



MOTHER HALE ACADEMY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 07X065
ADDRESS: 677 EAST 141 STREET
TELEPHONE: 718-292-4628
FAX: 718-292-4695

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 65 SCHOOL NAME: Mother Hale Academy

SCHOOL ADDRESS: 677 East 141 Street

SCHOOL TELEPHONE: 718-292-4628 FAX: 718-292-4695

SCHOOL CONTACT PERSON: Tashon McKeithan EMAIL ADDRESS: tmckethan2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yolanda Smith

PRINCIPAL: Tashon McKeithan

UFT CHAPTER LEADER: Kim Ray

PARENTS' ASSOCIATION PRESIDENT: Annie Harris

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 7 SSO NAME: ICI

SSO NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Tashon McKeithan	*Principal or Designee	
Kim Ray	*UFT Chapter Chairperson or Designee	
Annie Harris	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jacqueline Martinez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Antonio Guadalupe	Member/Parent	
Milagros Cabrera	Member/Parent	
Yolanda Smith	Member/Teacher	
Steve Liverpool	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mother Hale Academy is an elementary school in the Mott Haven section of the South Bronx, New York. This pre-kindergarten to fifth grade school serves a population of approximately 400 students from culturally diverse backgrounds. Currently there are seven self contained special education classes. We have an English Language Learner population with 42 students enrolled (approximately ten percent of the student population).

PS 65 takes a data driven approach to improving student performance. We will use portfolio assessment, standardized tests, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed State performance standards students in grades 3-5 will be given periodic benchmark assessments in reading. Other assessments will also be used to inform instruction including DRA2 in grades K – 2. These assessments will help teachers make appropriate decisions as they select reading materials for students, plan activities and lessons, and structure the literacy program.

The Academic Intervention Service (AIS) program in literacy supports most grade levels. The AIS program operates according to the Tier II model in which students are removed from their classroom during the school day to receive individualized intensive instruction. All students are assessed (Slosson, DRA, Scantron, running records, student work samples, and/or interim assessments) and placed in groups that target their areas of weakness. Utilizing data from these assessments, students are placed in homogenous groups. Depending on the deficiency area, students are pulled out approximately 2-3 times a week. Special programs administered to target deficiency needs are Reading Street and SpellRead. Monitoring student progress is critical to the team's work, therefore, re-assessments are provided every 6 weeks (or equivalent number of sessions, whichever comes first).

We have many unique features to Mother Hale Academy. What makes PS 65 distinctive is:

- Guided math and guided reading blocks daily
- Academic Intervention Service (AIS) Team that support student learning
- Pupil Personnel Team (PPT) that support students who are “at risk”
- Two social workers provide counseling services to children who are in crisis.
- We are well stocked with instruction materials and supplies.
- Offer a variety of professional development opportunities on-site and off site.
- Our Music and the Brain Program
- Our partnership with the Tiorati (Science) Workshop and Audobon Society
- Our partnership with the HEART Program
- Our wide variety of after school and enrichment activities
- Our partnership with Arts Connection in which we have dance sessions and a steel drum band.
- Our town hall meetings with 5th grade students

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 065 Mother Hale Academy						
District:	7	DBN:	07X065	School BEDS Code:	320700010065		
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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	23	30		89.7	90.2	TBD
Kindergarten	66	67	59	Student Stability - % of Enrollment:			
Grade 1	78	71	88	(As of June 30)	2007-08	2008-09	2009-10
Grade 2	75	74	69		88.1	87.4	TBD
Grade 3	87	59	60	Poverty Rate - % of Enrollment:			
Grade 4	66	75	50	(As of October 31)	2007-08	2008-09	2009-10
Grade 5	85	49	69		92.1	90.0	TBD
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 8	0	0	0		22	51	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	7	4
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	11	2	6	(As of October 31)	2007-08	2008-09	2009-10
Total	504	420	431				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	53	52	72	Principal Suspensions	40	12	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	24	20	TBD
Number all others	27	21	28	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	9	9	9	(As of October 31)	2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	0	Number of Teachers	47	47	TBD
# receiving ESL services only	60	40	33				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	8	5	26	Number of Administrators and Other Professionals	16	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	51.1	48.9	TBD
				% more than 5 years teaching anywhere	40.4	40.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	70.0	68.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	93.3	98.6	TBD
American Indian or Alaska Native	0.8	1.0	0.0				
Black or African American	31.6	28.1	31.8				
Hispanic or Latino	67.1	68.3	66.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.7	0.5				
White			0.2				
Male	56.8	53.8	56.6				
Female	43.2	46.2	43.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1				√		
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	√	Math:	
Science:	√	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**	Progress Target
All Students	√sh	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√sh	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√sh	√					
Student groups making AYP in each subject	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	▶
Overall Score:	62.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment:	5.1	Quality Statement 2: Plan and Set Goals	▶
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	10.2	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	▶
Student Progress:	45.1		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	2.3		

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

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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?

