



**PS 59
THE COMMUNITY SCHOOL
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 10X059
ADDRESS: 2185 BATHGATE AVENUE, BRONX, NEW YORK 10463
TELEPHONE: 718 584-4730
FAX: 718 584-7518**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 59 **SCHOOL NAME:** The Community School

SCHOOL ADDRESS: 2185 Bathgate Avenue Bronx, New York 10457

SCHOOL TELEPHONE: 718 584-4730 **FAX:** 718 584-7518

SCHOOL CONTACT PERSON: Christine McHugh **EMAIL ADDRESS:** cmchugh@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine McHugh

PRINCIPAL: Christine McHugh

UFT CHAPTER LEADER: Teresa O'Shaughnessy

PARENTS' ASSOCIATION PRESIDENT: Francisca Dominguez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** CFN #6

SSO NETWORK LEADER: Bob Cohen

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
Christine A. McHugh	*Principal or Designee	
Theresa O’Shaughnessy	*UFT Chapter Chairperson or Designee	
Francisca Dominguez	*PA/PTA President or Designated Co-President	
Sonia Marrero	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lillian Ayala	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Griselda Estevez	CBO Representative, if applicable	
Maria Ramirez	Member/Parent	
Sandra Martinez	Member/Parent	
Raul Nicole	Member/Parent	
Suheiry Ayala	Member/Parent	
Joseph Mannozi	Member/ Teacher	
Edna Johnson	Member/ Assistant Principal	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 59, located at 2185 Bathgate Avenue in the Bronx, is situated in a high poverty, low socio-economic neighborhood. The population is mostly Hispanic, 72%, and Black, 26%, with an increasing and diverse immigrant population. The community, and thus the school population, is characterized by families experiencing a variety of crises and limitations, such as: transitional and unstable housing situations; parents who lack any or limited formal education; large groups of immigrants from various countries who lack sufficient support and resources, and who experience language and cultural barriers to service; large numbers of single parent households or grandparents raising grandchildren in formal and informal arrangements; many families living in local housing shelters with an increasing number of students in foster care; a high crime rate, that includes gang activity, with limited police presence; and inadequate safe parks or outdoor spaces for children or families to play and exercise.

An important and unusual characteristic of PS 59 is that we receive 75% of our students beginning in 3rd grade. PS 59 is zoned for Pre K and grades 3-5. Each year we receive from 4 to 6 classes in 3rd grade from PS 23, The Early Childhood School, across the street from PS 59. In addition we traditionally have two of our own kindergartens, two first grades, and one-two second grades, the majority of these children begin in our Pre K and move up. PS 59 also has ten special education classes: Four Collaborative Team Teaching, five Self-Contained, and one Pre K Bilingual Super Start+. The majority of these students also begin their education at PS 59 in the 3rd grade.

Despite these challenges PS 59, is a relatively successful school providing many services to its community and deeply committed to increasing student performance at every level. Over the past 10 years, this hard work has succeeded in bringing the school off the SINI list in 2002 and PS 59 remaining a school in good standing with New York State; also receiving a score of Well Developed on their 2008-2009 Quality Review and an A on the School Progress Report. PS 59 boasts a high quality and consistent instructional program for children in grades Pre-K through 5th grade, stabilized by a highly qualified teaching staff, a strong commitment to the Arts, and numerous student support services generously supported through the school's budget.

PS 59 is committed to maintaining reduced class size in all grades and integrates extensive Academic Intervention Services to complement the regular curriculum. In addition the school strives to provide enriched curriculum experiences and activities for high performing students both during the regular school day and during the after school program. The school is enhanced by strong partnerships with several CBOs working within the school and in the surrounding community. The Parent Coordinator is extremely pro-active and is an invaluable resource to parents and staff alike.

There is a growing population of parents who are working towards improving their financial situation, which requires seeking employment; thus safe, quality, and affordable child care options must be available. PS 59, in partnership with the Committee for Hispanic Children and Families (CHCF) and TASC, has secured grants from 21st Century and the City Council to provide a comprehensive after school program of both academic and non-academic groups, clubs, and activities; effectively increasing the school day by 30%, for 150 plus students. (Last year the grant was larger and we were able to serve over 300 students daily; we are continually seeking additional funding opportunities that would allow us to expand our program this year and in the future). Parents/guardians are secure in knowing that their child(ren) are in the care of trustworthy, committed individuals who have dedicated time and energy towards enhancing the school day with enriching and creative activities aimed at developing the multiple intelligences of their children. The school staff, in collaboration with its partner CBOs, is well-prepared to foster the positive development of the children and bring out the best in them in multiple ways.

PS 59 is a multi-dimensional student development focused school, providing a high quality educational program for its students throughout the regular school day and after school.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 059 The Community School of Technology							
District:		10	DBN:	10X059	School BEDS Code:		321000010059		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	54	54	52		92.6	92.2	92.9		
Kindergarten	36	27	42						
Grade 1	35	36	33	Student Stability - % of Enrollment:					
Grade 2	46	25	27	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	154	137	141		88.4	90.1	90.1		
Grade 4	114	137	141	Poverty Rate - % of Enrollment:					
Grade 5	119	112	133	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		98.0	92.6	92.6		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		15	10	24		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		11	13	16		
Ungraded	3	4	4	Special Education Enrollment:					
Total	561	532	551	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	54	50	57	Principal Suspensions	9	9	6		
# in Collaborative Team Teaching (CTT) Classes	32	42	43	Superintendent Suspensions	0	4	3		
Number all others	53	43	47	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	21	0	25	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
# receiving ESL services only	69	59	56	Number of Teachers	54	60	56		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	19	27	10	Number of Administrators and Other Professionals	9	20	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.1	100.0	100.0
				% more than 2 years teaching in this school	83.3	80.0	87.5
				% more than 5 years teaching anywhere	68.5	68.3	71.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	100.0	93.0	96.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	98.9	100.0
American Indian or Alaska Native	0.0	0.4	0.4				
Black or African American	28.9	27.4	25.8				
Hispanic or Latino	69.3	70.7	71.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.9	1.3				
White	0.9	0.6	1.1				
Male	51.2	50.8	48.3				
Female	48.8	49.2	51.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	√			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	6	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	W
Overall Score:	89.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	10.6	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	20	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	49.9		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends

Steady increases in student Performance and Progress in Levels 3 and 4 on the NYS ELA and Math tests, 2007-2008 to 2008-2009, Grades 3-5

Steady increases in student Performance in Levels 3 and 4 on the NYS Science test, 2007-2008 to 2008-2009, Grade 4

Steady increases in student Performance in Levels 3 and 4 on the NYS Social Studies test, 2007-2008 to 2008-2009, Grade 5

Exemplary gains in Progress for all student subgroups on the NYS ELA and math tests.

A review of school data has revealed the following:

Student Performance

NYS ELA-Student Performance '07-'08 '08-'09
All tested Students-Grades 3-5

In 2007-2008 40.0% performed in Levels 3 and 4.

***In 2008-2009 56.6% performed in Levels 3 and 4**

In 2007-2008 31% of All Tested Students were Special Education Students
In 2008-2009 30% of All Tested Students were Special Education Students

Percentage of All Tested Students performing in Levels 3 and 4 by grade on the NYSED ELA

2007-2008 3rd grade= 34.4%

2008-2009 3rd grade= 58.0%

2007-2008 4th grade= 42.0%
2008-2009 4th grade= 48.0%

2007-2008 5th grade= 44.3%
2008-2009 5th grade= 59%

2007-2008 Our General Education population= 50.4% at Levels 3 and 4
2008-2009 Our General Education population= 68% at Levels 3 and 4

2007-2008 Our Special Education population=16.8% at Levels 3 and 4
2008-2009 Our Special Education population=25% at Levels 3 and 4

In 2008-2009 30.0% of All Tested Students-Special Education-this percentage of special education students is well above the percentage that would customarily be enrolled in a regular public school. Almost one third of the tested students, grades 3-5, were students with IEPs.

