students achieving Proficiency (Level 3 & 4) in Mathematics. The peer minimum was 56.5% and peer maximum was 98.6%.

In the Student Progress Category of the Progress Report PS 51 achieved 67.4% of students making at least 1 year of progress. The peer minimum was 38.4% and the peer maximum was 80.0% The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 68.8%.The peer minimum was 40.6% and the maximum was 90.0%.

NYS MATHEMATICS OVERALL ACHIEVEMENT LEVELS FOR PAST 4 YEARS

Grade 3

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2006	0	0.0	2	5.7	21	60.0	12	34.3	33	94.3
2007	2	4.2	5	10.4	31	64.6	10	20.8	41	85.4
2008	1	1.8	9	15.8	38	66.7	9	15.8	47	82.5
2009	0	0.0	4	7.8	31	60.8	16	31.4	47	92.2

Grade 4

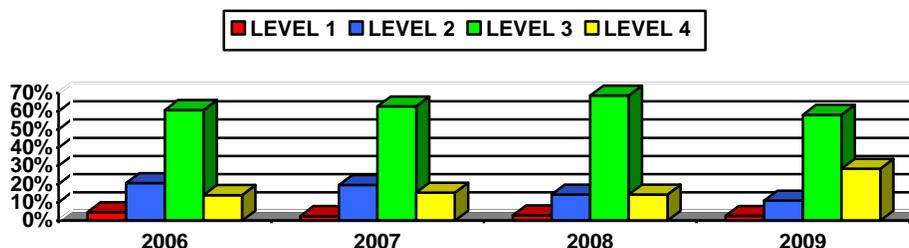
Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2006	0	0.0	10	27.0	25	67.6	2	5.4	27	73.0
2007	0	0.0	5	15.2	21	63.6	7	21.2	28	84.8
2008	3	6.1	7	14.3	34	69.4	5	10.2	39	79.6
2009	3	5.3	11	19.3	28	49.1	15	26.3	43	75.4

Grade 5

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2006	5	14.3	10	28.6	19	54.3	1	2.9	20	57.1
2007	1	2.7	13	35.1	22	59.5	1	2.7	23	62.2
2008	0	0.0	2	6.3	24	75.0	6	18.8	30	93.8
2009	1	2.1	2	4.3	31	66.0	13	27.7	44	93.6

Grade 3 - 5

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2006	5	4.7	22	20.6	65	60.7	15	14.0	80	74.8
2007	3	2.5	23	19.5	74	62.7	18	15.3	92	78.0
2008	4	2.9	18	13.0	96	69.6	20	14.5	116	84.1
2009	4	2.6	17	11.0	90	58.1	44	28.4	134	86.5



PS 51 NYS Mathematics achievement data shows continuous growth:

- 11.7% increase in students achieving Level 3 & 4 since 2006
- There was an upward trajectory from Levels 1 - 3 to Level 4 from last year to this year.
- There has been consistent improvement in Mathematics when considering ALL STUDENTS category over the past 4 years.
- Grade 3 showed the biggest growth from 2008 to 2009 of 9.7%
- Grades 4 & 5 growth over the last 4 years was an impressive 2.4% and 36.5%

NYS ELA OVERALL ACHIEVEMENT LEVELS FOR PAST 4 YEARS BY ETHNICITY

Year	Category	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2006	Hispanic	3	5.6	10	18.5	37	68.5	4	7.4	41	75.9
2006	Black	2	6.3	10	31.3	17	53.1	3	9.4	20	62.5
2006	White	0	0.0	2	10.5	9	47.4	8	42.1	17	89.5
2007	Hispanic	2	3.4	15	25.4	35	59.3	7	11.9	42	71.2
2007	Black	1	2.8	6	16.7	26	72.2	3	8.3	29	80.6
2007	White	0	0.0	2	11.1	8	44.4	8	44.4	16	88.9
2008	Hispanic	3	4.8	10	16.1	43	69.4	6	9.7	49	79.0
2008	Black	1	2.0	8	15.7	36	70.6	6	11.8	42	82.4
2008	White	0	0.0	0	0.0	14	66.7	7	33.3	21	100.0
2009	Hispanic	2	2.5	9	11.4	44	55.7	24	30.4	68	86.1
2009	Black	2	3.6	8	14.3	38	67.9	8	14.3	46	82.1
2009	White	0	0.0	0	0.0	5	33.3	10	66.7	15	100.0

PS 51 NYS Mathematics achievement data by Ethnicity:

- Over the past 4 years there has been steady improvement in outcomes overall for students in categories, Black by 19.6%, Hispanic by 10.2% and White by 10.5%.
- Over the same period there has been a colossal decrease of students scoring in Levels 1 and 2.