English Language Arts

Student performance when measured by the 2009 ELA Test shows

- 5.3 % increase in the percentage of students who performed at Level 3 or 4 (35.9% in 2008 and 41.2% in 2009)
- 7.7% increase in the percentage of general education students who performed at Levels 3 or 4 (43.0% in 2008 and 50.7% in 2009)

As indicated on the School Progress Report:

- 73.8% of all students made one year's progress in ELA placing the school at 104.5% when compared to its peers and 104.7% when compared to the city horizon. Compared to its peers and city, it is an outlier.
- 87.8% of students in the school's lowest 1/3 students made at least one year of progress in ELA in 2009
- The average change in proficiency for level 1 and 2 students was 0.40. The average change in student proficiency was from 0.15 to 0.46 in the peer horizon, placing the school at 80.6% when compared to its peers.
- The average change in proficiency for level 3 and 4 students was .04, which is the highest average change in proficiency for level 3 and 4 students among its peer horizon. This score places the school at 100.0 % when compared to its peers.

ELA Special Education Trends

- 10.0% of grade 3 students with a disability scored at level 3 or above in 2009, a 5.8 % positive change on 2008
- 5.6% of grade 4 students with a disability scored at level 3 or above in 2009 a 1.1% negative change on 2009
- 20.0% of grade 5 students with a disability scored at level 3 or above in 2009, a 10.4 % negative change on 2008
- When tracking the student growth over time of students with special needs, we find:

- 2006 Third grade cohort had an average gain of 15.2 percent of students scoring at levels 3 and 4
- 2007 Third grade cohort had an average gain of 0 percent of students scoring at levels 3 and 4
- 2008 Third grade cohort (current fifth grade) had an average gain of 1.3% of student scoring at levels 3 and 4

The paramount goals in English Language Arts are to increase student achievement in grades 3-5, with a particular emphasis on our SWD population, and increase the number of students making significant gains in grades K-2 on formative assessments. To achieve these goals, we have trained all of our special education teachers in the Kaplan program Spell Read. Additionally, we will tailor our professional development to support all of our teachers with differentiation to promote literacy skills and differentiating instruction across all grade levels and content areas to support all students, especially SWDs, in acquiring the necessary skills and competencies to achieve proficiency in the New York State standards.

Summary of Data – Analysis/Findings

GENERAL EDUCATION

Year	Level 1	Level 2	Level 3	Level 4	Levels 3/4	Percentage Levels 3 and 4
2005-2006	31	74	62	0	62	37.1
2006-2007	21	80	69	0	69	40.6
2007-2008	18	80	71	3	74	43
2008-2009	7	59	67	1	68	50.7

STUDENTS WITH DISABILITIES

Year	Level 1	Level 2	Level 3	Level 4	Levels 3/4	Percentage Levels 3 and 4
2005-2006	21	20	2	0	2	4.7
2006-2007	24	17	8	0	8	16.3
2007-2008	24	26	9	0	9	15.3
2008-2009	17	21	5	0	5	11.6

- We have steadily decreased the percentage of general education students scoring at Level 1 over the last four years (18.6%, 12.4%, 10.5%, 5.2%) respectively.
- We have steadily increased the percentage of general education students scoring at Levels 3 & 4 over the last four years (37.1%, 40.6%, 43%, 50.7%) respectively.
- In 2006, of the students scoring at Level 1, 40% of them were students with disabilities (SWD)
- In 2007, of the students scoring at Level 1, 53% of them were students with disabilities (SWD)

- In 2008, of the students scoring at Level 1, 57% of them were students with disabilities (SWD)
- In 2009, of the students scoring at Level 1, 71% of them were students with disabilities (SWD)

In terms of student enrollment, the number of SWD in the school has grown dramatically. The number of students in self-contained classes (the most restrictive classes in an community elementary school) has almost doubled in the last two years from 11% to 20%.

Our SWD subgroup is challenging in the assessment process. Each group of students has different disabilities and the testing modifications are different for each student. PS. 65 has a large percentage of tested students with disabilities, currently 52% of the students with disabilities and 29% of the entire testing population.

