



**THE ANNE HUTCHINSON SCHOOL – PS 78**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: DISTRICT 11 BRONX – PS 78**  
**ADDRESS: 1400 NEEDHAM AVENUE**  
**BRONX, NEW YORK 10469**

**TELEPHONE: 718-652-1244**  
**FAX: 718- 231-2756**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 78      **SCHOOL NAME:** The Anne Hutchinson School

**SCHOOL ADDRESS:** 1400 Needham Avenue, Bronx, New York 10469

**SCHOOL TELEPHONE:** 718-652-1244      **FAX:** 718-231-2756

**SCHOOL CONTACT PERSON:** Claudina Skerritt      **EMAIL ADDRESS:** cskerri@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Tamika Tolliver

**PRINCIPAL:** Claudina Skerritt

**UFT CHAPTER LEADER:** Tamika Tolliver

**PARENTS' ASSOCIATION PRESIDENT:** Michelle Burrus

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      NA

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

**DISTRICT:** 11      **SSO NAME:** Leadership Learning Support Organization

**SSO NETWORK LEADER:** Joy Elaine Daley

**SUPERINTENDENT:** Elizabeth White

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Claudina Skerritt	*Principal or Designee	
Tamika Tolliver	*UFT Chapter Chairperson or Designee	
Michelle Burrus	*PA/PTA President or Designated Co-President	
Carlene Johnson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeanette Roman	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Cynthia Boateng	Member/Teacher	
Heather Edwards	Member/Teacher	
Jennifer Porcelli	Member/Teacher	
Claudette Holder	Member/Parent	
Chanel Shomo	Member/Parent	
	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

#### 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.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 078 Anne Hutchinson								
<b>District:</b>		11	<b>DBN:</b>	11X078	<b>School BEDS Code:</b>		321100010078			
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		90.4	91.2	TBD			
Kindergarten	103	113	108							
Grade 1	158	130	144							
Grade 2	133	151	105							
Grade 3	147	122	137							
Grade 4	136	150	112							
Grade 5	135	112	149							
Grade 6	0	0	0							
Grade 7	0	0	0							
Grade 8	0	0	0							
Grade 9	0	0	0							
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	0	0	1							
<b>Total</b>	<b>812</b>	<b>778</b>	<b>756</b>							
					<b>Student Stability - % of Enrollment:</b>					
					(As of June 30)	2007-08	2008-09	2009-10		
						86.0	86.2	TBD		
					<b>Poverty Rate - % of Enrollment:</b>					
					(As of October 31)	2007-08	2008-09	2009-10		
						73.8	75.5	TBD		
					<b>Students in Temporary Housing - Total Number:</b>					
					(As of June 30)	2007-08	2008-09	2009-10		
						38	52	TBD		
					<b>Recent Immigrants - Total Number:</b>					
					(As of October 31)	2007-08	2008-09	2009-10		
						2	3	1		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	62	61	60	Principal Suspensions	0	4	TBD			
# in Collaborative Team Teaching (CTT) Classes	9	14	25	Superintendent Suspensions	8	15	TBD			
Number all others	23	30	17							
These students are included in the enrollment information above.				<b>Special High School Programs - Total Number:</b>						
				(As of October 31)	2007-08	2008-09	2009-10			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>						
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	1	0							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	38	27	31	Number of Teachers	63	64	TBD			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	3	16	Number of Administrators and Other Professionals	19	19	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	68.3	71.9	TBD
				% more than 5 years teaching anywhere	46.0	51.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	84.0	84.0	TBD
American Indian or Alaska Native	0.9	1.3	0.8		91.5	97.6	TBD
Black or African American	80.3	77.0	74.5				
Hispanic or Latino	17.4	19.5	22.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.8	0.8				
White			0.1				
<b>Male</b>	54.1	52.3	50.3				
<b>Female</b>	45.9	47.7	49.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	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						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
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	√sh	√					
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	70.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	8			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:	12.9			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	46.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**SECTION IV: NEEDS ASSESSMENT**

**Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description

you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Goal Setting, Data-Driven Instruction and Student Engagement are the keys that unlock the doors to academic excellence at P.S. 78. Our staff is fully committed to our motto; "Working Smarter for Student Success" and take pride in our interactive instructional programs. We are committed to providing a nurturing and challenging environment, which will enable all students to learn and achieve high academic standards. We envision our students developing into lifelong learners, active thinkers, and responsible and caring citizens. Towards this goal we will work collaboratively with students, staff, parents and the community to prepare our students for the challenges of the 21<sup>st</sup> century.

Located in a mixed housing area of apartment buildings and multi-unit private dwellings in the Baychester section of the Bronx, P.S. 78 - The Anne Hutchinson School, houses a culturally diverse community of 770 students; with 73% qualifying for free lunch. In addition to our large Jamaican population, the school has seen an increase in students of African and Hispanic nationalities. As of 2008-2009 we have moved from a School in Good Standing to a School in Need of Improvement (SINI-Year 1) in the area of English Language Arts for two subgroups: Hispanic and Students with Disabilities.

As you enter the building, the Progress Report is displayed, highlighting our overall letter grade of A. On the report you will notice that we also received an A in Student Progress. Through our Workshop Model, students are engaged in whole class mini lessons pertaining to the unit of study for the grade. Teachers meet weekly to plan lessons and look at data. Along with a wide variety of research based programs used for our students in most need, this year we have an Intervention Block and have purchased the Imagine Learning Program. Both initiatives will allow us to enhance our support to students that are at risk of not meeting their academic goals.

Through our CSR Grant (2005), which provided our partnership with the America's Choice School Design we continue to grow as a professional learning community focused on standards based lessons, data driven instruction and planning for individual needs. We strongly believe in continuous professional growth with an emphasis on self evaluation and reflection on teaching practices. There are various professional development opportunities provided by the Supervisors, Literacy and Math Coaches, Lead Teachers, Tier 3 PD Team and Network affiliations through the Leadership Learning Support Organization (LSO).

School walls are paved with the "Butterfly Zone", a Behavioral Expectation matrix of school rules and acceptable behaviors designed to set a positive school tone. We were selected two years in a row (October 2008 & October 2009) to participate in the New York Cares volunteer day, resulting in additional displays supporting our PBIS Program. Along with the matrix, careful examination of the Learning Environment Survey and increased opportunities for communication, on the Progress Report moved from D (3.7) to a C (8.0) in School Environment.

During the Fall 2009, our students will continue to use the 100 Book Challenge program, a highly organized independent reading program which motivates and monitors student reading. Our school goal is for each student to achieve six hundred (600) steps by the end of June. In order to achieve this, weekly targets have been set to enable students and teachers to monitor progress. Additionally, parents are involved as home coaches and school volunteers who support students that have not met their

weekly target. Teachers will improve their conferencing techniques through the use of the Independent Reading Level Assessment (IRLA), set goals, track progress on Kidpace and reward overall success.

A large percentage of our student body have received multiple opportunities to participate in our expanding Arts program, through our seasonal shows and Extended Learning Time performances; Hence, we have met our school's annual goal in Arts Education 2008-2009. Through our partnership with the 144 Music Program, three violin classes received services, and all students in grades two through four have received dance instruction through our partnership with Notes in Motion. As a result of having one full time visual arts teacher on staff, most of our lower grade students were able to receive art instruction.