Implications from the Data Trends

- Our math data is showing very steady progress in all grades over the past 4 years.
- Last year our Inquiry Team worked towards building a useful set of strategies to support improvements for students in reading. We achieved a gain as all students in the study improved by at least 1 Fountas and Pinnell level. This is the focus again this year for our Inquiry Team.
- In addition, the data trend for ELA reveals that the majority of students are clustered in level 2 and Level 3, pointing to a need to focus on the ‘slipables’ and the ‘pushables’ at the top and the bottom of these levels. This calls for more efforts to differentiate our instruction and ensure a lift in overall attainment to achieve improvements in the performance rates for all.
- We need to ensure a judicious selection of data to facilitate analysis against the grade level performance standards and indicators in ELA. This will allow us to move ahead with our use of data and to devote effort in planning our differentiation for overall progress.

2. What have been the greatest accomplishments over the last couple of years?

In general PS 51 is showing growth in student progress in State Standardized ELA Assessments as our level 1's are moving up to the level 2 and 3 categories. In mathematics our school has achieved considerable growth over previous years. We have maintained a consistent focus on improved student outcomes and the following accomplishments are supportive of this:

- After careful analysis of data, we have accomplished maintaining a 8.3% growth in ELA and 11.7% growth in Mathematics of levels 3's and 4's in grades 3 through 5. This demonstrates a consistency in the quality of instruction that allows students to perform to the best of their ability.
- Our greatest accomplishments over the last few years have been the ability to provide small group instruction through our AIS providers.
- All teachers have been provided with professional development, coaching support and suitable instructional materials to help implement the workshop model in all major subject areas.
- The summer planning led by some of our teachers demonstrated the power of teacher leadership and the willingness to collaborate and share expertise.
- Teachers attend out of school Professional Development at Teachers College and are responsible for turn keying the information they have gained.
- Our coaches work closely with the Assistant Principals to support grade teams with their pedagogy (e.g. refining all components of the workshop model) and planning including coaching support for new teachers.
- Grade teams have begun to use available State, City and school based assessment data to plan support of struggling students by pin pointing their major learning needs.
- Many teachers are using small group guided practice and instruction, thereby providing differentiation to support our students to target skills and strategies in ELA and mathematics.
- Our ELA coach provides support for teams to plan using the NYS Standards and performance indicators in developing the units of study and in utilizing the information provided by an analysis of data including Acuity.
- We have a Teacher Resource Room that contains an ever growing and rich supply of a range of fiction and non fiction texts for targeting student comprehension at all reading levels and specific reading skills.

- PS 51 has a Data Specialist who assists the school administration, grade teams, AIS and our Inquiry Teams by collecting, entering, maintaining and analyzing data to support a focus on improved outcomes in all core subject areas.
- We provide enrichment for our high level three and level four students through book clubs, guided reading and strategy groups by including the Blooms Taxonomy in all core subject areas.

3. What are the most significant aids or barriers to the school's continuous improvement?

ELA

ELA standards involve reading and writing as well as speaking and listening. Our education community is being supported through our collaboration with Teachers College on the writing process and is intended to support refinement of our teaching of written language.

Differentiation

Last year we focused on using data (e.g. reading levels) to differentiate and cater to a range of learning needs and this year we aim to make this a major goal. Our performance trends indicate that our bottom students (level 1's) are moving towards academic success by obtaining at least a level 2 and this highlights our increasing ability to differentiate as well as maximizing instructional opportunities. Also our data indicates a need to work to improve the learning outcomes for our highest performing students (levels 3 and 4) by ensuring academic rigor in lessons and differentiated activities for them.

Data

As indicated we have started to move forward in addressing the major areas of challenge. It is the thoughtful use of data and embedding benchmarks against which to track school and student progress; i.e., what we collect, what we need to work towards and by when, and how we use to it help improve outcomes for each student in our school, that is to become a major goal for us again this year. The data has shown an overall achievement in ELA for African-American and Hispanic students. In mathematics all three ethnic groups (African-American, Hispanic and Caucasian) have shown a steady improvement.

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.

1. Mathematics

- To utilize data to plan and implement differentiated instruction in order to enhance and increase mathematical understanding of our least proficient children—students who scored Levels 1 and Levels 2 on formative and summative assessments by June 2010.
- By June 2010, 5% of our Level 2 children will attain mastery and 5% of our Level 1 children will increase their score.

2. Science

- To improve our 4th grade children's academic language comprehension in science by familiarizing children with content vocabulary.
- By June 2010, 25% of our least proficient children will approach grade level standard on the 4th grade science test.

3. Collaborative Inquiry

- To increase the number of teachers involved in collaborative inquiry in order to increase student proficiency in reading.
- By June 2010 all teachers will be engaged in collaborative inquiry with a targeted group of students based on the level of need as determined by their TC reading levels.

4. Literacy

- To increase the consistency of vocabulary instruction to foster critical thinking, improve reading comprehension and enhance writing of our upper grade students by June 2010.
- By June 2010, 100% of all 3-5 grade classroom teachers will create assessments to measure student progress over time.