Our English Proficient population- 59% at Levels 3 and 4
(50% in 2007-2008)
Our ELL Students- 29% at Levels 3 and 4
(27% in 2007-2008)

17.0% of All Tested Students= ELL Students

We met our Performance benchmarks in all areas and target groups for the ELA

Math-Student Performance '07-'08 '08-'09

All tested Students Grades 3-5

In 2007-2008 68.5% performed in Levels 3 and 4.
In 2008-2009 81.0% performed in Levels 3 and 4

2007-2008 3rd grade= 79.4%
2008-2009 3rd grade= 94%

2007-2008 4th grade= 64.2%
2008-2009 4th grade= 75%

2007-2008 5th grade= 60.4%
2008-2009 5th grade= 76%

Our General Education population= 88.0% at Levels 3 and 4
Our Special Education population = 66.0% at Levels 3 and 4

31.0% of All Tested Students=Special Education-this percentage of special education students is well above the percentage that would customarily be the norm in a regular public school. Just about one third of our tested students were students with IEPs.

Our English Proficient population= 82.0% at Levels 3 and 4
Our ELL Students= 74.0% at Levels 3 and 4

16% of All Tested Students= ELL Students

We met our Performance Benchmarks in all areas and student subgroups on the Math Test

NYSED 4th Grade Science Test- 2006-2007 compared to 2007-2008 (No data available for 2008-2009)

2006-2007 64% of tested students performed in Levels 3 and 4
2007-2008 62% of tested students performed in Levels 3 and 4***

In 2006-2007 67% of General Education Students performed in Levels 3 and 4
In 2007-2008 71% of General Education Students performed in Levels 3 and 4

In 2006-2007 38% of Students with Disabilities performed in Levels 3 and 4
In 2007-2008 38% of Students with Disabilities performed in Levels 3 and 4

NYSED 5th Grade Social Studies Test

2007-2008 50% of tested students performed in Levels 3 and 4
2008-2009 58% of tested students performed in Levels 3 and 4

For the Performance category on our Progress Report we received 20.0 out of 25.
Our grade was an "A" in Student Performance on our Progress Report

Student Progress

2007-2008 52.8% of all students tested made at least one year progress on the ELA
2008-2009 76.3% of all students tested made at least one year progress on the ELA

2007-2008 49.7% of students in school's lowest one third made at least one year progress on the ELA
2008-2009 89.9% of students in school's lowest one third made at least one year progress on the ELA

2007-2008 49.4% of all students tested made at least one year progress in Math
2008-2009 75.3% of all students tested made at least one year progress in Math

2007-2008 82.0% of students in school's lowest one third made at least one year progress in Math
2008-2009 64.0% of students in school's lowest one third made at least one year progress in Math

Exemplary Proficiency Gains on the ELA

2007-2008 27.3% of ELL Students
2008-2009 40.6% of ELL students

2007-2008 36.1% of Special Education Students
2008-2009 45.9% of Special Education Students

2007-2008 33.3% of Hispanic Students in the Lowest Third Citywide
2008-2009 52.3% of Hispanic Students in the Lowest Third Citywide

2007-2008 39.0% of Black Students in the Lowest Third Citywide
2008-2009 56.3% of Black Students in the Lowest Third Citywide

These scores were high enough for us to be given extra credit for each student subgroup on our Progress Report.

Exemplary Proficiency Gains in Math

2007-2008 11.5% of ELL Students
2008-2009 38.7% of ELL Students

2007-2008 25.0% of Special Education Students
2008-2009 33.0% of Special Education Students

2007-2008 14.8% Hispanic Students in the Lowest Third Citywide
2008-2009 31.1% Hispanic Students in the Lowest Third Citywide

2007-2008 22.2% of Black Students in the Lowest Third Citywide
2008-2009 29.7% of Black Students in the Lowest Third Citywide

These numbers were high enough for us to be given extra credit for each subgroup on our Progress Report.

We received an “A” in Student Progress on our Progress Report

School Environment

2007-2008 Academic Expectations 7.7
2008-2009 Academic Expectations 7.9

2007-2008 Communication 7.0
2008-2009 Communication 7.3

2007-2008 Engagement 7.0
2008-2009 Engagement 7.4

2007-2008 Safety and Respect 8.0
2008-2009 Safety and Respect 8.2

Attendance 92.2%

We had an overall score of 10.6 out of 15 besting our score of 9.1 out of 15 in 2007-2008

We received an “A” in School Environment on our Progress Report

Greatest Accomplishments

The ever increasing percentage of students performing at Levels 3 and 4 on standardized achievement testing, i.e. ELA, Math, science, social studies.

Continually increasing in percentage of students achieving at least one year progress on the NYSED ELA and Math tests, grades 3-5.

Increased Exemplary Gains as identified on the School Progress Report for all student subgroups in both ELA and Math

Steadily increasing percentage of ELL students achieving proficiency according to the NYSELAT.

Increased percentage of 5th grade students achieving Level 3 and 4 on the NYSED Social Studies Test

Increased percentage of 4th grade students achieving Level 3 and 4 on the NYSED Science Test

Continued increase in our School Environment score and in the %of parents and teachers responding to the survey.

The ever increasing percentage of students making appropriate progress (dependent on where they were at on the last assessment) in reading as measured by the TCRWP informal reading assessments used to determine their Fountas and Pinnell reading level.

The increasing proficiency of teachers using assessment data to guide their instructional decisions, i.e. lessons taught, teaching strategies, differentiation of instruction and intervention referrals.

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

The most significant aid to our schools' continuous improvement is the stability and commitment of the staff. We have virtually almost no turnover other than an occasional retirement and an occasional relocation. This provides our school with a highly stable instructional staff that has received ongoing professional development over the years, strengthening their skills in all areas.

In addition the Administration is very stable and has been working together as a team for 11 years. The Principal has been at PS 59 for 12 years.

Most of the teachers, paraprofessionals, and school aides, have been here for 5 or more years, some for as many as 15-20 years.

Most of our staff feels this is a very good place to work and that is a very big plus. Our students are the beneficiaries of this contentment and commitment.

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. **By June 2010 students overall and within each subgroup will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.**

After conducting our needs assessment, the SLT found that in spite of steady progress each year in the percentage of students achieving state standards on the NYS ELA assessment, continued increase is necessary thereby making this a priority goal for the 2009-2010 school year.

2. **By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS Math assessment.**

After conducting our needs assessment, the SLT found that in spite of steady progress each year in the percentage of students achieving state standards on the NYS Math assessment continued increase is necessary thereby making this a priority goal for the 2009-2010 school year.

3. **By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS Science assessment.**

After conducting our needs assessment, the SLT found that in spite of steady progress each year in the percentage of students achieving state standards on the NYS Science assessment continued increase is necessary thereby making this a priority goal for the 2009-2010 school year.

4. **By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on and the NYS Social Studies assessment.**

After conducting our needs assessment, the SLT found that in spite of steady progress each year in the percentage of students achieving state standards on the NYS Social Studies assessment continued increase is necessary thereby making this a priority goal for the 2009-2010 school year.