We are in our second year of the Extended Learning Time Grant (ELT). This will allow us to continue our longstanding partnership with BELL (Building Educated Leaders for Life) after-school program. We will be able to service one hundred eighty (180) students after school, 5 days a week, with the opportunities to explore the arts on Mondays and Fridays. This program will help us to continue improving student achievement.

## **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?
- 

Our analysis of the 2008-2009 Progress Report, PS 78 Status Report (2006-present), Quality Review, Learning Environment Survey, Staff and Parent Surveys and Inquiry Team recommendations continue to give us meaningful insights regarding student progress, performance trends and challenges.

Progress Report results indicate noted improvements in all areas. We received an A (score of 70.2) in comparison to last year a C (score of 40.9). In the area of School Environment we moved from a D (3.7) to a C (8.0). Attendance increased by 1% (90.4-91.2), parent survey response rate decreased by 8% (68-60) and teacher surveys, their response rate increased by 10% (73-83). Upon careful analysis of the Learning Environment Survey, there were noted increases in all areas – academic expectation (7.0-7.9), communication (6.3-7.2), engagement (6.1-7.3) and safety & respect (6.6-7.8).

Analysis of the Learning Environment Survey has indicated a need for greater communication and engagement among staff. This factor has an impact on our Progress Report Results which was addressed last year through our committees and faculty meetings. Through our faculty conferences, a staff survey was created to address specific areas of the Learning Environment Survey. The survey was given a total of three times allowing staff to express issues and concerns. Based on results of the surveys, appropriate next steps were taken. We would like to continue to mirror the Learning Environment Survey by continuing with our School Staff Survey.

The status of the P.S. 78 Progress Report (08-09), specifically looking at each area of the Learning Environment Survey (Parent Response) indicates a trend in satisfaction among the parents. The four indicators, Academic Expectations, Communication, Engagement and Safety and Respect remained steady from year to year. After careful review and discussion of the components, it is noticeable that there is a need for improvement in the areas of Engagement and Safety and Respect. Through our monthly Parent Association meetings, School Leadership and Parental Involvement Teams, we have communicated and will address the need for Parent Involvement in the areas of communication, extra curricular activities and bullying. Thus, initiatives such as the Share Fair, Career Day, Culminating Activities and Special Assemblies have resulted in increased parent participation. We will continue these programs along with our new Keyboarding classes and other initiatives.

In the area of Student Performance, we received a C in 2008 & 2009 (moving from 8.7 to 12.9). We made a 9% increase in levels 3 & 4 – ELA (49.1-58.6) and an 8% increase in Levels 3 & 4 – Math (69.7 -77.7). Progress has been made in both areas, but not enough in comparison to peer group and city. In alignment with our school motto, this year we have created enrichment classes on grades 3 through 5 to improve the performance of level 3 and 4 students. In the area of Student Progress, we received an A (46.3 out of 60) in comparison to last year a (27.0 out of 60). Results indicate a 6% increase of students making a year progress or more – ELA (62% - 68%) and 14% increase of students making a year progress or more – Math (51.2% - 65.7%).

Our Quality Review (October 2008) results indicate a proficient score. We have effectively responded to previous recommendations and have many systems in place. There is a need for further development in differentiated instruction (paying close attention to higher achieving students), to set goals that students and parents can clearly communicate, to expand monitoring and tracking efforts to all subject areas and to provide more opportunities for student self-evaluation. In addition to maintaining a data binder teachers will continue to track individual student progress on Teacherease (on-line grading/tracking system). This year teachers will set long and short term goals for students based on the results the Independent Reading Level Assessment (IRLA), the revised focus sheets for small group instruction, student goal folders and the Units of Study. We will modify the Reading work period to allow teachers to provide more one on one instruction with students to address individual needs. Based on the results of the conferencing sessions, Strategy Groups will be seen. Regular data conferences will continue to be the norm in the building.

In addition to these concerns, we have identified other barriers affecting the overall quality of student performance. As of 2008-2009 we have been identified as a school in Need of Improvement (SINI) Year 1 in the area of English Language Arts with two subgroups– Students with Disabilities and the Hispanic populations. Results indicate a high percentage of students remaining in Levels 1 & 2 for both subgroups. Upon careful analysis of Students with Disabilities, there has been a steady decrease of Level 1 – 47% (2007) to 31% (2008) and a slight increase in Level 3 & 4 – 17% (2007) to 21% (2009). The Hispanic population shows a high percentage of Level 2 (44%) in comparison to Level 1 (16%). The Inquiry Team worked successfully last year in identifying areas where focused interventions were created and utilized. We will continue to mirror last year’s Inquiry Team Best Practices and structure. The Core Inquiry Team, which focused on Math, will now focus on ELA. There will be three subgroups – Grades 3-5 level 3 students, Students with Disabilities grades 3-5 and the Hispanic Population grades 3-5 level 2’s. As a school we will be making a concerted effort to provide targeted instruction for our identified sub-groups. Based on the data and through State funding, our ELL/Special Education staff will receive professional development opportunities in the areas of Imagine Learning English, Foundations, Wilson Reading program, NYSESLAT, ARIS, Differentiation, Scaffolding Language and Scaffolding Learning, Data Driven Instruction, SMART Goals and Professional Resources. Efforts will be made to group students for intensive support using Imagine Learning, a Research based program to strengthen students reading ability. As a professional learning community, we will continue to analyze the various forms of data to provide the necessary support for all of our students.

## 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.

<b>Goals</b>	<b>Description</b>
<p><b><u>Goal 1</u></b> By June 2010, there will be an increase from 58 – 64% of students performing at Level 3 or above on the NYS English Language Arts Exam.</p>	<p>ELA results indicate a 9% increase in performance and a 6% increase in progress. There was a slight increase in median student proficiency (2.97 to 3.03) the average change in student proficiency for Levels 3 &amp; 4 students (-0.03 to 0.00)</p>
<p><b><u>Goal 2</u></b> By June 2010, there will be an increase from 77 – 83% of students performing at Level 3 or above on the NYS Mathematics Exam.</p>	<p>Math results indicate an 8% increase in performance and a 14% increase in progress. There was a gook increase in median student proficiency (3.23 to 3.40) the average change in student proficiency for Levels 3 &amp; 4 students (-0.14 to 0.05).</p>
<p><b><u>Goal 3</u></b> By June 2010, the percentage of Students with Disabilities demonstrating a minimum of 1.5 years progress on the NYS English Language Arts Exam will increase from 41 – 46%.</p>	<p>ELA results indicate a high percentage of students remaining in Level 1 &amp; 2; 2008 to 2009 indicates a 2% decrease in Levels 1 &amp; 2 (81 to 79%).</p>
<p><b><u>Goal 4</u></b> By October 2010, school will receive a B or higher in the area of School Environment on the Progress Report.</p>	<p>In the area of School Environment we moved from letter grade D (3.7) to C (8.0). Analysis of the Learning Environment Survey indicates a need for greater communication and engagement.</p>
<p><b><u>Goal 5</u></b> By June 2010, the number of parents attending meetings, workshops and school events will increase by 2% as measured by the Parent Activity Log.</p>	<p>Parent participation at monthly meetings, workshops and school events is low as evidenced by attendance sheets.</p>