We have 7 self-contained Special Education classes that currently serve 71 students, with additional seats available for 13 more new admits. We currently have 99 students with disabilities, which constitutes 24% of our student population.

We have many great things happening at our school. Our greatest accomplishments over the last couple of years are:

- Our improved climate and culture of the school building.
- Our introduction of PBIS (Positive Behavior Interventions and Supports) program.
- Open access computer lab
- Increased number or enrichment/extracurricular activities
- More targeted professional development
- An effective academic intervention team
- An improved effectiveness of pupil personnel team
- Active participation in community service projects including pennies for patients, canned good collection, sock-a-thon, St. Ann's church clean up, Recycling Initiative
- More consistent response/approach to dealing with students' negative behavior both within and outside of classrooms.
- The re-opening of the school library that had been closed for several years.
- Awarded 250,000 grant for the building of a school playground.
- Awarded \$130,000 technology grant for a new computer lab and interactive wipe boards.

Significant aids to continuous improvement:

- Abundance of teaching resources/materials
- Strong academic intervention team that meet regularly to plan targeted interventions for "at risk" students
- Two math coaches provide group and individual coaching to help teachers refine their instructional practices, help them set goal and meet goals, support them in analyzing data for instructional purposes, etc.
- Balanced literacy and math approach with an emphasis on small group instruction in classroom
- Extended day program
- Well stocked library with a library teacher and assistant
- The implementation of Power Brain education

Significant barriers to continuous improvement:

- Teacher turnover, especially in special education classes
- The level of parent involvement
- The number of students in temporary housing facilities, foster care, and involved in ACS (Administration of Children's Services) that require additional social-emotional support.
- Student absences related to asthma and other respiratory issues. Residents of Mott Haven are 20 percent more likely to die of chronic lung disease than are other New Yorkers, according to the city's Department of Health and Mental Hygiene.
- Highly mobile/transient population
- Our school has a large population of students born to teen parents. According to the Bronx District Public Health Office, "Infants born to teens are more likely to develop behavior problems, suffer child abuse and are more likely themselves to end up living in poverty."
- Bilingual students with special needs are unable to access mandated services
- Many students have severe social-emotional issues that have gone untreated.
- Seven self-contained classes, which provide special education services to students in the most restrictive environments in a community elementary school.
- A large special education population (24%) that continues to grow. The majority of these students are not zoned for the school and enter at various point in the elementary school year. This year alone, 45% of our students in self-contained classed entered in 2009. All 52 SWD on the testing grades have testing modifications.
- Special education students constitute 71% of the students performing at Level 1.

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.

Goal 1: By June 2010, students with disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 2-4 on the NYS ELA assessment.

After conducting our needs assessment, we found that students with disabilities have under performed all other subgroups for the past three years. As a result, we have made progress for our SWD subgroup a priority goal for the 2009-10 school year.

Goal 2: By June 2010, 100% of the classroom teachers will increase their implementation of differentiated instruction in reading.

After conducting classroom visitations, we found that teachers have limited knowledge of differentiated instruction. As a result, we have made differentiation in literacy a priority goal for the 2009-10 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): ELA/SWD

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students with disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 2-4 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 special education teachers will be trained in the Kaplan SpellRead Program to use with their students.</p> <p>SpellRead is a one-year, intensive, small group intervention program for students who are non-readers or struggle with decoding and word recognition. It is a literacy program for struggling readers in grades 2 or above, including special education students, more than two years below grade level in reading. The program takes five to nine months to complete and consists of 140 lessons divided into three phases.</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>The SpellRead Program instructional materials and professional development will be purchased for use in the seven self-contained classrooms using Tax Levy funding.</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>Scantron assessments will be used periodically to record student progress (Fall, Winter and Spring administrations). The Fall administration will serve as a baseline. It is expected that student will increase and average of XX per administration.</p>

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All classroom teachers will increase their implementation of differentiated instruction in reading.</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>Built into the daily schedule will be a dedicated guided reading block daily.</p> <p>Network support specialist Dr. Ellen Rice will provide PS 65 classroom teachers with ongoing professional development on differentiating instruction. Using the work of Dr. Carol Ann Tomlinson, Dr. Rice will provide staff with direct instruction on differentiating instruction by: process, product, content, environment and affect according to student interest, learning profile and readiness levels. Additional support will be provided on flexible grouping, using assessment to guide instruction and individual and/or classroom-wide behavior</p>

	management strategies. The professional development provided by Dr. Rice will include grade level strategy sessions, individual teacher consultation and direct support within classrooms.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	SINI funds will be used for pre diem substitute teachers so PS 65 may attend professional development sessions on differentiation.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Teacher lesson plans are evidently planned with differentiated strategies. Differentiated instructional strategies and student work products across different abilities will be observed during monthly teacher observations and walkthroughs.