5. **September 2009-June 2010 provide comprehensive, high quality after school programming that will positively impact student academic, physical, emotional and social development and will increase the school day by 30% for 30% of students grades 1-5, (170 students) daily. At least 75% of the participating students will have 90% attendance or better and demonstrate good citizenship based on observation and school records of incidents.**

After conducting our needs assessment, the SLT found that providing a comprehensive high quality after school program is an important need for our community thereby making this a priority goal for the 2009-2010 school year.

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): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS Math assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will implement the Everyday Math (EDM) program and continue to collect and use student data from a variety of sources including periodic assessments, unit tests, student work, conferencing, and observation to drive whole class instruction as well as to differentiate instruction. In addition, through the informed use of data, teachers will make decisions regarding appropriate interventions, outreach, and/or referrals to a number of student support services including parent conferences, counseling, Social Worker intervention, Instructional Support Team (IST) and SBST.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair Student Funding; TL FSF Hold Harmless; Title I SWP; Title I ARRA SWP; TL Children First; TL DRA Stabilization; EGCLR State; EGCSR Title Iia; TL FSF Legacy Teacher Supplement</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers’ weekly plans will include evidence of instructional strategies for differentiating instruction based on student data, e.g., guided math, small group work, math center work, and identifying intervention/modification and enrichment strategies and activities. September 2009-June 2010.</p>

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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS Math assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will continue to implement the Everyday Math (EDM) program for all grades Pre K-5. (Grades 1-5 will have a daily 75-minute block and K-1 60 minutes). All general education classes, grades 2-5 will additionally have a Math Partner Teacher during the entire math block each day allowing for a high degree of differentiated instruction, i.e., small group work, and one on one targeted instruction including task modification, and ongoing and immediate academic intervention for at-risk students. This configuration will enhance our ability to target students in the bottom third and ensure that they receive instruction differentiated to their needs, i.e. targeted intervention.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Fair Student Funding; TL FSF Hold Harmless; Title I SWP; Title I ARRA SWP; TL Children First; TL DRA Stabilization; EGCLR State; EGCSR Title lia; TL FSF Legacy Teacher Supplement</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Students in grades 2-5 will take a math benchmark assessment test in September to aid in grouping for differentiated instruction during the daily math block. Students will be assessed by Everyday Math Unit Tests after each unit is completed and periodically by Acuity. Daily student work, EDM Math Boxes, as well as teacher observation during the regular math block and during math centers will be used for daily/weekly assessment. September 2009-June 2010</p>

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. **effectively**

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through comprehensive, ongoing literacy professional development provided by Teacher’s College, teachers will expand, extend, and sharpen their skills strengthening their ability to effectively teach literacy through TCRWP model for instruction, i.e., implementing high quality Reader’s and Writer’s workshops- including Word Study, read aloud, shared reading, guided reading, and conferencing. Also administering and evaluating reading and writing assessments and using this information to differentiate instruction and provide targeted intervention for at-risk students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Through our <u>Title I Professional Development Budget</u> we will fund two TCRWP staff developers 15 days each for the year. One to work on-site with grades K-2 and one will work with grades 3-5. In addition teachers from across the grades and class designations will visit Teacher’s College (TC) for Calendar Days throughout the year. All teachers will have the opportunity and be encouraged to participate in professional development at TC. Teachers who do attend will turn key the information for their colleagues through Grade Team meetings and our monthly Monday Professional Development afternoons. Selected teachers will attend Teacher Leader and/or Specialty Groups throughout the year to build expertise in specific areas that will then be shared. Our Professional Development budget will also be used to fund the substitutes who will cover the classes of teachers attending TC Calendar Days. The Principal and one Assistant Principal will each separately attend monthly Leadership meetings at TC specifically designed to their particular needs.</p>

Indicators of Interim Progress and/or Accomplishment

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

2009-2010 In collaboration with our TC staff developers we will develop a calendar for visits to PS 59 to work with the teachers. The calendar will be developed to support the reading and writing units of study and the work the teachers are doing in word study, etc.

In addition a separate calendar for teachers attending Calendar Days at TC will be developed and all teachers will have the opportunity and be encouraged to participate in workshops throughout the year and to then turn-key the information to their colleagues. A reference Literacy Binder will be developed from the notes of all the attendees.

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>As a Teacher’s College Readers and Writers Project school (TCRWP) the literacy program for all students will include Readers’ Workshop and Writers’ Workshop as well as Word Study. There will be ten units of study in reading and ten in writing provided by TCRWP. Teachers on each grade will work together to plan the units in reading and writing using curriculum materials provided by TCRWP. Components included in Readers and Writers workshops will be mini-lessons, read alouds, shared reading/writing, guided reading, interactive writing, small group strategy work, and individual conferencing. In addition the first period each day, grades K-5 will be devoted to <u>character development through literacy</u> through the <u>Voices</u> literacy program. Initially we were the recipient of a three year grant from Zaner-Bloser to implement this program. We are now in year four of the program. As such we will continue with daily read alouds using authentic themed literature along with literacy/character development activities to support six character development themes throughout the year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I SWP Tax Levy</p>

Indicators of Interim Progress and/or Accomplishment

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

**Students will be assessed every 4-6 weeks using the TCRWP assessments for reading. The expectation is that each child will have steady progress to their next reading level within that time frame based on the Fountas and Pinnell leveling system -TCRWP assessments rely on running records based on the Fountas and Pinnell leveling system. Additionally assessments include a spelling inventory, high frequency word lists, reading fluency rate, and literal and inferential comprehension questions.
September 2009-June 2010**

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Low performing/at-risk students in grades 1-5 will receive AIS for literacy one period per day designed to support their needs both individually and in a small group setting. AIS providers will work daily with identified students providing Guided Reading, small group instruction, and conferencing. Instruction will be based on student assessment data and students will be reassessed regularly at 4-6 week intervals as well as daily through informal assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I SWP Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Students in grades 3-5 will take the Acuity predictive assessments in October and June and the Teachers College Reading and Writing Project (TCRWP) periodic assessments at three scheduled intervals during the year to assess student growth and progress. In addition teachers will assess students with running records, the spelling inventory, high frequency word lists, determining reading rate, and the Writing Continuum, regularly to monitor progress. The expectation will be consistent and appropriate progress in alignment with/according to the needs of the individual students using the TCRWP Continuum of Progress. September 2009-June 2010</p>

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 students overall and within each subgroup will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All of our students, grades 1-5, remain for Extended Time, 50 minutes after school three days per week- students are grouped according to ability for Word Study using the Words their Way word study program. September 2009-June 2010. This program will also be the focus of our Inquiry work this year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy No additional resources beyond regular teacher salaries are needed to support the achievement of this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Implementation of the Words Their Way word study program, during Extended Time-Tuesday-Thursday-50 minutes, all students grades 1-5. September 2009-June 2010</p>

	<p>in grades 1-2, and three-four learning goals for students in grades 3-5. In addition through the use of assessment data, conferencing, and small group work students will learn to develop appropriate individual short term learning goals. Learning goals will be posted in the classroom and referred to often throughout the unit study.</p> <p>All students, grades 1-5, will have written learning goals for each unit of study in their notebooks. At the end of each unit of study students will formally revisit the goals along with their teacher(s) to determine their progress in achieving them based on available assessment data.</p>
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Indicators of Interim Progress and/or Accomplishment

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

Teachers will use data to plan and to differentiate instruction. In addition to the evidence in teachers' lesson plans, when visiting classrooms, supervisors will observe students' learning in small groups organized according to student assessment data, e.g. guided reading groups; book clubs; word study groups; large and small group strategy/concept instruction in reading, writing and math; individual conferencing; and differentiated/modified tasks and activities as well as expectations.