## 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):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase from 58 - 64% of students performing at level 3 or above on the NYS English Language Arts Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through the Literacy Workshop, the following actions and strategies service all K-5 students (including Students with Disabilities and English Language Learners) and began the week of September 9, 2009. Except where noted Classroom Teachers implement these actions 5 days a week (150 minutes daily).</p> <ul style="list-style-type: none"> <li>➤ Continue standards based, balanced literacy program which includes curriculum maps and six units of study in reading and writing scaffolded across the grades.</li> <li>➤ Use data from teacher observations, Status of the Class and the IRLA to provide instructional emphasis on students’ strengths and needs, in order to form Strategy Groups and differentiated instruction.</li> <li>➤ Use the Monitoring and Tracking System on Teacherease in all core areas, running records, small group Focus Sheets, Units of Study and student goal folders to set long and short term goals.</li> <li>➤ Continue to use the reading and writing focus sheets to differentiate and monitor progress.</li> <li>➤ Continue to focus on clear expectations through the use of the America’s Choice, <u>First 30 Days Lessons</u></li> <li>➤ Continue the 100 Book Challenge Program - which includes rotation libraries, incentives for independent reading, Individual Reading Level Assessment (IRLA) and reading conference binder.</li> <li>➤ Reading/Writing standards are posted on genre boards; Genre Inquiry charts allow students to identify author’s craft in reading and writing</li> <li>➤ SMART Goals will be created in Writing for targeted students focusing on Organization</li> </ul>

	<ul style="list-style-type: none"> <li>➤ <u>Use Rubrics to Improve Student Writing</u> to enhance clear expectations, academic rigor and allow for student self-evaluation.</li> <li>➤ Continue provision of intensive Academic Intervention Services (AIS) to level 3 and PIP students. These provisions include the Intervention Block (AIS and Classroom teachers), E.L.T. (Extended Learning Time) after-school program, S.E.S (Supplemental Educational Services) and Saturday instruction.</li> <li>➤ Continue push in and pull out services for IEP and ELL students provided by the appropriate staff</li> <li>➤ <u>Professional Development</u> provided by Literacy Coaches and Supervisory Staff will focus on teacher and student needs and may include the following: <ul style="list-style-type: none"> <li>~ The components of the Balanced Literacy block</li> <li>~ Understanding and implementation of the NYS standards as aligned to the curriculum map and unit plans</li> <li>~ Analyzing data to drive differentiated instruction related to the <u>Rubric of Essential Characteristics of Differentiated Instruction</u> (Santa Cruz) model and NYS Item Analysis.</li> <li>~ <u>Using Rubrics to Improve Student Writing</u> to create standards based student friendly rubrics using the text</li> <li>~ Reading/Writing conferences and teacher feedback</li> <li>~ Inter-visitations to lab-site classrooms</li> <li>~ Setting long and short term goals for students</li> <li>~ On-going training sessions on the 100 Book Challenge provided by 100 Book Challenge Consultant to monitor independent reading</li> <li>~ On-going training sessions on Teacherease, Imagine Learning and Academic Workout</li> <li>~ Continued study of genre inquiry and genre boards</li> <li>~ Challenging Levels 3 and 4 students through project based learning.</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding Source:</u> Tax Levy, Title 1 SWP, C4e &amp; SINI  Tax Levy will fund identified teacher positions, 100 Book Challenge and Imagine Learning Programs.  Title 1 SWP will fund Coaches and portions of AIS positions  C4e will fund Grade 4 class size reductions, teachers and portions of AIS positions.  SINI will fund professional development activities, classroom libraries and technology expansion.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Students on grade level or above will make a minimum of one year’s progress on Fountas and Pinnell Reading levels, to be measured in 6-8 week cycles, beginning Oct.’09 to June ’10. Growth will be imputed on Teacherease.</li> <li>➤ Students below grade level will make a minimum of one and a half years progress based on Fountas and Pinnell Independent Reading Levels to be measured in 6 – 8 week cycles, beginning Oct.’09- June ’10. Growth will be imputed on Teacherease</li> <li>➤ The 100 Book Challenge will be utilized school-wide beginning Sept. ’09.</li> <li>➤ By June 2010, 85% of all students will have successfully met the minimum goal of 600 steps</li> </ul>

	<p>(students are required to achieve 16-17 steps weekly). Charts of steps will track individual, class and school wide progress on a weekly basis.</p> <ul style="list-style-type: none"> <li>➤ Students in Grades K – 5 show evidence of growth in reading as measured by the IRLA, monthly running records, ECLAS 2 and Periodic Assessments.</li> <li>➤ Evidence of growth in writing will be measured by DWA Assessments (quarterly) as well as student standard - meeting pieces in a variety of genres beginning Oct. '09.</li> <li>➤ Students will reach individual goal benchmarks in January and June based on the results from the IRLA and monthly running records.</li> <li>➤ All teachers will have a deeper understanding of their students and articulate specific strengths and needs. Lessons will reflect use of the <u>Rubric of Essential Characteristics of Differentiated Instruction</u>. Evidence of growth will be measured monthly through informal / formal classroom visits, meetings and data conferences.</li> </ul>
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### SECTION VI: ACTION PLAN

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase from 77 – 83% of students performing at level 3 or above on the NYS Math Exam.</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

Through Math Workshop, the following actions and strategies service all K-5 students (including Students with Disabilities and English Language Learners) and began the week of September 9, 2009. Except where noted Classroom Teachers implement these actions 5 days a week (100 minutes daily).

- Continue standards based balanced Everyday Math Program which includes the pacing guide and modified edition to provide greater opportunities for differentiation.
- Monitor data from Periodic Assessments, school created tests and unit check-lists for secure skills to drive instruction.
- Use the Monitoring and Tracking System on Teacherease in all core areas, and the small-group focus sheet to set long and short term goals.
- State suggested math vocabulary used for interactive Math word walls.
- Give greater emphasis to extended response questions.
- Continue use of math libraries and listening centers to improve comprehension/writing for Math skills
- Continue use of student friendly rubrics to enhance clear expectations and academic rigor.
- Increase use of Math software in classrooms and computer lab.
- Continue provision of intensive Academic Intervention Services (AIS) to level 3 and PIP students. These provisions include the 50 minute period, ELT (Extended Learning Time) after-school program and Saturday instruction.
- Continue push in and pull out services for IEP and ELL students provided by the appropriate staff
- Increase the opportunities of IEP students to be mainstreamed for Math.
- Continue to implement Math Steps (K-2), Everyday Math Games and activities.
- 100<sup>th</sup> Day of School projects will encourage interdisciplinary connection.
- Continue to implement Math Task/Word Problems on grade K-5
- Continue to implement Problem Solving Strategies (2-5)
- Professional Development, provided by Math Staff Developer and Supervisory Staff will focus on teacher and student needs and may include the following:
  - ~ The components of a 100 minute math block
  - ~Constructed Response in Math
  - ~Teacherease on-line Grading/Tracking System
  - ~ Enriching High Level Students
  - ~ Understanding and integration of the NYS standards into the Everyday Math Program
  - ~ Analyzing data to drive differentiated instruction related to the Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz) model and the NYS Math Item Analysis.
  - ~ Creating standard based student friendly rubrics
  - ~Small group differentiated instruction