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			N/A	N/A			2	
1			N/A	N/A		4	2	
2	5		N/A	N/A	1	4	2	
3	12/60	60	N/A	N/A			6	
4	23/50	15/50					1	
5	23/69	17/69		11			1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Identified students will receive instruction in Scott Foreman Reading Street Reading Program, ELA test prep worksheets and/or Sight Word Readers in small groups with AIS specialists.</p> <p>All grade 3-5 students receive 30 minutes of guided reading support in small groups using the Good Habits, Great Readers Guided Reading program.</p>
Mathematics:	<p>Identified students will receive small group instruction using the Everyday Mathematics program in small groups with the Math coaches.</p> <p>All grade 3-5 students receive 30 minutes of guided math support in small groups using Everyday Math program.</p>
Science:	
Social Studies:	Using Barrons 5th grade Social Test Review Mastering New York Elementary Social Studies taught in small groups.
At-risk Services Provided by the Guidance Counselor:	Provides social-emotional supports and interventions to students.
At-risk Services Provided by the School Psychologist:	Provides social-emotional supports and interventions to students.
At-risk Services Provided by the Social Worker:	Provides social-emotional supports and interventions to students.

At-risk Health-related Services:	
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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.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 _____ Number of Students to be Served: 42 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

For this year, we only offer ESL programs. We currently provide ESL services to 33 students, and we have 8 students in bilingual special education. We currently serve 6x kindergarten students, 18 students in first grade, 9 students in second grade, 10 students in third grade, 4 students in fourth grade and 6 students in fifth grade. Instruction in our ESL program, we use a balanced approach to instruction is standard. Students receive daily instruction in the areas of speaking, listening, reading, writing, and word work. Content area subjects are taught using a variety of strategies including flexible grouping, activating or building knowledge, as well as instructional materials that assist students in grasping concepts in context such as graphic organizers, visuals, etc. Throughout the school day students are immersed in language learning activities in conjunction with cognitive development. ESL instruction is apportioned in accordance with the NYC Language Allocation Policy. All ESL instruction is consistent with Part 154 requirements as determined by students' performance on the LAB-R and/or NYSESLAT.

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.

- We will be continuous staff training on ESL strategies provided by Caihua Wong, Network Support Specialist for ELLs. She will help support staff of effective lesson planning, differentiation, and best practices.

Form TIII – A (1)(b)

School: _____ **65** _____ BEDS Code: **320700010065**

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

Allocation Amount: 15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$14080.32	Afterschool program to support progress in ELA three days a week for two hours. Three teachers will work with students from grades 3-5. (18 per session hours 16 weeks @49.89 hour = 14,080.32)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		
Educational Software (Object Code 199)		

Travel		
Other		
TOTAL	15,000	

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.

Data on our school's translation needs was gleaned from a variety of sources: Home Language Survey forms; ATS information relating to ESL/Bilingual students; teacher feedback; parent feedback and student feedback. Surveys conducted by our Pre-Kindergarten/Early childhood social worker, our PTA, our Parent Coordinator working in concert with our LAP committee proved equally informative.

The data indicated that the great majority of parents requiring translation services were Hispanic. The data demonstrated the need to provide Spanish translation.

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

The major findings are as follows:

- a. All written material on display in or around the school building and all written material distributed to parents must be translated into Spanish.
- b. All events involving Hispanic parents require support from oral translators.
- c. The general office must be staffed by at least one individual who can serve as an oral translator.

These findings were reported to parents in a series of PTA newsletters and by the principal as well.

Part B: Strategies and Activities

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

Written translation services have always been performed in-house by school staff and parent volunteers.

Written communication is always disseminated both in English and in Spanish. This includes general documents such as report cards; discipline and safety policies; health policies, initiatives and alerts; registration and transfer documents and legal documents concerning entitlements; as well as information relating to school schedules, special events, class trips and so forth.

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

Oral translation services have always been provided in-house by school staff and parent volunteers. Oral interpretation services extend to all circumstances involving the need for a simultaneous Spanish translator. This includes all public and private meetings with parents involving school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will utilize the documents prepared by the Department of Education and District 7 and will supplement and augment these documents on an as need basis. When necessary, the school will contact the translation unit of 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:	457,954	67,015	524,969
2. Enter the anticipated 1% set-aside for Parent Involvement:	4579.54		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		670.15	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,897.70		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,350.75	
6. Enter the anticipated 10% set-aside for Professional Development:	45,795.40		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,701.50	

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.