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): After School Programming

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>September 2009-June 2010 To provide comprehensive, high quality after school programming that will positively impact student academic, physical, emotional and social development and will increase the <u>school day by 30%</u> for at least <u>30% of students grades 1-5</u>, (170 students) daily. At least 75% of the participating students will have 90% attendance or better and demonstrate good citizenship based on observation during regular school day and after school activities as well as school records of incidents.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Together with our CBO, <i>The Committee For Hispanic Children and Families</i> and TASC, and with 21st Century funding, establish a daily program for 150 students. Added to this will be several academic and non-academic teacher led clubs to support the increase in the number of students participating and the types of activities available. 150students will register and participate daily in the Expanded Learning Time (ELT)-21st Century After School Program-children will be assigned to an Activity Group led by an Activity Group Leader and participate in a diverse range of activities. In addition a series of teacher led clubs will offer additional opportunities and activities for students; those in the Expanded Learning Time-21st Century Program as well as for those who are not registered in Expanded Learning Time-21st Century program. Staffing: Committee for Hispanic Children and Families Site Coordinator, Activity Leaders. PS 59 staff members Scheduling: Monday & Friday 2:20-5:30 PM Tuesday-Thursday 3:10-6:00 PM September 2009-June 2010</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: 21st Century Funding \$298,000 20% Matching school funding \$48,000 TL Fair Student Funding, Title I SWP City Council Grant \$50,000 PS 59 Teacher Directed Clubs \$25,000 Title I SWP</p>

Indicators of Interim Progress and/or Accomplishment

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

Program beginning September 2009 and ending June 2010 with Activity Groups set up to accommodate 170 students, grades 1-5.

Several teacher led clubs that include academic and non-academic activities different from those offered in the 21st Century program. Participating students and students not participating in the 21st Century program will be given first opportunity to be in a club(s). Good attendance and good citizenship for participating students will be monitored through observation and documentation.

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	22	18			18	N/A	39	
1	11	12			19		1	
2	15	10			16		2	
3	42	33			54		14	
4	48	12			67		17	
5	67	32			77		15	
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Kindergarten-Grade 2 <i>Foundations Program, Guided Reading, Fountas and Pinnel Intervention Program</i> Grades 3-5 <i>Fountas and Pinnel Intervention Program, Guided Reading</i> Small group setting in a separate location provided during the school day 3-5X per week. Push-in Guided Reading AIS in 3rd grade</p>
<p>Mathematics:</p>	<p>Students in grades 2-5 have a daily 75 minute math block with two teachers working with the students- the classroom teacher and a push-in Math Partner teacher. Students requiring AIS in math work with one of the two teachers in a small group/individual setting. This configuration allows for a very high degree of differentiation, i.e. enrichment, and intervention. In each of these classes the teachers are able to provide math AIS on a regular daily basis.</p>
<p>Science:</p>	<p>Small group instruction and tasks/activities are differentiated and modified when necessary.</p>
<p>Social Studies:</p>	<p>Small group instruction and tasks/activities are differentiated and modified when necessary.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Large group, small group and individual counseling are the configurations most commonly utilized.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Crisis Intervention; parent interventions; referrals; support; individual and group counseling with full time clinical social worker as well as Columbia University social work interns; teacher support and interventions w/students.</p>

At-risk Health-related Services:

Many of our students receive mandated health related services including physical therapy; occupational therapy; and speech but we have none receiving at-risk health-related services.

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.

PS 59 The Community School of Technology Language Allocation Policy 2009-2010

PS 59 also known as The Community School of Technology, is an elementary school located in District 10. PS 59 has approximately 560 students of whom 91 are English Language Learners. The school provides them with a first, second and fourth grade push-in ESL program. ESL mandated students in grades kindergarten, third and fifth are clustered in one class on each grade with a classroom teacher certified to teach ESL. Students in special education requiring mandated ESL services receive services in one of the classrooms participating in the program. The instructional components include: English as a Second Language, Literacy Block and Content Area in the General Education Program. The ESL program incorporates many academically rigorous learning strategies, including content area instruction to support ELLs. It supports ELL students in their development in four key areas of English instruction: reading, writing, speaking and listening. It assures that programs that serve ELLs are staffed with high quality teachers, has a strong focus and is aligned with NYS standards in ELA and ESL. Beginning and Intermediate students are provided with two periods of ESL service and advanced students are provided with one or more period on a daily basis. Transitional services are provided for one year for students transferring from an ESL program into an English mainstream program. There are also two bilingual special education classes, one class that consists of third and fourth grades and one fifth grade.

ELL Sub Groups

SIFE-Currently, we have no SIFE students. However, if we would receive a SIFE student, we would utilize technology and the ELL CLUB to meet the needs of such students.

1-3 years- Students in this category are mainly in the kindergarten grade. Therefore, we make sure they all receive ESL allocation. We also monitor progress to ensure they are advancing on the NYSESLAT each year.

4-6 years- These students have an Extension of Services plan if they have not passed the NYSESLAT. For those students who have not made progress, an intervention plan is developed through child study meetings.

Long term ELLs- Currently we have two long term ELLs. One student has been evaluated for special education services and has an IEP with ESL services discontinued. The second student came to us this year from another school and is receiving all the necessary interventions.

ELLs with Special Needs

Kindergarten ESL Students- These students receive push in and self contained ESL support from the ESL teachers. They are instructed in small groups. Technology is also used to support their needs. In class support is given to assist the teacher, i.e. best practices modeled and scaffold for the students.

Bilingual Students- Students in the two 12:1:1 special education bilingual classes are placed in this setting according to their IEPs. ESL instruction is provided through content area subjects.

ESL STUDENTS IN CTT Class- These students receive small group ESL instruction from the ESL teacher on the grade.

Demographics

There are 560 students in PS 59, 16 percent are English Language Learners. The school demographics areas follows: 0.18 percent American Indian, 1.09 percent Asian/Pacific Islanders, 71.22 percent Hispanic, 25.86 percent Black and 0.91 percent White and 0.36 Multi Racial. There are 49.72 percent female and 50.29 percent male students.

Student Identification / Placement

There are 91 English Language Learners at PS 59. The level of proficiency and placement of our students is determined using the Home Language Survey, the LAB-R and/ or the NYSESLAT. There are 16 kindergarteners 6 scoring at the beginning level, and 10 at the intermediate level. There are 11 first graders; 1 scoring at the beginning level, 7 at the Intermediate and 3 scoring at the advanced level. The numbers are sufficiently lower due to children testing out of the program. There are 3 second graders; 2 scoring at the beginning level, and 1 scoring at the advanced level. There are 23 third graders; 10 scoring at the beginning level, 5 scoring at the intermediate level, 8 scoring at the advanced level. There are 22 fourth graders; 14 scoring at the beginning level, 4 at the intermediate level and 7 scoring at the advanced level and 3 at the proficient level. There are 18 fifth graders; 1 scoring at the beginning level, 9 at the intermediate level and 8 at the advanced level. There are 36 students throughout the grades that scored at the proficient level.

We have procedures in place to ensure that the parents understand the Home Language Survey (HLIS) and the program choices. The parents are involved in completing the HLIS to determine the students' eligibility for bilingual and ESL placement. An informal interview takes place with the ESL Coordinator/ESL teacher and or the Pupil Accounting Secretary. Upon registration the ESL Coordinator informs the parents of the different ELL programs available. Orientations are scheduled and conducted providing materials and the viewing of a video further explaining ELL programs in their home language. At the end of each orientation the Coordinator collects the Parent Survey and Program Selection Form which indicates the program requested for the student. The ESL Coordinator/ teacher then administers the LAB-R test for eligible students within 10 days of entrance

into the system. Meetings throughout the year take place with parents/ Parent Coordinator and ESL Coordinator to attend to student and parents needs. Parents are also given bilingual resources such as dual language books to support literacy at home and becoming more involved in their child's education. We have a lending library for parents that include ESL materials for adults and other helpful resources. All types of outreach and communication strategies are used (written, phone calls, informal meetings with parents at dismissal, etc.) to ensure parents have completed all proper paperwork, are involved in the educational plan for their child, and have all their questions answered. The parent program selection survey letter at this school indicates that parents were interested in a Freestanding English as a Second Language Program as their number one choice.