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding Sources:</u> Title 1 SWP, C4e          Title 1 SWP will fund Coaches and portions of AIS positions.          C4e will fund Grade 4 class size reduction teacher and portions of AIS positions.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Students will score 85% or higher on Everyday Math Program unit assessments measured in 4 – 6 week cycles.</li> <li>➤ By June 2010, at least 85% of our students in grades K-5 will be able to apply appropriate strategies when solving math problems related to real life situations, through periodic assessments, unit assessments and monthly math tasks.</li> <li>➤ Students in Grades K – 5 show evidence of growth in mathematics as measured by unit checklist, on-going teacher assessment, mid and end of year assessments from the EDM program, Periodic Assessments and school created tests.</li> <li>➤ Based on data from R.S.A (Recognizing Student Achievement Checklist) small groups and conferencing students will reach individual goals.</li> <li>➤ All teachers will have a deeper understanding of their students; articulate specific strengths, needs and goals as they relate to the standards. Lessons will reflect the use of <u>EDM Differentiation and Assessment handbooks</u> and <u>Rubric of Essential Characteristics of Differentiated Instruction</u>. Evidence of growth will be measured monthly through informal / formal class visits, meetings and data conferences.</li> </ul>

**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):**    Students with Disabilities/ELA

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of Students with Disabilities demonstrating a minimum of 1.5 years progress on the NYS English Language Arts Exam will increase from 41 - 46%.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Student with Disabilities will receive additional support beyond the actions and strategies specified in the Literacy Goals for the school.</p> <ul style="list-style-type: none"> <li>➤ Self-contained special education classes are re-configured, based on student data; <u>four (12:1:1) and two (12:1).</u></li> <li>➤ Student levels and scale scores are used for grouping, assessing needs and providing additional support.</li> <li>➤ Students demonstrating deficiencies in decoding and encoding will be provided instruction utilizing Wilson Reading System, a minimum of 45 minutes per day, 5 days a week by a trained instructor and Imagine Learning, 5 days per week at a minimum of 20 minutes per day.</li> <li>➤ Increased opportunities for mainstreaming are provided to students in reading.</li> <li>➤ Special Education students given priority for extended day and summer school programs.</li> <li>➤ Refer to action plans in literacy for strategies and programs available to all students (including students with disabilities).</li> </ul> <p>➤ <u>Professional Development</u> will include</p> <ul style="list-style-type: none"> <li>~ Developing &amp; Understanding the Individual Education Plan (IEP).</li> <li>~ Aligning goals of IEP to class instruction</li> <li>~ Use of the Santa Cruz rubric focused on scaffolding, Paraprofessional utilization, monitoring and tracking forms</li> <li>~Ongoing training sessions on Imagine Learning, Foundations, Wilson Reading Program, ARIS and SMART Goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding Sources:</u> C4e, SINI  C4e will fund identified teaching positions  SINI will fund professional development activities, classroom libraries and technology expansion.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Along with Fountas and Pinnell Independent Reading Levels to be measured in 6 – 8 week cycles, students achieving 16-17 reading steps per week, DWA quarterly assessments, other forms of measurement will be as follows...</p> <ul style="list-style-type: none"> <li>➤ Wilson Assessment of Decoding and Encoding (WADE) and Imagine Learning will be administered as prescribed</li> <li>➤ Reading conferences will be held weekly tracking progress in conference binder</li> </ul>

## 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):** School Environment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By October 2010, school will receive a B or higher in the area of School Environment on the Progress Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All actions, strategies and or activities began September 2009 as specified.</p> <ul style="list-style-type: none"> <li>➤ On-going conversations around the Learning Environment Survey (Staff, Parent Meetings, SLT, School Tone and Consultative Committees).</li> <li>➤ All committees will have classroom teacher representation; all minutes distributed directly to the staff.</li> <li>➤ The Attendance Committee has identified cohorts of students with attendance issues on each grade. Staff is assigned to each grade to monitor cohort improvement based on new systems put in place. Students have their own chart to track daily attendance in addition to the class chart kept by the teacher. Incentives for reaching set targets will include banners, class trips and pizza parties.</li> <li>➤ Attendance is tracked daily, weekly and monthly by student, class and school. Results are displayed and analyzed monthly. (see Attendance Chart )</li> <li>➤ By October 2009, 100% of teaching Staff is utilizing the Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz Model) to encourage positive student interactions.</li>   <li>➤ By February 2010, the School Wide Planning Committee will have created and reviewed school surveys tracking school progress on new initiatives regarding School Environment (Communication, Safety &amp; Respect).</li> </ul>

	<ul style="list-style-type: none"> <li>➤ The School Tone Committee, based upon the principles of Positive Behavior Intervention and Support (PBIS) will continue to monitor and strengthen the universal and secondary tiers; they will also begin to pilot the tertiary level of support.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding Sources:</u> Tax Levy  Tax levy funds will be used to support attendance incentive efforts and initiatives towards positive school tone.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ <u>By February 2010</u>, School survey results will show improvement in the areas of communication, safety and respect.</li> <li>➤ By June 2010, 80-90% of staff will complete the Learning Environment Survey.</li> <li>➤ By June 2010, the yearly attendance average will increase from 91 to 93% (monitored daily, weekly and monthly).</li> <li>➤ By March 2010, all classrooms will show evidence of project – based activities in core subject areas and the arts.</li> <li>➤ The number of office disciplinary referrals will decrease by 5% during the 2009-2010 (referrals will be monitored monthly).</li> </ul>

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of parents attending meetings, workshops and school events will increase by 2% as measured by Parent Activity Log.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through our Parental Involvement and School Leadership Team parent participation will be expanded as follows:</p> <ul style="list-style-type: none"> <li>➤ Open House in September</li> <li>➤ Continued display boards, charts, notices, Phone Messenger and Parent Calendars with information of school related meetings, events, testing schedules, etc.</li> <li>➤ Learner Leaders workshop will continue to train perspective parent volunteers</li> <li>➤ Parents will provide additional support for students who are below in their steps for the 100 Book Challenge Program</li> <li>➤ 100 Book Challenge Parent Celebrations held in classrooms</li> <li>➤ Book of the Month Initiative/Home School Connection</li> <li>➤ Monthly parent workshops to encourage parental involvement in school activities</li> <li>➤ Day/Evening Seasonal Performances and Assembly Programs</li> <li>➤ Culminating Activities performed by our after school program -ELT/BELL</li> <li>➤ Parent Read Aloud Days/Poem In Your Pocket/Career Day/ Share Fair</li> <li>➤ Parent Workshops on the New York State Exams- Social Studies, Science, English Language Arts and Mathematics</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding Sources:</u> Tax levy, Title 1 SWP  Tax Levy will fund School Messenger and Book of the Month Initiatives  Title 1 SWP will fund parent activities and events.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Improved attendance at school events and Monthly P.A. meetings</li> <li>➤ Increase the number of parent volunteers</li> <li>➤ Increased participation in Parent Read Aloud Days/Poem In Your Pocket/Career Day/ Share Fair</li> <li>➤ Increased participation Parent Workshops on the New York State Exams- Social Studies, Science, English Language Arts and Mathematics</li> <li>➤ Attendance at events will be monitored through attendance sheets</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	48	NA	N/A	N/A	14	0	0	0
1	93	NA	N/A	N/A	35	0	0	0
2	66	41	N/A	N/A	14	0	0	0
3	65	40	N/A	N/A	24	0	0	0
4	56	30			31	0	0	0
5	51	34			47	0	0	0
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	See attached for program descriptions. Small group instruction for preventative tutoring during the school day. Paraprofessional support in Grades K-2 and Special Education classes; Push- In/Pull –Out support Grades K-5.
<b>Mathematics:</b>	<b>Achieve It!</b> Grades 3-5: Math intervention program that provides targeted intervention throughout a complete alternative program to core math textbooks that helps students learn and retain new concepts and skills with extensive practice.
<b>Science:</b>	Children are grouped by need within the classroom setting. Groupings are flexible.
<b>Social Studies:</b>	Children are grouped by need within the classroom setting. Groupings are flexible.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual and Small group counseling during the school day as needed and at scheduled times.
<b>At-risk Services Provided by the School Psychologist:</b>	The School Psychologist is available 2X per week in the school and provides individual counseling during the school day as needed. She provides parent outreach and refers students to outside agencies.
<b>At-risk Services Provided by the Social Worker:</b>	The Social Worker is available 2X per week in the school and provides individual counseling during the school day as needed. She provides parent outreach and refers students to outside agencies.
<b>At-risk Health-related Services:</b>	No need at present time.