5. Professional Development Disciplinary Teams

- To implement disciplinary teams across all curricular areas in order to provide continuous and consistent needs-based instruction for our ELL population by June 2010.

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>To utilize data to plan and implement differentiated instruction in order to enhance and increase mathematical understanding of our least proficient children—students who scored Levels 1 and Levels 2 on formative and summative assessments by June 2010.</p> <ul style="list-style-type: none"> • 100% of our classroom teachers will analyze the interim assessments and predictives in math to plan needs-based differentiated instruction. • 100% of our classroom teachers will implement differentiated instruction in their math lesson. • 50% of our Level 2 children will demonstrate 75% mastery of math skills in basic computation skills as measured by interim assessments and predictives as well as baseline, midline, and endline assessments in math. • 50% of our Level 1 children will demonstrate 50% mastery of basic computational skills in math measured by interim assessments and predictives as well as baseline, midline, and endline assessments in math. • 5% of our Level 2 children will attain mastery by June 2010. • 5% of our Level 1 children will increase their score by June 2010.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Train teachers in the use of Acuity/ARIS on November 3, 2009. • Use Acuity data to group children and plan needs-based instruction. • Meet with teachers during weekly Grade Team Meetings to identify needs and group children in order to plan effective instruction. • Implement lab sites in math during the course of the school year. • Offer professional development in math content areas and conferring with students. • Teachers will participate in a study group on the use of data and planning for instruction. Text: <u>Using Data to Improve Learning for All: A Collaborative Inquiry</u>

	<p><u>Approach</u> edited by Nancy Love.</p> <ul style="list-style-type: none"> • Interim assessments and predictives will be administered at least three times during the 2009-2010 school year. • The baseline, midline, and endline assessments will be administered three times during the 2009-2010 school year. • Teachers will use their baseline data to group students for instruction. • Trimester Plans/Curriculum Plans will demonstrate the use of differentiated instruction. • Lesson plans will demonstrate the use of differentiated instruction. Evidence of grouping children will be indicated. • Teacher observations and walkthroughs will identify the use of differentiated instruction. •
<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>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP.</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"> • 10% of our Level 1 children will demonstrate mathematical progress and understanding on unit tests and other assessments administered. • 10% of our Level 1 children will be able to explain their mathematical understanding orally and in writing.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improving our 4th grade children’s academic language comprehension in science by familiarizing children with content vocabulary.</p> <ul style="list-style-type: none"> • By June 2010, 25% of our least proficient children will approach grade level standard on the 4th grade science test.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The LSO Network Support Specialist will provide professional development in the deconstruct-reconstruct method to familiarize and enhance children’s comprehension of varied nonfiction text. • 100% of all teachers will use the deconstruct-reconstruct method to familiarize children with the acquisition of new vocabulary. • 100% of all classroom teachers will demonstrate the use of academic language during instruction and when administering assessments. • Teachers will listen in on children’s discussions to assess use of academic vocabulary and their progress. • Teachers will assess student notebooks to identify student vocabulary acquisition. • Teachers will create assessments and analyze resultant data to assess student progress in the acquisition of academic language.
<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>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DY0 Assessment, Part 154 and PCEN LEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 100% of our 4th grade children will use accountable talk and demonstrate science vocabulary during science instruction. • 100% of our 4th grade children will use academic language when speaking during science and other content areas. • 10% of our Level 1 children will read, write, and explain/translate academic language in their own words during classroom activities. • 10% of our Level 1 children will demonstrate and increase scientific understanding through the use of informal and formative data.

Subject/Area (where relevant): Collaborative Inquiry

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers involved in collaborative inquiry in order to increase student proficiency in reading.</p> <ul style="list-style-type: none"> • By June 2010 all teachers will be engaged in collaborative inquiry with a targeted group of students based on the level of need as determined by their TC reading levels.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Out of classroom teachers and classroom teachers will collaborate during weekly grade team meeting and share data • Out of classroom teachers will collaborate with classroom teachers to identify needs and strengths of students. • Teachers will use resultant data from ARIS based on ITAs and Predictives to determine classroom needs and plan needs based strategy groups. • Teachers will administer TC reading assessment five times per year to track the level of student movement. • Teachers will assess the running record to plan instruction and group children. • Professional development will be provided to review the analysis of running records, plan instruction and group children. • Teachers will create different strategy groups based on their resultant data. • Teachers will form literature groups based on children’s needs.
<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>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 90% our 3rd-5th grade children will increase their reading levels by 1-3 reading levels during the course of the year. • 10% of our Level 1 children will demonstrate progress toward achieving Level 2 on the NYS ELA.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the consistency of vocabulary instruction to foster critical thinking, improve reading comprehension and enhance writing of our upper grade students.</p> <ul style="list-style-type: none"> • All teachers will incorporate vocabulary instruction during their daily ninety minute literacy block. • Children will produce work that demonstrates vocabulary acquisition. • By June 2010, 100% of all 3-5 grade classroom teachers will create assessments to measure student progress over time.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Collect all teacher schedules to ensure consistent vocabulary instruction in all content areas. • Provide professional development in vocabulary instruction across grade levels for 100% of all teachers. • All 3-5 grade students will have access to dictionaries and thesauruses in their classrooms. • Teachers will use Donald Bear’s <u>Words Their Way</u> word assessment to determine the word knowledge level of students and use the resultant data to plan needs-based differentiated instruction. • Implement Wilson’s <u>Foundation</u> throughout all K-3 classrooms. • Provide a cluster teacher to reinforce word study throughout all K-2 classrooms. • Increase children’s knowledge of prefixes, suffixes and how they modify the meaning of the word.
<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>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP.</p>