There are three languages spoken among our ELL population, Spanish, French and Chinese. In kindergarten, 16 speak Spanish. In first grade, 10 students speak Spanish and 1 student speaks Chinese. In second grade, 3 students speak Spanish. In third grade, 23 students speak Spanish and 1 student speaks French. In fourth grade, 18 students speak Spanish and 1 student speaks French. In fifth grade, 18 students speak Spanish.

The patterns in the students' results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening and speaking and there has been progress in the reading and writing on the NYSESLAT. The students are developing their competence in Basic Interpersonal Communication Skills at a rapid pace. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency is not yet at level; however, there has been tremendous progress in this area.

Patterns in students' results in the four modalities were cross grade and proficiency levels, the students' scores from highest to lowest were ranked as follows: speaking, listening, reading and writing.

Implications for the LAP and Instruction

- All teachers and administrators need to have access to data and information and use it proactively and continuously to plan for instruction and intervention.
- Content area teachers need to be trained to support ELL students' language acquisition and academic language through Professional Development.
- English as a Second Language teachers need to be familiarized with the content area curriculum and target skills.
- ESL and classroom teachers need to articulate on a daily basis to maximize English language acquisition for ELLs.

English as a Second Language

- Instruction is aligned to NYCDOE and NYS core curriculum in Balanced Literacy.
- English Language instruction is provided through the content areas using scaffolding strategies to ensure both language and content acquisition.
- ESL instruction is aligned to standards and develops all four language skills: Listening, Speaking, Reading and Writing.
- Teachers maintain high expectations from all students and take responsibility for their success.
- Lesson planning reflects teachers' short and long term objectives for language and content development.
- Classrooms are structured and organized to enhance achievement for students with different abilities.
- Age-appropriate and culturally-appropriate materials aligned to NYS standards in all areas of instruction in the three proficiency levels. Materials include into English grades K-5, getting ready for the NYSESLAT, PASSWORDS Science and Social Studies, and Language Learning Supplemental Materials.
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and the library.
- Newcomers use the CAI lab which combines basic vocabulary development with phonics-based beginning reading instruction to create integrated learning through technology.
- Transitional students are assisted for one year. Students are placed in a Monolingual setting with ESL services on a weekly basis. Transitional students attend the After School Program and the ELTNYC Expanded Learning Time New York City after school program to develop and strengthen their literacy and math skills.

Content Areas: English Language Arts, Math, Science and Social Studies

- Instructional practices are modified, augmented and differentiated, based on students' linguistic and academic needs, using strategies that ensure student success.
- Teachers continue to have high expectations for all students and take responsibility for their success.
- Students continue to have access to appropriate materials and software aligned to standards based on core curriculum.
- Classrooms are structured and organized to enhance achievement for students with differences in language proficiency.
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and library.
- Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of the student.

Students' level of literacy in the native language is taken into consideration by having materials in dual languages. Such materials include books, tapes and software.

Academic language development is planned during the ESL and classroom teachers' articulation. When content area objectives are planned, language objectives coincide.

Students with Interrupted Formal Education, long term ELLs as well as other “at risk” students are provided with a variety of services. Services include, Literacy Partners, Math Partners, Academic Intervention Services, Fountas and Pinnell Literacy Intervention Program, After School Program and the ELTNYC Extended Learning Time New York City Program. The literacy program includes the reading and writing workshop which also provide support for these students by differentiating instruction. The Reading and Writing Workshops differentiate instruction through guided reading/writing, conferencing, large and small group instruction. In addition, the Voices Literacy Program which teaches character development through literacy also specifically includes an ELL component materials and strategies. The Mathematics Workshop all students PreK-5 are taught with the Everyday Math program that also includes instructional strategies to support ELLs and differentiates instruction through small group work and individual conferences.

Professional Development

- Training of teachers in the mainstream classroom in second language acquisition and ESL methodologies.
- Training of ESL teachers through professional development by BETAC at Fordham University.

Training of teachers in the mainstream classroom as well as ESL and bilingual teachers through Teachers College Professional Development:

- Supporting students to develop fluency.
- Adapting the Balanced Literacy Classroom to be sure ELLs receive the scaffolds and invitations tailored to them.
- Shared Reading: One of the most powerful tools available for supporting ELLs.
- Balanced Reading and Language: Meeting the needs of English Language Learners from a variety of literacy backgrounds in the classroom.
- ESL Staff Development at Network level.

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

Form TIII – A (1)(a)

Grade Level(s) Pre K-5 Number of Students to be Served: 91 LEP 469 Non-LEP

Number of (LEP) Teachers 8 Other Staff (Specify) 4 paraprofessionals

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.

Instructional Program for LEP Students

PS 59 will offer an after school program for English Language Learners beginning January 28, 2010. A certified ESL teacher will facilitate the program. The NYSESLAT and the ELA were analyzed for the ELLs and it was determined the focus needs to be on literacy. The purpose of the program is to increase and enhance the literacy and content area skills of English Language Learners. Using ESL Methodology, the students will strengthen their skills in the four language strands: listening, speaking, reading and writing, thereby accelerating their overall academic achievement. The program will begin on January 28 and end April 15, 2010, meeting on Mondays and Thursdays from 3:30 P.M- 4:45 p.m. for a total of 24 sessions. Thirty students across the grades, K-5 will participate.

Materials will include Empire State NYSELAT ESL/ELL, Finish Line for ELLs/English Proficiency Practice and “Imagine Learning” a web based program for ELLs. Instruction will be highly differentiated. Students will primarily work at his/her appropriate individual level but also in small homogeneous groups designed to optimally meet their needs.

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.

Our ESL Coordinator/Teacher as well as other ESL/ Bilingual Teachers participate in many professional development opportunities including: Teachers’ College, “Adapting the Balanced Literacy Classroom to be Sure Your ELLs Receive the Scaffolds and Invitations that are Tailored to Them” on 10-23-09 from 8:00- 3:30 PM; “Balancing Reading and Language: Meeting the Needs of English Language Learners From a Variety of Literacy Backgrounds in the Classroom (Mary Cappellini) on 12-14-09 from 8:00- 3:30 p.m.

Our ESL Coordinator/Teacher also participated in the *Bilingual/ ESL Teacher Leadership Academy* through Bank Street College. The professional development received through Bank Street College was is as follows: LEAD 560/ Literacy and Leadership for ELLs, LEAD 510/ Leadership and Curriculum, LEAD 610, When Kids Can’t Read, What Teachers Can Do and Differentiated Early Literacy for English Language Learners (Focusing on ways to help mainstream teachers assimilate ESL strategies). The following professional development was given through the summer session at Bank Street College: Introduction to the Four Domains (Ron Chan), Long Term ELLs (Deidre Callahan), Islands of Excellence (Estee Lopez), History of Bilingual Education (Luis Reyes), Pedro Ruiz (Office of English Language Learners), Education Policy and Precedents (Ron Woo). Ms. Montemoino has also attended conferences provided by the Bilingual/ ESL Technical Assistance Compliance Center (Teacher Institute) such as Jim Cummins “The Challenge of Learning Academic English Research-Based Instruction for Language and Literacy.