## Program Descriptions:

**Wilson Reading System** – Grades 3+ Special Education: The Wilson Reading System is designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound word, and syllable cards are used throughout the Wilson reading process.

**Foundations** – Grades K- 3: Lessons focus on carefully sequenced skills that include print knowledge alphabet awareness, phonological awareness, decoding, vocabulary, fluency, and spelling. Critical thinking and listening skills are practiced during story time activities. Students read and spell approximately 200 cvc words. Multi-Kit is a combination of K, 1 & 2 kit used by an AIS teacher. An early intervention for students in grades K-3 for the lowest 30<sup>th</sup> percentile in a small group instruction setting. Students in Grades K-2, receive additional (Double Dose Foundations) lessons 3 to 5 times a week.

**Leap Frog** - Grade K: An interactive research based curriculum, with multi-sensory technology, that captures students attention and advances students achievement, making them full participants while exploring the life of learning by seeing, touching and hearing.

**Great Leaps** – A one to one reading intervention program which builds phonics and word/phrase reading skills so students can be successfully reading age appropriate stories.

**New Heights** – Grades 2 & 3: A six level, audio assisted intervention program for struggling readers and English Language Learners. Audiotapes provide natural, fluent models for students to emulate. Program is recommended for 5 days a week / twenty to thirty minutes a day.

**Soar to Success - Grades 3 – 5:** It is a small group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast-paced lessons to accelerate reading growth.

**Imagine Learning – K – 5:** A computer-based instructional program that strengthens students reading ability and develops their literacy skills. Students receive individualized instruction 5 days a week for 20 minutes per day. Students are provided instruction through a variety of engaging activities specifically designed to meet their individual needs.

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

*NCLB/SED requirement for all schools*

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

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**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:** 38      **LEP** \_\_\_\_\_ **Non-LEP** \_\_\_\_\_

**Number of Teachers** 1      **Other Staff (Specify)** 2-AIS Teachers Gr. 2-5, 6 Classroom Teachers in Designated Free-Standing ESL Program (K-5)

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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P.S. 78 has a Free-Standing ESL program which provides services to 38 LEP students in grades K-5 who are in general education and special education classes. Students are at beginning, intermediate and advanced levels as indicated on either the LAB-R or NYSESLAT assessments. We currently have 6 kindergarten students and 8 Grade 1 students (2 in special education classes). There are 3 students in Grade 2, and Grade 3 has 4 students (1 in a special education class). In Grade 4 there are 8 students (2 with IEP's) and Grade 5 has 9 students (1 with an IEP). We have 5 students in special education classes, which require an alternate bilingual, paraprofessional. Spanish is the home language of 34 students. We also have 1 Arabic speaking student, 1 Haitian Creole speaking student, and 2 students with other languages from Africa (as identified on the Home Language Survey).

Our ESL teacher uses a Push In/ Pull Out model bridging grades K & 1, 2 & 3, and 4 & 5. There are 5 groups of students who receive ESL instruction for 1 period or more daily, 3 – 7 times a week. Kindergarten students receive 360 minutes of mandated instruction using the push in / pull out model during the literacy blocks. All other students receive the mandated 360 minutes of instruction if they are at beginning or intermediate levels as identified on appropriate assessments (LAB-R or NYSESLAT). Students who have achieved an advanced level on the NYSESLAT receive the 180 mandated minutes per week using the push-in model. We have designated ELL classes on each grade to facilitate student engagement and programming opportunities. Instructional materials incorporate effective ESL strategies and are sensitive to the language and culture of these students. ELL students have the opportunity to participate in our Extended Learning Program (ELT), as well as our Supplemental Educational Services (SES). ELL students participate in ELA and Mathematics assessments along with our Test Preparation Program.

The ESL teacher provides instruction using multi-cultural libraries, ELL Intervention Kits, Rigby Leveled Readers, test preparation materials, as well as listening center materials. These materials were selected as they align with our Balanced Literacy Program. The ESL teacher and classroom teachers confer regularly in order to maintain a seamless instructional plan for students.

Last year we incorporated the *100 Book Challenge Reading Program*, which allows students to select books on their independent reading level. This program is designed to foster a love of reading while increasing stamina and comprehension. Our 100 Book Challenge Program continues to be an integral part of our literacy program. This year we have implemented the computer based program, *Imagine Learning English Program*. Our ELL population will have access to this program, daily for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension. Students can also access the web site program *One More Story* to enrich their reading experience. Beginning January, 2010, ELL students will have the opportunity to attend After School Support services, 3 times per week for 9 weeks. Here they can participate in language development activities, test preparation activities, and other specific areas of need for ELLs.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Our Professional Development opportunities will include:

- BETAC State Agency provides: 1) Compliance issue series and 2) NYSESLAT administration and interpreting results training.
- SED Office of School Improvement and Community Services provides: 4 Session Series, *Connecting Curriculum, Instruction and Assessment: Reading, Mathematics, Science, ESL and Special Leadership Institutes*
- Leadership LSO, in collaboration with school leadership team members will provide a series of workshops and study groups in the areas of:  
Viewing the NYSESLAT and gaining insight to the skills needed to attain proficiency in the English Language

How to use ARIS to view data and gain insight to the individual needs of ELL students  
Investigation of Pauline Gibbons book, *Scaffolding Language and Scaffolding Learning*  
Differentiated Instruction  
Study group of general education teachers exploring Pauline Gibbons' book, *Learning to Learn in a Second Language*.

Additionally, classroom teachers receive site-based, in-class staff development throughout the course of the year in the core curricula from school-based coaches, support staff and consultants. Opportunities are available during weekly planning periods and monthly grade meetings to discuss student work and review assessment data. Staff will also be exposed to research in second language learning acquisition and techniques to improve communication between home and school.