Indicators of Interim Progress and/or Accomplishment

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

- 5% of our least proficient students (Level 1) will demonstrate their increased word knowledge on periodic teacher created assessments.
- 5% of our Level 1 children will demonstrate their word knowledge orally and on written assignments.
- 90% of our 3rd – 5th grade children's reading levels will increase by 1-3 levels by the end of June 2010.
- 5% of our Level 3 students will demonstrate progress towards achieving Level 4 on the NYSELA.

Professional Development

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement disciplinary teams across all curricular areas in order to provide continuous and consistent needs-based instruction for ELL students.</p> <ul style="list-style-type: none"> ○ By June 2010, 25% of our ELL population will increase their ELA scores.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ● Create disciplinary teams across all content areas. Each team will have a representative from each grade level. ● Administration will provide time and coverage providers for disciplinary teams to meet and plan needs-based professional development. ● Administration will purchase resource materials for disciplinary teams based on data provided from each team. ● Administration will provide per session intermittently for after-school professional development. ● Provide weekly staff development sessions in a variety of modalities: Lunch & Learns, extended Grade Team meetings, after-school meetings, book study groups, before school, and lab site training. ● Provide weekly lab site and debriefing sessions to determine successes, challenges and next step.
<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>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DY0 Assessment, Part 154 and PCEN LEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ○ 5% of our ELL students will progress from Beginner to Intermediate status on the NYSESLAT. ○ 25% of our Advanced and Intermediate NYSESLAT students will show an increase in proficiency. ○ By June 2010, 50% of our upper grade ELL students will demonstrate progress towards the next proficiency level on the NYSESLAT and NYSELA assessments.

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	0	0	0	0	0	0	0	5
1	10	6	0	0	0	0	0	3
2	16	5	0	0	0	0	0	4
3	1	5	1	1	0	0	0	3
4	0	8	8	8	0	0	0	5
5	6	10	5	5	0	0	0	7
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic-related pedagogical staff (i.e., literacy coach, literacy specialist, AIS and SETTS providers) works one-on-one or with small groups of children (in risk of academic failure) throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children. These lessons can vary from teaching new and or reinforcing concepts and skills from units of study. Programs that we utilize are research-based programs such as: Reading Recovery, Foundations, Wilson, Sounds in Motion, <i>Words their Way</i> . In addition, while the upper grades focus on test sophistication; the primary grades focus more on guided reading and strategy groups as a way to reinforce reading for meaning and towards fluency.
Mathematics:	Students performing at Levels 1 and 2 are assigned to receive differentiated instruction. Academic-related pedagogical staff (i.e., AIS and SETTS providers) works with small groups of children throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children. In addition, teachers use periodic assessments, end of the unit assessments, and predictive assessments to monitor and provide meaningful data on each child’s progress.
Science:	Academic-related pedagogical staff (i.e., Science Staff Developer, AIS and SETTS providers) works with small groups of children throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children.
Social Studies:	The AIS and SETTS teachers provide differentiated instruction with small groups of children during the course of the school day (this is only through a “push-in” model). All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children.

At-risk Services Provided by the Guidance Counselor:	Not Applicable
At-risk Services Provided by the School Psychologist:	Not Applicable
At-risk Services Provided by the Social Worker:	The social worker meets with parents and teachers to plan related services for child inclusive of recommending appropriate placement for children. Additionally, the social worker and AIS provider meets to evaluate the efficacy of the recommended services.
At-risk Health-related Services:	The school nurse works with students regarding health issues (i.e., diabetes, asthma, seizures, chronic allergies, etc.) and provide informational workshops for teachers and students regarding health-related services. Additionally, the nurse monitors students on a regular basis and communicated with parents on a needs basis (depending on a child and his or family—this can be on a regular/daily basis).

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

NCLB/SED requirement for all schools

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

Language Allocation Policy (LAP)

I. Language Allocation Policy Team Composition:

Principal: Paul Smith

ESL Teacher: Diana Krosnick

Assistant Principal: Scott M. Schneider

Literacy Coach: Althea Jervis
Min Hong

Guidance Counselor: Mary Bowden

Parent Coordinator: Helena Ortiz

II. Teacher Qualifications

The Bronx New School/P.S. 51x is fully committed to ensuring that ELL students receive quality instruction from fully certified staff in the 2009-2010 school year. Therefore, we have acquired a permanent licensed ESL content teacher. The teachers responsible for LAB-R assessment are: Diana Krosnick, Althea Jervis, Min Hong and Scott Schneider.