Will be reviewed in February 2010.

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.

Will be reviewed in February 2010.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

For 2009-2010 we are planning on implement a variety of data gathering approaches aimed at providing us with data to inform instructional decision making throughout the school year:

- a. All members of the school community will be provided with the most recent data relating to student performance as measured by state and city standardized examinations and assessments along with NYS and NYC learning standards so that they can understand and analyze the data.
- b. All classroom teachers will be required to routinely assess student in literacy and maintain records reflecting progress or lack thereof. The expectation is that they will use this data to plan for differentiated instruction.
- c. Classroom teachers will be responsible for providing monthly (every 4-6 weeks) feedback from the Tier 1 interventions they are using in their classroom.
- d. All service providers whether mandated as in the case of speech and language therapists; ESL teachers; SETTS teachers or non-mandated as in the case of Academic Intervention teachers and Reading Recovery teachers will be required to routinely assess students literacy records reflecting progress or lack thereof;
- e. All staff members responsible for addressing the social-emotional needs of students or for providing an interface between home and school with respect to the parents and guardians of the students in our charge will routinely assess the progress they are making. Such providers include but are not limited to the following: The parent coordinator, the school psychologist, and the school social worker.
- f. The principal, assistant principals, and coaches will hold regular meetings with grade level teachers and service providers to review their findings and determine next steps.
- g. Monthly meeting of the Pupil Personnel and AIS teams will be convened to examine the current state of affairs vis-à-vis the effectiveness of interventions.
- h. The Attendance Team will convene monthly to examine attendance and punctuality data with a view toward designing systems which encourage student and parent involvement.
- i. Professional development will be aligned to school needs.
- j. The principal will conduct regular learning walks with assistant principal to observe instructional practices and examine student work.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

By September 2009, our goal is to hire highly qualified teachers so we may have 100 percent of our teachers are fully licensed and permanently assigned to our school. Training our teachers to become master teachers is a high priority. This upcoming year we will have two mathematics coaches and the support of our network team, all of who will work closely with our teachers and paraprofessionals providing them professional development. In addition, our teachers have many opportunities to attend professional development workshops outside of the school. Inter-visitations with other schools is recommended and scheduled. Lead teachers are elected on each grade level. They will organize common planning and provide instructional assistance to less experienced teachers on their grade. Teachers will also receive support from their immediate supervisor as well as the principal.

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

We will be working with the Integrated Curriculum and Instruction (ICI) Learning Support Organization. This team will help our school to deepen the work we have been doing to prepare students to master the new basics of the 21st century — thinking and problem solving — and meet the high demands of a global economy. They will assist us in developing a rich intellectual “thinking curriculum” that builds knowledge and skills around big ideas, makes cross-content connections and life applications, integrates the arts, and uses technology as a tool for both teaching and learning. ICI will work with us to ensure that students are engaging in high-order thinking tasks and using a variety of technologies with ease and confidence.

To assist us, the ICI research and development team of field experts will share with PS 65 deep knowledge of current research and proven effective practices in instruction and data analysis. They will provide high-quality professional development to ensure our school's curriculum is rigorous, standards based, assessment driven, and delivers daily quality instruction resulting in high levels of student learning and achievement.

The ICI team will also customize and differentiate support to the principal and assistant principal in their roles as building leaders and assist them in their development as instructional leaders. The ICI team will:

- Facilitating half-day institutes for the administrators
- Design study groups for the administration to participate in
- Train coaches and teachers in methodology, instructional approaches, and strategies
- Provide new teacher support groups

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

We have worked diligently with our Human Resource Liaison to attract high-quality teachers. We have also used the Department of Education on-line system to find highly qualified candidates. The principal along with other representatives from the school will attend job fairs, which are set up by the city to attract qualified teachers. Interviews are scheduled and then a panel of school personnel meet with perspective teachers. In addition, our partnership with Bank Street College allows for access to highly qualified teachers which have graduated from Bank Street.

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Children from neighboring head start programs along with children from out Pre-Kindergarten class are introduced to the Kindergarten program through regular orientation tours and information session held throughout the year. The social worker works with the parents of these children to help prepare them for making the transition from preschool to Kindergarten.

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.