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## **Language Allocation Policy Narrative 2009-2010**

P.S. 78 – Working Smarter for Student Success

Claudina Skerritt, Principal

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### **Part I: School ELL Profile**

P.S. 78 is located in District 11 in the Bronx and is affiliated with the Leadership LSO. Our LAP Team currently is composed of: Ms. Skerritt, Principal; Mr. Warn, Assistant Principal; Ms. Velez, ESL Teacher; Ms. Mayclim, Teacher; Ms. Hernandez, Teacher; and Ms. Zeligler, IEP Teacher; Ms. K Roberts, Coach; and Ms. T. Tolliver, Math Coach. We have one certified ESL teacher that serves our English Language Learners (ELL). The current total school population is 779 students, with a total of 38 ELLs (or 4.88%).

### **Part II: ELL Identification Process**

*Describe the steps followed for the initial identification of those students who may possibly be ELLs.*

Initially, the Home Information Language Survey (HILS) is administered by the ESL teacher who is bilingual or by the IEP Teacher. This process also includes an informal oral interview by the ESL teacher to clarify the parent's responses. After reviewing the HILS for home language experience other than English, the ESL teacher administers the LAB-R in English and Spanish to determine ELL eligibility. If these results indicate ELL status, these students are evaluated annually using the NYSESLAT in order to determine student's annual progress and for program exit criteria.

*What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)?*

A parent orientation is facilitated by the school's ESL teacher to explain all three types of programs available to ELLs. Parents are invited to attend the orientation where they view the DOE's ELL Parent Orientation video, "Connection to Parents," before making their selections. This parent orientation is generally held by the end of September. Parent outreach is completed by the ESL teacher through telephone contact and mail.

*Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)*

At the ELL Parent Orientation, the parent survey and program selection forms are distributed and explained to parents. Follow up is conducted by telephone. Continued entitlement letters are sent home with the students. Copies of these letters are maintained on file, by the ESL teacher.

*Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.*

Children are placed according to parent choice with the Free Standing ESL program offered at P.S. 78. Additionally, parents are informed which schools offer the bilingual program if they so choose.

It is our school's goal to increase parental involvement. Parent of ELLs are invited to attend all activities provided by the Parent-Teacher Association. In addition they are invited to attend school performances and class literacy celebration which are held every six to eight weeks. Parents are encouraged to attend parent teacher conferences. Translation services are provided and school notices are translated into Spanish.

We currently do not partner with other agencies or community based organization to provide workshops or services to ELL parents. The needs of our ELL parents are determined through parent surveys.

*After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?*

The patterns observed at P.S. 78 are parent preference to have their child remain in the Free Standing ESL program.

*Are the program models offered at your school aligned with parent requests?*

Yes, as the Free Standing ESL program is offered to our ELLs.

### **III: ELL Demographics**

There are currently 38 ELL students in our Free Standing ESL program. Twenty-seven (27) are newcomers (0-3 years), while eleven (11) have been receiving services for four or more years. There are thirteen (13) students with current IEPs. In Kindergarten there are five (5)

children who speak Spanish and one (1) student who speaks Fulani. In first grade there are eight (8) Spanish speaking students, and in second grade there are three. Our third grade ELL population has two (2) Spanish speaking students, one (1) Arabic speaking child and one (1) student whose home language is Haitian Creole. Our fourth graders include seven (7) Spanish speaking children and one (1) child who speak an African Language (Wolu). Our nine (9) fifth graders' home language is Spanish.

### Programming & Scheduling Information

*How is instruction delivered? What are the organizational models? What are the program models?*

ELL instruction is delivered primarily by the school's certified ESL teacher, with support from identified ELL teachers on each grade. The organizational models used at P.S. 78 are push-in (PI) and pull-out (PO) delivery of services. The school is implementing a combination of heterogeneous grouping (mixed proficiency levels) during the PI model. The PO model utilizes a primarily homogeneous grouping of students with the same proficiency levels in one group.

*How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?*

Students with proficiency levels of beginning and intermediate receive 360 mandated minutes per week, while advanced students receive 180 mandated minutes per week. The advanced students are seen in a PI model during the literacy block to support instruction. Beginning and intermediate level students receive both PI and PO support. PI takes place during the literacy block while PO occurs throughout the school day.

*Describe how the content areas are delivered in each program model.*

The methodology used in the PO model includes explicit content areas instruction according to the specific grade standards and instruction. The ESL teacher uses the school social studies and science curriculum maps to help guide instruction. In order to make content comprehensible and to enrich language development a variety of scaffolding strategies are used, e.g. explicit teaching of content vocabulary, use of glossaries and artifacts.

Instruction of ELLs is differentiated based upon the individual needs of students. Students are given opportunities to work independently as well as working cooperatively with peers.

All ELLs are afforded the opportunity to participate in Supplemental Education Services (SES), as well as extended learning opportunities (ELO). These activities are scheduled after the school day.

ELL special needs students are integrated with the general education ELL population during mandated minutes.

*How do you differentiate instruction for ELL subgroups?*

In grades two through five, ELL students may also receive Academic Intervention Services (AIS) by AIS providers. This occurs during the Math and Literacy block as a PI model. In addition all classroom teachers provide small group instruction as well as individual conferencing with all students to target and discuss individual goals. ELL students who require behavioral intervention are offered at-risk counseling by school guidance counselors in both English and Spanish.

*Describe your targeted intervention programs for ELLs in ELA, Math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.*

The school provides transitional support for students who have received a proficient level on the NYSESLAT. Support includes conferring with classroom teachers to discuss concerns and then addressing those concerns on an individual basis with identified students.

This year we have implemented the computer based program, *Imagine Learning English Program*. Our ELL population will access this program daily for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension.

In addition ELL students can access the web based computer program *One More Story*. Here students can listen to and read along a story, they have selected. Words are highlighted as they read.

No programs have been discontinued from last year.

All ELLs are afforded equal access to SES and ELO programs. The programs provide support in math and literacy. Homework assistance is provided and independent reading is encouraged to support our 100 Book Challenge Reading Program. This program fosters student's love of reading and increases reading stamina while students individually read books at their independent levels.

Beginning in January, 2010, ELL students will have extended after school activities, three days per week, for nine weeks. They will have the opportunity to participate in activities that foster language development and writing skills. Test preparation skills specific to the needs of the ELL population will also be addressed.

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

Based upon analysis of the data, instruction will target on skills students have not mastered in order to move to the next higher proficiency level and eventually reach proficient levels in the English language.

The majority of our students perform at the Beginner level in terms of English language acquisition (n=20, or 52.6%). Our ELLs performing at the Advanced level are in the upper grades (4<sup>th</sup> and 5<sup>th</sup>), and half (50%) of ELLs at the Intermediate level are in the upper grades. We have

a significant number of ELLs at the Beginner level in the primary grades (K-2), which is consistent with a significant population of new arrivals in the current year.

Instructional materials used for supporting our ELL population, include: multicultural libraries, leveled libraries, ELL intervention kits, Rigby readers, computer based programs (as noted above). Native language support is provided through the use of bilingual dictionaries, glossaries and bilingual readers. The required services and resources used support and correspond to ELLs' ages and grade levels.