III. ELL Demographics and School Description:

The Bronx New School/P.S. 51x, is located in the Norwood section of the northeast Bronx, New York. Seventy percent of our students are eligible for free lunch.

PS 51x has a culturally diverse student population most of whom are Hispanic and Spanish is their first language based on the Home Language Survey. Our English Language Learner population is about 6% of our total school population. We offer ESL services to entitled general education and special education students. Our ELL population consists of students participating in the Freestanding ESL program. Our Special Education population is identified as per the IEP. We have 276 students in the Bronx New School students of which fifteen (15) children are eligible for ELL services.

Program and ELLs by Subgroup:

According to our LAP Worksheet and as per our RYOS database printed on December 21, 2009, we have 15 ELL children. We have a total of twelve (12) newcomers of which there eleven (11) ELL children in general education and one (1) ELL child in special education. There are three (3) children who have been ELLs for 4-6 years of which two (2) ELL children are in Special Education and one (1) ELL child in general education. There are only two (2) ELL children in Special Education. We do not have any long-term ELL children (0). We do not have any SIFE children (0).

In kindergarten we have a total number of four students comprised of three Spanish-language dominant students and one Chinese-language dominant student.

In first grade we have a total number of two students comprised of one Chinese-language dominant student and one Bengali-language dominant student.

In second grade we have a total number of three students: one Bengali language dominant student, one Albanian language dominant student, and one Twi language dominant student.

In third grade we have on student whose dominant language is Spanish.

In fourth grade we have three students whose dominant language is Spanish.

In fifth grade we have two students who dominant language is Spanish.

Please see the chart listed below:

Freestanding English as a Second Language							
Number of ELLs by grade in Each Language Group							
	K	1	2	3	4	5	Total
Spanish	3	0	0	1	3	2	9
Chinese	1	1	0	0	0	0	2
Bengali	0	1	1	0	0	0	2
Albanian	0	0	1	0	0	0	1

Other: Twi	0	0	1	0	0	0	1
Total	4	2	3	1	3	2	15

IV. Parent Choice

When a student is admitted to the NYC public school system, parents are integral to the decision-making process. This process ensures the identification, the appropriate placement and educational services for every child in the New York City public school system.

Parents are given a *Home Language Survey (HLTS)* to identify the child’s language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LABR)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child’s identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make informed educational decisions regarding the selection of an appropriate program that best meets the needs of their child, parents participate in several activities before they make a decision.

Parents review a parent information CD that delineates placement options. This parent orientation CD is available in nine languages. Parent brochures are disseminated in native languages to enrich the understanding of each available program. Then parents complete the Parent Selection Form and the school adheres to the parental choice selections. Due to limited request from parents, we do not have a dual language or bilingual program. Therefore, at this time, for the 2009-2010 academic year, we only offer a Freestanding ESL program. At any time in the near future, if numbers and interests increase for a bilingual and a dual language program we will reconsider the possibility of opening these programs.

V. Current English Language Learners Instructional Programs

The Bronx New School/P.S. 51, implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To include recognized and researched based ESL instructional strategies across all content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program

Freestanding English as a Second Language Program

The Freestanding ESL component is comprised of K-5 students. They range from Beginning to Advanced Proficiency levels. They receive 360 minutes of ELA each week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out assistance. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our fifteen (15) ELL students in the ESL program are fully certified. In order to help students progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit of study.
- Scaffolding learning which is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Providing students with on-going support during work periods; conferencing with students in and out of class; formative assessments; and running records.
- Provide additional support in small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELL students. Some aspects of this policy include:

- Consistent and continuous monitoring of students by teachers to assess the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Scaffolding instruction to increase comprehension with visual aids such as maps, posters, atlases.

Instructional Materials:

The Freestanding ESL program uses the NYC Balanced Literary Workshop in the delivery of instruction. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- *Attanasio and Associates Getting Ready for the New NYSESLAT*

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLS and their families. These include:

- **Translation and Interpretation Services:** Funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents

VI. Assessment Analysis NYSESLAT

The NYSESLAT encompasses the four competencies of literacy: listening, speaking, reading and writing. The NYSESLAT data shows that ELLS are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Beginning Level ELL students are students who have newly arrived to the country or who are new to school and they are dominant in a language other than English.

After analyzing NYSESLAT data, the patterns revealed were:

- Students are most proficient in Speaking and is in line with general abilities for the majority of the intermediated and advanced students. However, Reading and Writing skills remain a challenge for students attempting to gain proficiency. This continues to be problematic for Advanced NYSESLAT ELL students.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Provide small group Academic Intervention classes in ESL to target language modalities according to their needs
- Provide Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.