For the past two years teachers have been trained in assessing students and analyzing the results. Teachers have had professional development in analyzing data and using t data to drive instruction. We plan to further the professional development in using data to drive instruction. This professional development will take place in various forms. For example, direct PD from the coaches during common preparation periods, professional development days, and monthly grade level meetings with supervisors and instructional specialists.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students in need of intervention services are identified by the teacher and each child is discussed by the Pupil Personnel Team (PPT). The PPT meet every two weeks to ensure that student in need assistance are provided with effective and timely assistance. After six week of any intervention the progress of the student will be discussed. Decisions on whether the intervention should continue of a referral for additional services will be made.

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.

At the present time, all Federal, State and local services and programs are coordinated by the principal with support from the parent coordinator and other members of the professional staff.

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: Planning For Restructuring 1 **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.

Our students with disabilities continue to perform well below standard in ELA.

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.

All special education teachers have been trained in a literacy program, SpellRead. SpellRead is a small-group reading intervention program that focuses on phonological automaticity and reading fluency while providing explicit comprehension and vocabulary instruction, as well as opportunities for writing.

Part B: For Title I Schools Identified for Improvement

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

We have used the professional development funds to purchase the training and coaching support for our special education teachers in SpellRead.

¹ School Under Registration Review (SURR)

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

Each grade has experience grade leading that support professional development activities. They meet weekly to discuss best practices during common preparation periods.

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.

We have sent our letters notifying parents of our status and have a parent meeting scheduled for November 12, 2009

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.

We have aligned our ELA curriculum to state standards and found that the curriculum is weak on the listening and speaking standards.

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

Applicable Not Applicable

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

We notice that our students scored lower on the listening section of the ELA exam.

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

We have supplemented our curriculum to include whole group listening test prep and have emphasized the importance of the read-aloud in the literacy block. We have also placed an emphasis on accountable talk in classrooms. We are currently receiving support from our SSO. We would not need additional support at this time.

1B. Mathematics

Background

MAY 2009

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.

In our analysis of student assessments, we noticed that our students struggle with many content strands (mostly number sense) and have difficult time answering word problems.

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

Applicable Not Applicable

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

We have analyze multiple assessment sources (Math standardized exam, periodic assessments, unit assessements, etc.) to determine that our students are struggling to with problem solving skills (process skills).

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

We have supplemented the EDM program with Exemplars. Math Exemplars gives both teachers and administrators a way of assessing students' problem-solving and communication skills and provides classroom-tested, real-world problems for instruction. We are currently receiving support from our SSO. We would not need additional support at this time.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

In formal and informal observations, the administration noticed that direct instruction was the most popular method of instruction in the classrooms.

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

Applicable Not Applicable

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

Our students had difficulty communicating their learning because they were dependent on the teacher. They struggled to answer open ended, higher order questions.

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

We have begun intensive professional development around accountable talk and differentiated instruction with our SSO.

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.

In formal and informal observations, the administration noticed that direct instruction was the most popular method of instruction in the classrooms.

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

Applicable Not Applicable

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

Our students had difficulty communicating their learning because they were dependent on the teacher. They struggled to answer open ended, higher order questions.

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.

We have begun intensive professional development around accountable talk and differentiated instruction with our SSO. However, most of our classroom do use technology in the classroom to support math instruction.

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.

We hired several new teachers last year.

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

Applicable Not Applicable

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

This year (2009-2010) we only acquired two new teachers in special education classrooms due to retirements.

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.

In a needs assessment, our staff reported that they have an opportunity to attend professional development sessions.

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

Applicable Not Applicable

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

The SSO provides ongoing professional development related to ELLS. Some of our teachers have attended.

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.

All teacher that have ELL students are provided with data on their students.

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

Applicable Not Applicable

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

Teachers have access to various data sources that will help them plan for instruction. The ESL and AIS teachers also conduct samll grou support to ELLs.

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.

Multiple PD session were offered to teacher around special education issues. We have a SETRC training and received support from our SSO. Noticeable improvements in IEP writing and classroom instruction was noted by administration via walkthroughs and observations.

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

Applicable Not Applicable

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

IEP are SMART and we have seen an improvement in differentiation in classroom instruction.

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.

We received several IEP from other schools that did not include behavior plans and objectives.

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

Applicable Not Applicable

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

In the past, students had become easily frustrated in the classroom during assessments because the teachers were not using testing modifications (in general education classrooms). We have less of this issue in our self-contained classes.

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.

In our school we continue to train teachers on effective practice with support from Dr. Ellen Rice.

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.)

Twenty-two (22)

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

We have a dedicated school social worker in the school that helps to support our families in temporary housing. She assists families with a variety of issues. She also provides “at –risk” counseling to these students to support their transition.