In addition we participate in ongoing BETAC (Fordham University) professional development opportunities as well as any others that we are notified about.

All participants in professional development are required to turnkey the information obtained with their colleagues during scheduled monthly professional development meetings and/or Grade Team meetings. Participants are also required to submit their notes which then become part of a permanent Professional Development Binder available to all.

All of the above mentioned professional development is of no cost to the Title III program.

Form TIII – A (1)(b)

School: PS 59

BEDS Code: 321000010059

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$1376.96	<u>Afterschool per session:</u> A certified ESL teacher will teach 30 ELLs literacy and language development skills. Meeting twice per week for 12 weeks. 1 teacher x 2.30 hrs x 12 weeks x \$49.89 = \$1,376.96
Purchased services - High quality staff and curriculum development contracts.		At no cost to Title III
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,734.30 \$1534.50 \$120.00 \$5250.00	Getting Ready for the NYSELAT 5 packets for grades K-5 Finish Line for ELLs 2 Teacher Resource books \$120.00 Imagine Learning software program for ELLs-35 licenses which includes professional development for the ESL teacher
Travel N/A		
Other N/A		
TOTAL	\$15,000.00	

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.

We assess our school's written translation and oral interpretation needs through a collection of information at the time of enrollment, language surveys, and/or observation. Using the appropriate written translations and providing for the appropriate oral translators from among our staff we have been able to provide our parents with appropriate and timely information in a language they can understand.

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

Until now the only two languages we have needed to translate or interpret for have been Spanish and English. We have one Chinese family and two African/French families. These families are able to receive and understand communications, etc. in English.

All written material must go out in English and Spanish. Translators in English and Spanish will be available for all parent meetings, workshops, and conferences.

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.

All written material must go out in English and Spanish. Translations are either already available or we have several staff members who will do the translations including the Parent Coordinator, ESL/Bilingual Coordinator, Site Coordinator of our after school program ELT, and several teachers, our Pupil Accounting Secretary, and various other staff members.

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.

Translators in English and Spanish will be available for all parent meetings, workshops, and conferences. Oral translators include the Parent Coordinator, ESL/Bilingual Coordinator, Site Coordinator of our after school program ELT, several teachers, our Pupil Accounting secretary, several paraprofessionals, school aides, and parent volunteers. We are well staffed in this area.

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>.

We will provide the Department of Education notice, on school letterhead, to all parents regarding their need for language assistance services. We will accommodate all parents to the best of our ability in this regard and if we need external assistance we will contact the Interpretation and Translation unit for assistance.

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:	\$600,623	\$80,418	\$681,041
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6006		\$6006
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$804	\$804
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30031		\$30031
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$730	\$730
6. Enter the anticipated 10% set-aside for Professional Development:	\$60062		\$60062
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$8044	\$8044

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.

PS 59 2009-2010 School Parent Involvement Policy

Part I – General Expectations

Note: Each school level Parental Involvement Policy must establish the school’s expectations for parental involvement based upon the District Parental Involvement Policy. [Section 1118 – Parental Involvement – (a) Local Educational Agency Policy – (2) Written Policy of ESEA].

PS 59 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111 – State Plans of the ESEA in an understanding and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A program(s) in decisions about how the Title 1, Part A funds are reserved for parental involvement is spent.

Part II Description of how the school will implement the required school Parental Involvement Policy Components

Note: The School Parental Involvement policy must include a description of how the school will implement or accomplish each of the following components. [Section 118-Parental Involvement – (a) Local Educational Agency Policy – (2) Written Policy of ESEA].

- 1. PS 59 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA: PS 59 will actively involve parents in planning, reviewing and improving the Title 1 programs and parent involvement policies as follows: Providing parents with information as to how to become a member of the SLT where collaborative conversations concerning improving Title 1 programs and parental involvement policies are discussed. Parents participate in revising and implementing the PS 59 Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised. The 2009-2010 Parent Involvement Policy was revised on November 5, 2009 and distributed to Title 1 Parents on December 1, 2009.**
- 2. PS 59 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of the ESEA: Parents are invited participate on The School Leadership Team (SLT) where 50% of the membership is parents. Parents voted onto the SLT are involved in developing and revising the documents pertaining to school improvement like the CEP, the Parent Involvement Policy, etc. PS 59 advertises and invites parents to attend the SLT meetings and the meetings are scheduled to best accommodate both parents and staff members.**
- 3. PS 59 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs: Head Start, Reading First, Early Reading First, Even Start, Parent as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs) by: As offered by other local community organizations PS 59 will offer parents ongoing workshops and trainings on topics of great interest and importance to them, often in collaboration with neighborhood agencies and organizations, e.g., How parents can best and most effectively support their student's success; Recommended questions to ask during parent teacher conferences; ARIS Computer Trainings; Smoking Cessation; Living with High Blood Pressure; Preventing Child Abuse and Neglect; Living with Asthma; and Maintaining good oral health. We will also provide an abundance of reading materials from the Parent Lending Library established with literature from The Parent Institute, Home & School Connection, St. Barnabas Partners in Health, Teachers College and other organizations that serve as effective educational resources. In addition community organizations will facilitate workshops and provide literature that offers suggestions to parents on ways to be active participants in promoting ongoing student success.**

4. **PS 59** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for:
Continually improving the content and effectiveness of its Title 1, Part A program by addressing any barriers to more active parent participation that have been exposed through the evaluation. Being mindful of the issues will permit the school to address them accordingly, taking action for constructive resolution through appropriate and reasonable accommodation. Examples of this are: Providing adult education and ESL classes and/or information as to where parents can go to receive these services; providing healthy living and nutrition education; expanding opportunities offered for personal growth as well as those that enable parents to be more effective in supporting their student's success. Providing parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them.
5. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, the Parents as Teachers Programs and public preschool and other programs, and conduct and or encourage participation activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by: **Maintaining an ongoing partnership agreement with local Head Start Programs, neighborhood After School programs and other community organizations that offer families a variety of resources, e.g. tutoring programs for children, adult educational programs and health related resources including counseling. Also maintaining alliances with organizations that provide reading materials that assist parents in supporting their children in meeting the standards for promotion, etc.**
6. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: **Information such as: newsletters, monthly calendars, announcements, reminders, invitations, flyers and other school and community information will be distributed to parents when appropriate keeping them abreast of current and upcoming events occurring in the school and throughout the community. The information will be provided in Spanish and English and be publicly displayed in locations easily accessible to parents.**

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

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

PS 59 School/Parent Compact 2009-2010

Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. 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.

Part I – General Expectations

Note: Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [Section 1118 – Parental Involvement – (a) Local Educational Agency Policy – (2) Written Policy of ESEA].

PS 59 Agrees:

- To provide annual meetings for Title 1 parents to inform them of the Title 1 program at PS 59 and their right to be involved. A flexible number of meetings at various times, and languages will be arranged taking into account parents' needs.
- To actively involve parents in planning, reviewing and improving the Title 1 programs and parental involvement at PS 59. Parents will be provided with information on how to become members of the SLT; where collaborative conversations on improving Title 1 programs and parental involvement policies are discussed.
- To involve parents in the revision of the PS 59 Parent School Compact yearly. The 2009-2010 Parent School Compact was revised on November 5, 2009 and distributed to Title 1 Parents on December 1, 2009.
- To provide ongoing information in a timely manner regarding all programs that take place in the school. .
- To provide high quality curriculum and instruction to all students.
- To provide students with the educational materials and interventions essential to achieve success.