All activities and additional supports offered to our ELL student population are focused on their acquisition of language proficiency and academic

progress.

New York State ELA Results by Grade and by Levels:

Only five (5) ELL children took the New York State ELA in winter 2009. The data table below shows their current grade with their previous year's score.

Grade	Level 1	Level 2	Level 3	Level 4
3				
4		3		
5			2	

Based on our LAB-R and NYSESLAT results the majority of our ELL school population is advanced. We have two (2) children who are at the Beginner (B) level and 1 one child who is at the Intermediate (I) level. The remaining seven (7) children are Advanced (A).

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure the adequate delivery of instruction by licensed personnel as stipulated by NCLB and CR Part 154
- Content Area teachers and ESL teachers will collaborate to create a knowledgeable and reflective learning community experienced in researched based instructional strategies.
- Analyze ELL student data to become well-informed about the performance of each student to make informed educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student data to identify strengths and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELL students; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Program Evaluation

We evaluate the success of our programs for ELLs by looking over time at each ELL's proficiency level indicated on the NYSESLAT. In addition, short term and long term goals are determined for each child and then growth and mastery of goals are documented and analyzed. The ESL teacher then aligns the ESL program and lessons to meet the objectives and outcomes for particular units of study implemented in classrooms.

VII. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Consistent home school communication.

VIII. Plan for Long Term ELLs

Students between 4-6 years of service are the smallest number of ELL students across the grades. An analysis of their scores on the NYSESLAT, NYS ELA and NYS Math assessments indicates that reading and writing is challenging for these students. Differentiated instruction is used throughout all content areas. We incorporate AIS services throughout the school day.

IX. Targeted Intervention Programs for ELLs in ELA, Math and other Content Areas

P.S. 51 makes use of all data available to assess student progress and plan intervention services for our students. These tools are inclusive of:

- ATS database
- Student Portfolio
- TC Running Record
- Writing and Math baseline, midline and endline
- Teacher anecdotal record
- Teacher articulation
- Teacher observation
- ELA AIS and Math during Extended Day
- Push-in
- ARIS
- ACUITY
- New York START

A number of intervention programs offered are ELA AIS and Math during Extended Day. These intervention address student needs according to grade level and proficiency. We have a push-in program in which teachers work with individual children and small groups in their classrooms throughout the day. And all students in all ELL subgroups are targeted during this time.

Plan for Continuing Transitional Support

All former ELL students are closely monitored to assess and maintain their progress. Test scores are analyzed to identify strengths and needs of ELL student and the analysis is then used to differentiate instruction according to the need of the student. We use a combination of assessments to determine the progress of our ELL children's progress which consists of formative and summative assessments. All ELL students are allowed to continue to receive support for two years after they attain proficiency with parental support and on-going notification. All former ELLs who score out in the last two years are entitled to test accommodations on state exams.

Materials used for our students at the Bronx New School are grade and age appropriate. We used standard-based assessments and resources that correspond with all student needs. These also address their strengths and weakness, language levels and modalities for each student of each particular grade. (Revise the language and provide a list of resources and materials used).

IX. Plan for Special Needs Students

We have some special needs ELL students in our ESL program. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.

X. Professional Development:

Professional development is provided by school staff and the community learning support personnel organization. This includes *all* pedagogues, our assistant principal, our school psychologist, our occupational therapist, the school secretary, the parent coordinator and paraprofessionals. At this time we do not have a guidance counselor.

We keep a record of all professional development sessions that include attendance records, agendas, and documentation and topics provided throughout the school year.

- School Staff: Within the schools Professional Development program, the focus is on:
 - Literacy needs of our ELL population within the prescription of the Balanced Literacy model.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom

All professional development sessions will support the minimum 7.5 hours of ELL training for all staff members. Additional support is given throughout the year by our Learning Support Organization ICI and Network ELL Support Specialist Elimarie Soto.

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

Form TIII – A (1)(a)

MAY 2009

Grade Level(s) K - 5 Number of Students to be Served 16 LEP 1 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

In the BxNS (P.S. 51) we offer an ESL program, but no bilingual program. Our goals are 1) to enable our English Language Learners to achieve academic proficiency in English in writing, reading, speaking, and listening and 2) to meet NY State standards in all academic content areas. During the school day our ELLs receive English Language instruction ranging from 180-360 (weekly) minutes depending on their levels of achievement in the LAB (Language Assessment Battery). As our students are in twelve different classrooms, and we have only one ESL teacher, we employ a pull out program for instruction. The ESL teacher and classroom teachers collect data on these students such as Teachers College reading records which inform their instruction to meet the specific needs of the students. The instructors look for areas of strength and weaknesses and also use these to inform their instruction.

Our ESL program focuses on reading, writing, listening and speaking. It enhances the learning our students are receiving in their classrooms. In reading the ESL teacher focuses on skills such as comprehension, main idea and inference. There is also an important fluency component built in.