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.

SCHOOL PARENT/GUARDIAN COMPACT

The mission of Mother Hale Academy/P.S. 65 is to enrich the literacy and mathematical skills of all students; to maintain a democratic communal environment which allows students, staff and parents to become active participants in our changing global society.

Parent responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study areas should be well lit and well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Maintain a Home/School communication folder and check it on a daily basis.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.

Student responsibilities

- Ask the teacher any questions about the homework.
- Take home materials and information needed to complete the assignment.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Return signed homework form.
- Comply with school rules.
- Attend school regularly.
- Respect the personal rights and property of others.
- Show parent Home/School communication folder on a daily basis.

Teacher responsibilities

- Provide quality teaching and leadership.
- Assign grade-level appropriate homework.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give positive corrective feedback.
- Recognize that students are accountable for every assignment.

- Check that homework and Home/School communication folder has been completed and forms have been signed by parent/guardian.
- Respect cultural, racial, and ethnic differences.
- Hold at least two teacher-parent conferences.

MOTHER HALE ACADEMY

THE NEW YORK CITY DEPARTMENT OF EDUCATION– SCHOOL DISTRICT SEVEN

TASHON MCKEITHAN *PRINCIPAL*

KATHERINE HAMM *ASSISTANT PRINCIPAL*

PARENT INVOLVEMENT POLICY

Parents and families of students in Mother Hale Academy/P.S. 65 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong/home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, P.S. 65 will:

- Offer parent training workshop/meeting related to:
 - Eligibility criteria for entrance into various programs (e.g. bilingual programs);
 - Educational structure and terminology;
 - Rules and regulations regarding budget expenditures, and;
 - Parenting skills;
 - Workshops in math and literacy.
- Encourage parents to network with each other and to communicate with district/school staff.
- Send representatives to district level meetings which will include parent leaders who are on school-based committees, and the School Leadership Team.
- Encourage parental involvement in our school by:
 1. Establishing a school level Parent Association;
 2. Conducting outreach activities and training parents, especially new parents and non-English-speaking parents;
 3. Training administrators and teachers in strategies that enhance meaningful parent involvement;
 4. Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals;
 5. Encouraging and training parents to volunteer and assist in classrooms, in libraries and on trips;
 6. Distributing notices in the languages spoken by the parents.
- Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.

- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

Language Allocation Policy

At Mother Hale Academy, the Language Allocation Policy (LAP) team consists of Tashon McKeithan, Principal; Katherine Hamm, Assistant Principal; Deborah Gilliard, Parent Coordinator; and David Morales, ESL teacher.

The school, located in the Mott Haven section of the Bronx, is home close to 500 students, 98% of whom received free or reduced lunch. Approximately 69% are Hispanic, 30 % are African-American and 1% other. Nine percent of the population are English Language Learners. Most of the ELL that attend PS 65 come from countries where Spanish is spoken such as Puerto Rico, Mexico, Dominican Republic.

We currently have one ESL teacher and one teacher with a TOESL license.

ELL Demographics

Grade	Number of students	Number of ELL students	Percent of ELL students per grade
Pre-K	28	0	0
K	58	3	5
1	80	9	11
2	71	9	13
3	60	10	16
4	51	4	7
5	69	6	8

The ELL population is 9% of our total student population, PS 65 has two main programs which are the transitional bilingual self-contained special education class and English as a Second Language services. In the bilingual special education class, beginner ELLs receive 60% of the instruction in English and 40% in Spanish. Intermediate ELLs get 50% instruction in English and 50% in Spanish. Our advanced ELLs receive 25% instruction in Spanish and 75% in English.

Mother Hale Academy currently offers an ESL services to all other eligible students.

Parent Program Choices

MAY 2009

Based on the parents' choice letters and the Home Language survey forms, we offer ESL services. In parent orientation meeting, all of the available options were explained thoroughly. They are shown the orientation video in both English and their Native Language as needed. The program selection and parent survey form in the past few years have shown a specific trend in the program that parents have requested. Their preference for the ESL services is apparent. We have also provided the services requested by parents.