- To provide opportunities for parent/teacher communication through:
 - A. parent/teacher conferences
 - B. frequent reports to parents on their children’s progress
 - C. Reasonable access to staff
 - D. Opportunities to participate in and observe their child’s class
- To provide parents with various workshops and trainings as well as school wide activities that promotes family and student success. Some of the topics include but are not limited to; Obesity, Smoking Cessation, Mental Health, Preventing Child Abuse, Asthma, Continuing Education, ARIS Parent Link, Literacy Inc., etc.
- To encourage parent’s participation in professional development activities, i.e. workshops on reading/math strategies, behavior modification programs, etc for collaborative support towards student success.

PS 59 Parents Agree:

- To become involved in developing, implementing, evaluating and revising the parent/school involvement policy
 - To use or request assistance that the school or district may offer on child rearing practices and teaching/learning strategies
 - To provide ongoing shared support with the school community geared toward improving students academic achievement
 - To read together with their children daily and to encourage activities that promotes literacy.
 - To monitor our children’s:
 - A. attendance at school to achieve the Chancellors promotional standard of 90% attendance
 - B. class work and homework
 - C. correspondence from the teacher or school
 - D. television watching, and video game activity
- To share responsibility, as partners with the teachers, and other school staff in improving student achievement by attending school functions and events related to academic support
- To actively participate in the PS 59 Parents Association and other school related activities encouraging other parents to be supportive of the school community and offering input to the Parents Association and school representatives about trainings or assistance of interest in order to be more effective in assisting their children in the educational process.

Principal

Parent/School Liaison Planning Team Chair

Parent’s Association President

Part C: TITLE I SCHOOL WIDE PROGRAM SCHOOLS

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

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

This information will be found in the Needs Assessment Pages 11-15

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

This information will be found in the Annual Goals and Action Plan Sections pages 16-29 also AIS pages 32-33 and ELLs pages 34-42

3. Instruction by highly qualified staff.

All staff is highly qualified

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

Pages- 19-20; 40; 66; 68

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

Principal seeks recommendations from staff members, colleagues, Network leaders and Network Principals- and when necessary attends various DOE job fairs. Teachers are interviewed and then invited back, if found to meet the criteria of a highly qualified teacher, to teach a demonstration lesson which is viewed and evaluated by the Principal, the Assistant Principal and perhaps a lead teacher and/or the UFT Chapter Representative. We have been greatly successful in attracting highly qualified teachers to our school hence the highly qualified staff.

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

Through our After School Program we have established the TASC Masters of Literacy program. This program targets families and encourages the members to borrow books from this especially established library together with their children. Our full time librarian is the coordinator of this project.

Workshops that focus on the curriculum and testing especially for ELA and math are provided annually to inform and educate parents as to how they can best support their child(ren) to success.

Selected parents attend literacy workshops especially designed for parents at Teacher's College with our Parent Coordinator

We conduct a parent child Family Literacy Program on 12 Saturdays during the year with the goal being a collaborative family literacy project from all participating families.

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.

We have our very own Pre K program and these children then transition into our kindergarten. Our three Pre Ks and two kindergartens are housed together in the Early Childhood Annex. We do provide for an easy transition through a variety of welcoming and familiarizing activities from the Annex to the Main Building when the students are nearing the end of kindergarten. Also all students from the Annex visit the Main Building regularly for performances, visiting the school library and daily for after school programming which includes all grades PreK-5.

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.

Teachers discuss the academic assessments used and give feedback to what would be most helpful as well as teacher-friendly during grade team meetings and other professional development opportunities. Teachers are provided with ample training and support in learning to access and use the data provided by these assessments to improve the achievement of individual students and the overall instructional program.

Especially useful to teachers is the data obtained from Assessment Pro the literacy assessment we use as part of our participation in

TCRWP (teacher's College Reading and Writing Project) as well as data obtained on ARIS.

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.

See pages 32-33 for a description of the AIS; Math Partners; and Extended Time intervention/enrichment programs; provided to all students depending on their needs; these programs are not exclusive to ELLs. AIS and Math Partners are school wide and provide interventions for all students' grades 1-5 who require them. Extended Time provides intervention and/or enrichment for all students grades 1-5.

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.

We partner with *The Committee for Hispanic Children and Families* and *TASC*, and through a grant as well as additional federal, state, and city funding, implement *21st Century* after school program for 150+ students daily, grades 1-5.

In addition: *St. Barnabas Hospital*- provides adult education in nutrition and women's health; *Montefiore Medical Center* provides adult HIV screening; *The Wellness Council*, NYC Dept. of Ed., provides nutrition education for students and staff; *The Fresh Air Fund* provides summer programs for students; *Partners in Health*-provides medical insurance for parents and children; *Cornell University* provides adult nutritional education; NYCOM provides resident doctors working with our 5th graders on healthy Living; *Councilman Joel Rivera-NYU College of Dentistry*-free dental screenings- 6 months to 14 years of age; *Fordham-Tremont Mental Health Clinic* and *La Vida Mental Health Services* provide mental health services to students and their families; we collaborate with the Sharon Baptist Head Start Program. We also were the recipient of a grant from Zaner-Bloser Publisher which enables us to implement the *Voices* program-*Voices* is program that teaches/supports character development (violence prevention) through literacy.

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

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

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

– **English Language Learners**

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

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

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

Our School Administration along with our Special Education Coordinator; our ESL/Bilingual Coordinator; our General Education teachers, our Special Education teachers, and our ESL/Bilingual Teachers meet regularly in various forums throughout the year to assess instruction and we are in complete agreement that all of our students receive the same high quality instruction in ELA through our implementation of the Teacher's College Reading and writing Project reading and writing model for instruction.

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

Applicable X Not Applicable

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

We are a Teacher's College Reading and Writing Project (TCRWP) school and as such all grades PreK-5 follow the entire reading and writing curriculum put forth by Teacher's College which is in complete alignment with the NYS Standards for ELA. In addition our ELLs and our special education students follow the same curriculum with modifications- where and when appropriate- and are well supported with supplementary activities to support ELLs and/or special needs students and/or struggling students. This is in addition to the mandated services that students receive and/or non-mandated services including Academic Intervention Services in reading and math. The TCRWP is particularly suited to customizing instruction to the needs of the learner and specifically relies on students reading and writing at their individual level when working independently. Word Study and vocabulary development are supplemented during Extended Time using the Words Their Way program. In addition students requiring it, receive intensive phonics intervention through AIS. During math all students, grades 2-5, benefit by having a daily 60-75 (depending on the grade) minute block for math instruction with a math partner teacher in every

classroom, therefore two teachers to provide for a maximum of differentiated instruction within the classroom. We use the Everyday Math Program which is aligned to the standards and is a NCTM approved mathematics program.

All students are provided with the identical curriculum for both social studies and science. All students, grades 1-5, visit the science lab at least once per week.

Our instructional materials and resources for students and teachers are more than adequate in terms of supply/abundance and are both age and culturally appropriate, as well as gender appropriate, to meet the instructional needs of all students and enhance student progress and engagement.

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.

Our School Administration along with our Special Education Coordinator; our ESL/Bilingual Coordinator; our General Education teachers, our Special Education teachers, and our ESL/Bilingual Teachers meet regularly in various forums throughout the year to assess instruction and we are in complete agreement that all of our students receive the same high quality instruction through our math program which is in complete alignment with NYS standards for mathematics and through our math instructional program we are making every effort to address the NYS process strands.

All grades PreK-5 follow the *Everyday Math* program which is a nationally recognized, scientifically based, NCTM approved mathematics program that is in alignment with NYS standards for math. Through students' Math Portfolio pieces we are able to address the *process strands* for mathematics at all grade levels.