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.

The BxNS offers Professional Development to all classroom and cluster teachers and out of classroom specialists who work with our ELL students. Teachers attend faculty meetings and after school workshops that support and train them in ESL strategies and methodology. These workshops and meetings have included and will continue to include the following:

- Study groups on best practices to support ELLs

- ESL strategy and methodology training
- Training on Teachers College Reading Records
- Training on listening and speaking and how to incorporate this work into classrooms
- Smart Board training on enhancement of ELL strategies
- Writing workshops that include explicit teaching of grammar, punctuation and English usage for all students and specifically for ELLs.
- Collaboration between classroom teachers and specialists (such as ESL teachers & SETTS) to improve quality of instruction.

Form TIII – A (1)(b)

School: PS 51x BEDS Code: 31000010051

**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) <ul style="list-style-type: none"> - Per session - Per diem 		
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$503.00	Low Level High Interest Trade Books (Anastasio Publishing)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$503.00	

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.

The Bronx New School is comprised of 50.3% Hispanic students. We also utilized the Home/School Language survey to gather information.

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.

School communication is sent home in Spanish, English and Chinese. Letters are translated from English into Spanish by on-sight bilingual staff. Additionally, when the need arises, we send letters to the Department of Education Translation and Interpretation Unit for translation, and then reviewed by one of our on-staff translators. For larger documents we have secured a private contracted vendor.

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.

The school will provide parents with school documents or notification in their home language. First, all large documents will go to the DOE Interpretation and Translation Unit. For larger documents we have secured a private contracted vendor. Then the letter will be reviewed by a Bronx New School staff member and sent out the next day. This will be done 2-3 weeks in advance of distribution.

Smaller documents will be translated by on-staff

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.

At the Bronx New School every effort is made to communicate to parents in their native language as well as English. Phone calls are made to notify parents of important school wide events as well common day to day occurrences.

During All-School Meetings, i.e. State of the School Address, Parent Teacher Meetings, Parent Conferences and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish-dominant speakers.

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>.

As per the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service, The Bronx New school – PS 51x provides the following:

- Home language preference sheets for translation and interpretation services for both written and oral communication.
 - Out of our 240 families, the data from the preference sheets are as follows:
 - 204 English speaking families (do not need the services)
 - 2 Chinese speaking families
 - 34 Spanish speaking families
- The principal utilized translation personnel during PTA, SLT, PTC and all school meetings. A school staff member or parent provides translation services.
- The school sends out bilingual notifications to parents

We share our findings with the school community through our SLT, PTA and school meetings.

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:	\$109,680	\$201,045	\$310,725
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,097		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,010	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,484		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$10,052	
6. Enter the anticipated 10% set-aside for Professional Development:	\$10,968		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$20,105	

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.

The School Parental involvement policy and School-Parent compact annual review will be September 2010

Goal(s)

- ✓ To ensure communication with our student’s families about school programs, student progress, and school goals through effective avenues.
- ✓ To ensure communication with our student’s Spanish speaking families.
- ✓ To increase parental involvement in the education process
- ✓ To develop specific strategies to better utilize parents as partners in their children’s education.
- ✓ To develop a unit of parent volunteers from each classroom, to support our school with dispatching key information regarding parent workshops, meetings and more.

Parents are the first educators of their children and essential partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. P.S. 51 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, and Parent Teacher Conferences.

Parental Involvement is central to the mission and goals of our school and the success of our students. In order to keep families abreast of their children’s academic learning, both in core and enrichment programs, PS 51 has created a myriad of opportunities via presentations and interactive workshops.

- **E-chalk parent-friendly website, www.thebronxnewschool.org**

All information pertaining to the school such as events, activities, calendar and homework assignments are posted on this website.

- **Curriculum Night**
Parents are invited to sit with their child's teacher and have a group discussion about the Curriculum which is used in the classroom. They also see firsthand what is expected of the students.
- **State of the School Address**
This is an all-school meeting that addresses the goals that the Principal has set for the students, and teachers and what is expected of all members of the school community.
- **Goal Setting/TC Assessment**
All of the Bronx New School community takes part in goal setting. At the start of the school year, students, teachers and parents/guardians write their goals or what they plan to achieve or tackle during the school year. Teachers use these items to plan curriculum for students, to plan workshop for parents and professional development for themselves. Throughout the year, students, teachers and parents reflect on the goals to assess their progress and propel them towards success.
- **Principal Letters**
Principal Paul Smith writes a monthly letter to parents, students and teachers informing them of upcoming events, community happenings and the state of the school. The letters, distributed in each child's classroom and via our school website, keep community members informed and in turn, active in school
- **Educational workshops**
On certain months educational workshops are done in the areas of Literacy, Math, Science, and Social Studies
- **Coffee & Conversation**
One morning per month Paul Smith, Principal sets aside a morning to informally meet with parents.
- **Translation and Interpretation**
We provide Spanish translation of most of our documents for our Hispanic population and interpretation is performed whenever needed.
- **Questions or concerns**
It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.
- **Distributions of information**
In addition to the above-mentioned website, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The Parent Coordinator and PTA also prepare bulletins and the school arranges for the distribution of these flyers to every child. Full school mailings may be conducted at least once a year.
- **Kindergarten Breakfast.**
During the first two days of school Kindergarten parents are invited to wait for their child (breakfast is served for the Parents). They also have the opportunity to meet the Administration, Staff and PTA.