Currently, our school does not offer activities to assist newly enrolled ELLs before the beginning of the school year.

### Professional Development and Support for School Staff

*Describe the professional development plan for all ELL personnel at the school. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.*

Teachers who service our ELL population have various opportunities to participate in professional development. Classroom teachers receive site-based, in-class staff development throughout the course of the year in the core curricula from school-based coaches, support staff and consultants. Opportunities are available during weekly planning periods and monthly grade meetings to discuss student work and review assessment data. Staff will also be exposed to research in second language learning acquisition and techniques to improve communication between home and school.

The Leadership LSO, in collaboration with school leadership team members will provide a series of workshops and study groups in the areas of:

- Viewing the NYSESLAT and gaining insight to the skills needed to attain proficiency in the English Language
- How to use ARIS to view data and gain insight to the individual needs of ELL students
- Investigation of Pauline Gibbons' book, *Scaffolding Language and Scaffolding Learning*
- Differentiated Instruction
- Study Group of Pauline Gibbons' book, *Learning to Learn in a Second Language*.

The ELL population has equal opportunities as non-ELLs to help make the transition to middle schools. For example, fifth grade ELLs visit their feeder schools to help ease the adjustment to Middle School.

For staff members that have not previously participated in ELL training, they will have the opportunity to participate in the workshops and study groups as referenced above.

### **Part IV: Assessment Analysis**

*Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan?*

Analysis of 2009 assessment data, including the NYSESLAT (and LAB-R for new admits), indicate students performing at the following levels: 20 at Beginning proficiency, 10 at Intermediate level, and 4 at Advanced proficiency. Strengths have been documented in the listening and speaking strands, while reading and writing strands continue to be areas of need. This information will help us to focus on differentiated instruction and explicit ESL strategies. The results of both the interim and NYS ELA and Math Assessments show that our ELL population performs better in ELA areas than math skills.

In addition to the NYSESLAT and LAB-R, our school uses the ECLAS-2, Fountas and Pinnell levels as indicated on teacher-administered Running Records, and the 100 Book Reading Challenge leveling system. Item skills analysis provides opportunities to determine the needs of students and where to focus instruction.

The ELL Periodic Assessment is administered at P.S. 78 in grades three through five. Our results indicate that more focused instruction is required. Materials that meet this need are incorporated into instruction. Data has indicated that these students are progressing along the continuum from Beginning to Intermediate to Advanced to Proficient.

*How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?*

Analysis of the NYSESLAT modality data indicates that our ELL students typically perform higher in terms of their English language proficiency in Listening/Speaking. They also tend to perform lowest in terms of their Writing proficiency, a finding which staff confirms being consistent with prior years. This strength in Listening and Speaking provides our instructional program a valuable resource upon which to build by using the strengths in these modalities to help develop student's reading and writing skills. For example, oral language work such as Read Alouds and Listening Centers, and multimedia programs such as *One More Story*, are used to help scaffold students understanding of English, which then helps them write in response to what they hear.

Our findings also support the school's major investment in the *Imagine Learning English* program, in that this program using a rich oral language environment to develop student's English language reading skills. This program is targeted at ELLs on all grade levels.

*For each program, answer the following:*

- a. *Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?*
- b. *Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.*
- c. *What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?*

The ELL Periodic Assessment is administered at P.S. 78 in grades three through five. The results indicated that more focused instruction is required. Materials that meet the need are incorporated into instruction. Data has indicated that they are progressing along the continuum from Beginning to Intermediate to Advanced to Proficiency.

Describe how you evaluate the success of your programs for ELLs.

The school uses a variety of indicators to determine progress. Results can be derived from reviewing the tracking and monitoring system implemented school wide. We are currently beginning to use *Teacher Ease* as a computer-based program to track individual student growth. In addition, the *Imagine Learning English* program provides individual progress for students. Inquiry teams will be actively reviewing student growth. Supervisors meet with classroom teachers to evaluate progress of all students, including ELLs.

Success of our ELL program is evaluated by studying longitudinal trends for the ELLs we serve in order to determine if students are making progress in terms of their English language acquisition (i.e. NYSESLAT) or through the New York State Testing Program for students in grades 4 & 5 who are tested in English for more than one year.

**Form TIII – A (1)(b)**

School: PS 78 BEDS Code: 321100010078

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries</b> - Per session	\$5985.00	133 hours of per session for ESL and General Ed teacher to support ELL Students: hours 133 x \$45 (current teacher per session rate) = \$5985
<b>Purchased services</b> - Professional Development	\$3735.00	72 hours of per session for General Education teachers to attend professional development on how to address ELLs needs in their classrooms: 72 x 45 (current teacher per session rate) = \$3735
<b>Supplies and materials</b> -	\$3780.00	ELL intervention kits for ELLs; Test preparation materials for NYS exams in ELA and Math, and NYSESLAT; professional books for professional development

<b>Parental Involvement</b>	\$1500.00	10 hours of per session activity to provide 5 workshops for parents of ELLs, purchase materials for parents to use with their children at home, purchase supplies for workshops.
<b>Travel</b>	NA	
<b>Other</b>	NA	
<b>TOTAL</b>	\$15,000.00	

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our needs assessment was determined by using the Home Language Survey and or an oral interview at the time of registration.

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 languages spoken by our ELL population parents are as listed: Spanish, Spanish and English, Arabic and English, Haitian Creole and English and Fulani and English. Interpretation is needed for several of the Spanish speaking parents. These findings will be distributed to the staff via a memorandum.

#### **Part B: Strategies and Activities**

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

Written translation of school notices will be translated into Spanish by school staff and will be attached to English notices.

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.

In house school staff will provide Spanish translations. Translations will be completed before notices are distributed to parents.

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>.

When the need arises as per Chancellor's Regulation A-663, oral interpretation is provided. Information about how to obtain translations and interpretations are posted in the lobby for parents. These findings will be distributed to school staff via a memorandum.

**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:	\$615,754.00	\$330,604.00	\$946,358.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6,158.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 3,295.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 30,787.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 16,475.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 61,575.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 32,950.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.6%  
(One teacher with over 20 years of experience works under a Music license in a regular education 3<sup>rd</sup> grade class.)
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.

Currently our Art and Music teachers are working under a common branch license. The following strategies have been implemented for support:

- Participation in Workshops provided through the Leadership LSO
- Professional Development provided by the Assistant Principal

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

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

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

P. S. 78 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. P.S. 78 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Continue display boards, charts, notices and School Leadership Team Newsletter to provide parents with information of school related meetings, events, testing schedules, etc...
  - Continue to train perspective parent volunteers in the Learning Leaders Workshops
  - Continue Monthly Parent Workshops with the Parent Coordinator
  - Continue bi-weekly School Leadership Team Meetings
  
2. P.S. 78 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parent Surveys
  - Parent Workshops
  - School Leadership Team Meetings
  - Monthly PA Meetings
  
3. P.S. 78 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Open House in September
  - Parent Workshops focused on ELA and Math Test
  - Afternoon / Evening Parent/Teacher Conferences
  - School Leadership Team Newsletter
  - Read Aloud / Poem in Your Pocket Day / Career Day / Share Fair
  
4. P.S. 78 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies by using the Great Leaps Program.
  
5. P.S. 78 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - Parent Surveys will be conducted by the Parent Coordinator and identified parent volunteers in the fall.