Assessment Analysis

ELLs in the ESL program

	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Beginning	3	7	5	7	2	1
Intermediate	0	2	1	3	0	1
Advanced	0	0	3	0	2	4
Proficient	0	0	0	0	0	0

By examining the students result in the four modalities (listening, speaking, reading and writing), we are able to see the following patterns of deficiency in particular proficiency levels:

	Modality
Beginner	Reading/Writing
Intermediate	Reading/Writing
Advanced	Reading/Writing

By examining the students result in the four modalities (listening, speaking, reading and writing), we are able to see the following patterns of deficiency in particular modalities across grade levels:

	Modality
Kindergarten	Reading/Writing
First grade	Reading/Writing
Second grade	Reading/Writing
Third grade	Reading/Writing
Fourth grade	Reading/Writing

The data impacts the type of targeted instruction we will need to provide to our students. We have adopted a balanced literacy approach to instruction throughout our school building. We have also included a daily guided reading period during our instructional day to support students. All of our classrooms are well appointed with a range of instructional material targeting the development levels and learning styles of our students. All classrooms contain leveled libraries across genres. Spanish language literature is also available in the self-contained bilingual classroom.

As part of our approach to learning, the scaffolding of student learning is critical piece of the balanced literacy model. All members of our instruction staff use a variety of approaches, strategies and techniques correlated with the developmental and language learning needs of our ELLs. These include but are not limited to the following:

- Accountable talk
- Visual aides
- Interactive writing
- Shared and guided reading
- Read-Alouds
- Reading and Writing conferences
- Learning centers

Instructional plan for ELLs

Instructional decision making is guided by a variety of assessment. Included are DRA, EPAL, LabR, NYSESLAT, running records, and periodic assessments.. The data defines the focus of whole class and small group mini-lessons, aids in the planning and implementation of leaning centers, and is a foundation for reading and writing conferences.

The goal and objective of PS 65 are:

- To create and maintain an effective and successful learning environment
- To improve the level of achievement on standardized test
- To provide teachers with the necessary staff development to meet their goals and objectives
- To provide parent with ESL classes to assist and support their children's education

We currently do not have any SIFE students, but if we receive SIFE students, we will provide extended ESL classes during the morning and during the extended day program. We will expose them to many cultural events during the school year.

Long term ELLs will continue to attend regular classes. Teachers working with ELLs will be trained in infusing writing in all content areas. Student will be encouraged to attend the extended day program and after school program. Additional period of ESL are added to their mandate.

SCHOOL PARENT/GUARDIAN COMPACT

The mission of Mother Hale Academy/P.S. 65 is to enrich the literacy and mathematical skills of all students; to maintain a democratic communal environment which allows students, staff and parents to become active participants in our changing global society.

Parent responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study areas should be well lit and well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Maintain a Home/School communication folder and check it on a daily basis.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.

Student responsibilities

- Ask the teacher any questions about the homework.
- Take home materials and information needed to complete the assignment.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Return signed homework form.
- Comply with school rules.
- Attend school regularly.
- Respect the personal rights and property of others.
- Show parent Home/School communication folder on a daily basis.

Teacher responsibilities

- Provide quality teaching and leadership.
- Assign grade-level appropriate homework.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give positive corrective feedback.
- Recognize that students are accountable for every assignment.

- Check that homework and Home/School communication folder has been completed and forms have been signed by parent/guardian.
- Respect cultural, racial, and ethnic differences.
- Hold at least two teacher-parent conferences.

MOTHER HALE ACADEMY

THE NEW YORK CITY DEPARTMENT OF EDUCATION– SCHOOL DISTRICT SEVEN

TASHON MCKEITHAN *PRINCIPAL*

KATHERINE HAMM *ASSISTANT PRINCIPAL*

JEFFREY ADLER *ASSISTANT PRINCIPAL*

PARENT INVOLVEMENT POLICY

Parents and families of students in Mother Hale Academy/P.S. 65 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong/home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, P.S. 65 will:

- Offer parent training workshop/meeting related to:
 - Eligibility criteria for entrance into various programs (e.g. bilingual programs);
 - Educational structure and terminology;
 - Rules and regulations regarding budget expenditures, and;
 - Parenting skills;
 - Workshops in math and literacy.
- Encourage parents to network with each other and to communicate with district/school staff.
- Send representatives to district level meetings which will include parent leaders who are on school-based committees, and the School Leadership Team.
- Encourage parental involvement in our school by:
 7. Establishing a school level Parent Association;
 8. Conducting outreach activities and training parents, especially new parents and non-English-speaking parents;
 9. Training administrators and teachers in strategies that enhance meaningful parent involvement;
 10. Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals;
 11. Encouraging and training parents to volunteer and assist in classrooms, in libraries and on trips;
 12. Distributing notices in the languages spoken by the parents.
- Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.

- Provide resources for family outreach to assist and inform parents, and involve them in the school community.