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

Applicable x Not Applicable

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

All grades PreK-5 follow the *Everyday Math* program which is a nationally recognized, scientifically based, NCTM approved mathematics program that is in alignment with NYS standards for math. Through students' Math Portfolio pieces we regularly address the *process strands* for mathematics at all grade levels. We are able to highly differentiate instruction through a daily 60-75 minute math block with two teachers in each classroom, grades 2-5. The second teacher is the Math Partner and this arrangement allows for a maximum of differentiated instruction for all students on a daily basis. Students produce portfolio pieces which are in alignment with the NYS process strands for each unit of study.

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.

Our School Administration along with our Special Education Coordinator; our ESL/Bilingual Coordinator; our General Education teachers, our Special Education teachers, and our ESL/Bilingual Teachers are in agreement that our ELA program is in complete alignment with NYS standards for ELA. We are a Teacher's College Reading and Writing Project School (TCRWP) and as such all grades PreK-5 follow the entire reading and writing curriculum put forth by Teacher's College which is in complete alignment with the NYS Standards for ELA. This approach to teaching literacy encourages and enhances the amount of time that students work independently as well as receive instruction in small groups and/or individually. Actually this is the cornerstone of this program; it relies quite heavily on both students working independently at their own level as well as receiving small group strategy instruction appropriate to their needs, in order to make to make expected progress.

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

Applicable x 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?

In following the TCRWP program for reading and writing we use the Reader's Workshop and Writer's Workshop model for instruction. As such each lesson begins with students gathered together with the teacher in the meeting area for a mini-lesson related current unit of study. After the mini-lesson the children then disperse to other areas of the room with their reading or writing partner for independent work in reading or writing. During independent work time teachers also provide guided reading/writing, small group work; and/or individual conferencing, after which students once again gather in the meeting area for a share. Each general education class grades 1-5 has the benefit of an academic intervention services teacher during Reader's Workshop to ensure that struggling students are receiving appropriate interventions daily.

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.

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

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.

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.

Our School Administration along with our Special Education Coordinator; our ESL/Bilingual Coordinator; our General Education teachers, our Special Education teachers, and our ESL/Bilingual Teachers are in agreement that our math program is in complete alignment with NYS standards for mathematics and the model for instruction utilized includes the proper balance of direct instruction with independent work time.

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

Applicable x Not Applicable

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

In implementing the *Everyday Math* program we use the workshop format for instruction. As such each lesson begins with students gathered together in the meeting area for a mini-lesson. Following the mini-lesson the children disperse to other areas of the room for independent work in small groups and finally gather back together in the meeting area for a share. Every general education class, grades 2-5, has a Math Partner teacher allowing for a high degree differentiation including intervention and extension activities..

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.

Traditionally teacher turnover is very, very low at our school. We have a very stable staff.

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

Applicable x Not Applicable

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

We have a very stable staff, in the last two years we have hired only one new teacher and this was the result of a retirement. We have great staff consistency and stability; the only negative side to this being that we have a high average teacher salary therefore costing us much more in teacher salaries than schools with newer teachers. All of our teachers are Highly Qualified and we have absolutely no problem whatsoever recruiting highly qualified new teachers.

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.

Our School Administration along with our ESL/Bilingual Coordinator; and ESL/Bilingual teachers, addressed this issue to determine our effectiveness in this area. We are in agreement that we consistently provide information regarding all professional development opportunities available to our teachers, including teachers of ELLs, and strongly support and encourage our teachers to participate.

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

Applicable x Not Applicable

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

We provide information regarding all professional development opportunities available to our teachers, including teachers of ELLs, and strongly support and encourage our teachers to participate. No one is ever denied the chance to participate in on or off-site professional development. This includes Teacher's College literacy calendar training days designed to specifically address the needs of ELLs; QTEL, BETAC, Children First Network #6 professional development days as well as many, many other opportunities. We are committed to using our budget to support professional development on every level and for every curriculum area and target group. Our teachers regularly attend off site professional development including that which supports instruction for ELLs including Calendar Days at Teachers College specifically designed to address the needs of ELLs as well as other transitional students. In addition we provide monthly on-site professional development during the year for all of our teachers, including teachers of ELLs. On site professional development includes PD provided by our ESL/Bilingual Coordinator and our ESL/Bilingual teachers who attend off-site training and then turnkey it for their colleagues. All teachers who attend off-site professional development are responsible for turn keying the information obtained.

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.

Our School Administration along with our ESL/Bilingual Coordinator; and ESL/Bilingual teachers, addressed this issue to determine our effectiveness in relation to our practices in the use of data and agree that it is not applicable to our school.

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

Applicable x Not Applicable

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

Eligible ELL students are given the NYSESLAT each year. Students' scores are shared with all teachers who work with these students and the scores are used for grouping our ELL students for services. Teachers are clearly informed as to students' proficiency level, the amount of time they have been in the United States, as well as the type of program the ELL student is enrolled in. In addition mandated ESL/Bilingual services are provided based on the students' level of achievement on this test as well as testing modifications, etc. Following this we monitor all of our students closely for progress. In ELA we regularly assess our students including ELLs using the TCRWP reading assessments and the TCRWP Writing Continuum to assess writing. In addition we assess several times throughout the year using High Frequency Word Lists for students who are reading at levels A-M (Fountas and Pinnel); the reading rate for all students' grades 1-5, and the Spelling Inventory for all students' grades 1-5. Teachers use assessment data to plan instruction for the whole class and to differentiate instruction appropriately for our transitional learners-ELLs, special needs students, and struggling students. In math students are regularly assessed using end of unit tests, math boxes, teacher observation, and portfolio pieces. Once again data collected is used to inform whole class instruction as well as differentiated instruction.

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.

Our School Administration along with our Special Education Coordinator; and Special Education teachers, addressed this issue to determine our effectiveness in relation to our practices regarding professional development for special and general education teachers and most definitely agree that it is not applicable to our school.

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

Applicable x Not Applicable

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

Through the coordinated efforts of a very strong and experienced Special Education Coordinator along with an experienced, knowledgeable and concerned staff we have a clear understanding of what we need to know and what needs to be done regarding all of the mandates and recommendations around special education. Our administration and our teachers do have sufficient knowledge and are able to capably implement instructional approaches for our special needs students that increase their access to the general education curriculum and improve their student performance. Our special needs students follow the identical curriculum in all curriculum areas as our general education students, with the appropriate modifications, supports, and materials and resources. We are confident that our curriculum and teaching methods are in alignment not only with the standards but also with our students' needs. Our general education teachers are familiar with the content of the IEPs of their students with disabilities, and are familiar with accommodations and modifications to help support these students in their classrooms. Teachers are also knowledgeable regarding behavioral support plans for these students.

Many of our special education students have made exemplary gains in both ELA and math and the percentage continues to grow above and beyond expectations year by year.

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.

Our School Administration along with our Special Education Coordinator; and Special Education teachers, addressed this issue to determine our effectiveness in relation to our practices regarding professional development for special and general education teachers and most definitely agree that it is not applicable to our school.

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

Applicable x Not Applicable

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

Through the coordinated efforts of a very strong and experienced Special Education Coordinator along with an experienced, knowledgeable, and concerned staff we are developing IEPs that do specify accommodations and/or modifications for the classroom and instruction; not just for testing. Teachers have received professional development through our Network and in-house in using the checklist as a tool to support them in writing appropriate goals; objectives; and modified promotional criteria, that are appropriate for the student. IEPs do reflect behavioral plans when they are appropriate for the child and assist us in supporting that child to achieve his/her learning goals.

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.)

15 students

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

Extended Time; Counseling where appropriate; After School Programming where requested; AIS where required as well as all mandated services for which the students may be eligible.

Part B: FOR NON-TITLE I SCHOOLS

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

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