Evidence

- Minimum 10% increase in the percentage of families responding to the 2009-2010 school's survey.
- Minimum 85% of the families being able to articulate the goals of the school.

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.

School Parent Compact

School

We believe that education is a primary factor in determining the future successes and well-being of our students.

We believe that excellence in education is the product of rigorous endeavors.

We are committed to providing quality education for every student at The Bronx New School.

We are committed to:

- Being responsible for our own learning and the learning of others.
- Working together to support one another in doing our best work.
- Knowing children well and teaching based on what we know about them.
- Teachings in ways that allow for individual choice.
- Teaching in ways that are experiential.
- Adopting, adapting and creating exemplary programs.
- Maintaining high standards for ourselves, and one another.

- Being accountable to one another and to stake holders outside of The Bronx New School.
- Planning toward, and structuring our learning community to support these goals.
- Working hard to achieve our goals and maintain the standards we have set for ourselves.

Parent/Guardian

Parents are a fundamental and essential part of the Bronx New School and thereby have their own specific rights and responsibilities.

I understand: Parents have the right to obtain the best possible education for their children. We have the responsibility to be active participants in their education.

I understand: Parents have the right to work closely with their children's teachers, to collaborate and participate in our children's school experiences.

I understand: Parents have the right to be fully informed about school and classroom events and activities planned for their children as well as services available to assist children in other ways.

- Parents have the responsibility to receive and review information sent to them.
- Parents are encouraged to ask questions and remain aware and informed.

I understand: Parents have the right to decline to have their children participate in functions, activities and educational services, which they believe are counter to their beliefs or their children's needs.

I understand: Parents have the responsibility to register their divisions with the appropriate parties using positive dialogue.

I understand: Parents have the right to participate in The BxNS PTA, SLT and with prior arrangements, to visit the school.

I understand: Parents are to conduct themselves with the utmost respect for the school community.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. 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.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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: _____ **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.

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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.

– **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.

- We plan curriculum that encompasses the components of Balanced Literacy inclusive of the four competencies of literacy: reading, writing, speaking, and listening. Assessment is pre-planned with each unit of study and aligned to state standards. Each unit is sequential and introduces, enhances and reinforces skills and strategies learned providing children with an opportunity to develop and grow conceptual understanding over time. Additionally, when planning curriculum we are cognizant of and adhere to state standards for each grade level as well as the components of the ELA to develop curricula that correlates to what children need to know in preparation for state testing.

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?

- Grade team meetings for on-going instructional planning
- Lab sites throughout all grades. Lab sites help to systematize instruction and consistency throughout the grades with a debriefing period.
- Lunch & Learn sessions to analyze student outcomes and plan assessment.
- Professional development from our on-site staff developers to assess children's work and plan appropriate instruction.
- Monthly Individual Teacher Conferences with the Principal to identify children who are at-risk and discuss instructional strategies.
- Accountable Talk is integral to the development of critical thinking, listening, and speaking skills.
- Grade level planning at the end of the school year and during the summer is aligned to New York State Standards and Teachers College Reading and Writing Project Curriculum.
- Bi-monthly Teachers College Running Record (five times per year).
- Inquiry Team to assess and monitor children's academic progress over time.
- Use ARIS database to track student outcomes, identify student strengths and needs, and strategize instruction that will encompass individual, small group and whole group instruction.
- Children have independent reading and writing each day and have multiple opportunities to discuss their work with peers.
- Utilize qualitative and quantitative data to assess and monitor children.

- Use formative data to assess and monitor student progress in literacy.
- Familiarize children with the structure of the ELA.
- Familiarize children with the evaluative component of ELA: holistic rubric.
- Teach children the requirements of the ELA.
- Familiarize all K-5 teachers with the requirements of the ELA.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

- Teachers use the Everyday Math Program (EDM) with growing expertise and knowledge. The EDM has been in full use in the Bronx New School for six years. In 2005, we began using the New Standards which are inclusive of Content and Process strands. Teachers use planning guides that indicate the math strands addressed in each lesson.

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?

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.

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.

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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?

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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

Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

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?

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 2
2. Please describe the services you are planning to provide to the STH population.

PS 51 provides priority support for STH population in regard to support services such as:

- a. **At-risk Health-related Services**
- b. **Guidance Counselor**
- c. **Support for struggling learners**
 1. **AIS teacher services**
 2. **37.5 minutes**
 3. **Extended day**