6. P.S. 78 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- Provide a Parent Handbook describing school expectations and state requirements (September)
- Parent Workshops will include:
  1. The criteria used for creating standard setting work in Reading, Math and Science
  2. 100 Book Challenge Home-Reading Component
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Summer Packages will be given to students in Grades K – 2
  - Parent training on use of summer packets will be provided
  - Mentoring and monitoring the 100 Book Challenge- Home Reading components.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Positive Behavioral Intervention and Support Program will be implemented in September
  - 100 Book Challenge- Home Reading component
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - Monthly chat and chews with the Parent Coordinator
  - Positive Behavioral Intervention and Support Program will be implemented in September
  - Kindergarten Orientation

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Weekly Reminders (English & Spanish)
- Monthly Calendars (English & Spanish)
- Display Board listing important dates and activities
- School Leadership Team Newsletter

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the enclosed document. This policy was adopted by the P.S. 78 on 05/31/08 and will be in effect for the period of September 2009 – June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

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

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

### School- Parent Compact

P.S.78 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

## *School Responsibilities*

The Anne Hutchinson School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Use of the Point of Entry Model based on strengths and needs.
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, January and May.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during preparation periods and scheduled times.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: through Learning Leaders Training and Parents as Arts Partners Grant.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### *Parent Responsibilities*

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed
- Making sure my child reads for a minimum of 30 minutes every night
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.

Continued emphasis will be placed on instruction and professional development. Identified students will be provided with Academic Intervention Services through Title I Push In/Pull Out instruction in reading and math instruction during the school day. Students will also receive differentiated instruction in small groups based on ongoing assessment by the classroom teacher and the push-in teacher. Extended day instruction will be provided for students in grades 1 – 5 through the Extended Learning Time Grant and SES. In addition, SETTTS will use a Push in model during the reading block to support identified students. The Foundations Program will be used with small groups of Level 1 students in grades K-3. The Wilson Reading Program will be used for Students with Disabilities small group instruction and identified students in need of phonemic awareness and decoding skills. The Imagine Learning Software Program (individualized reading program – 20 minutes per day 5 days a week) will be used for Students with Disabilities, ELL students, Level 1 General Ed students and At Risk Students in grades K-3. Professional development by the Literacy Coach will facilitate teacher implementation of the whole-small-whole model classroom instruction and effective strategies and practices for improved student achievement. Professional development will focus on standards based instruction, the Principles of Learning (especially Clear Expectations, Accountable Talk, and Academic Rigor), and studying student work for more effective, differentiated reading and writing instruction, use of data, rubrics, teacher feedback, and student commentary. Teachers will also use common planning time, grade meetings to analyze data from ongoing assessment (Monthly Running Records, DWA, unit tests, standardized tests, ECLAS, etc.) and plan accordingly in meeting the needs of students. Supervisors will conduct data conferences to assist staff in analyzing informal and formal data. A school wide policy in reading and writing will be implemented to support clear expectation and standards based instruction. Our Inquiry Team will analyze Periodic and Diagnostic assessments and provide a lens for teachers to look at student work; areas of strength, areas of challenge and areas of critical need, followed by strategies to address needs as well as actions plans.

2. Instruction by highly qualified staff.

In order to insure instruction by highly qualified teachers, the following will be implemented prior to hiring:

- a. Region screening before interviews at hiring fairs
- b. Demonstration lessons as a part of the interviewing process
- c. Recommendations from other educators

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

- Opportunities to attend professional development which supports effective strategies and practices, school initiatives during faculty, grade meetings, and extended day. This includes professional development with the 100 Book Challenge.
- Working with and utilizing ongoing support from coaches and consultants.
- Opportunities for inter and intra visitations including school based lab sites and demo sites

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

- Attendance at city wide and/or Region job fairs
  - Opportunities to attend professional development opportunities during the summer
  - Assign teachers to a grade that they have had experience teaching
5. Strategies to increase parental involvement through means such as family literacy services.
- Continued monthly workshops for parents facilitated by the Parent Coordinator
  - School celebrations encouraging parent participation, such as, Career Day, Read Aloud Days, Poem In Your Pocket Day and musical performance by students held during the evening
  - Encouraging parent volunteers during the day to assist kindergarten students during lunch and other activities and participating in the Learning Leaders program
  - Seek grant opportunities to involve parents in the arts.
6. 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.
- Orientation meeting for kindergarten arrivals in June
  - Articulation with neighboring pre-kindergarten programs
7. 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.
- Provide professional development in the use of assessment data to inform instruction and support from literacy and math coaches and consultants
  - Provide opportunities to access data using the school's computer lab
  - Support effective teacher use of assessment to inform instruction through data conferences with administration and use of the Santa Cruz Rubric on Differentiated Instruction.
  - Bi-weekly meetings of the Pupil Action Committee (PAC) combined with the Academic Intervention Services Committee and the Pupil Personnel Team, which includes teacher input for identified students, to review data and recommend appropriate interventions.
  - Monthly meetings of Inquiry Team focusing on needs of Grade 2, 4 and 5 students extending to Grade 3; analyzing student performance and proficiency ratings.
8. 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.
- Ongoing assessments will be utilized to differentiate instruction in classrooms
  - Student participation in extended day instruction to meet individual needs
  - Achievable goals with related benchmarks will be set for all students.

9. 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.
  - Use of school committees including the School Leadership team, Pupil Action Committee, Positive Behavior, to disseminate information and implement initiatives that address student and school wide needs in order to improve student achievement

#### **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:** Sini Year 1      **SURR<sup>1</sup> 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.

As of 2008-2009 we have been identified as a School in Need of Improvement (SINI) Year 1 in the area of English Language Arts with two subgroups – Students with Disabilities and Hispanic populations. Results indicate a high percentage of students remaining in Levels 1 and 2 for both subgroups. Upon careful analysis of Students with Disabilities, there has been a steady decrease of Level 1 – 47% (2007) to 31% (2009) and a slight increase in Level 3 and 4 – 17% (2007) to 21% (2009). Hispanic population shows a high percentage Level 2 (44%) in comparison to Level 1 (16%).

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.

The following actions/strategies will be implemented for Students with Disabilities and English Language Learners during the Literacy Workshop, and throughout the school day:

- Continue standards based balanced literacy program which includes curriculum maps and six units of study in reading and writing scaffold across grades

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<sup>1</sup> School Under Registration Review (SURR)  
**MAY 2009**

- Use data from teacher observations, Status of the Class and the IRLA to provide instructional emphasis on students' strengths and needs, in order to form Strategy Groups and differentiate instruction.
- Use of the Monitoring and Tracking System on Teacherease in all core areas, running records, small group Focus Sheet, Units of Study and student goal folder to set long and short term goals.
- Continue to use the reading and writing focus sheet to differentiate and monitor progress
- Continue the 100 Book Challenge Program – which includes rotation of libraries, incentives for independent reading and Individual Reading Level for Assessment and reading conference binder
- Reading/Writing standards are posted on genre boards; Genre Inquiry charts allow students to identify author's craft in reading and writing
- SMART Goals will be created in Writing to target students focusing on Organization
- Imagine Learning Program – individualized intervention program 20 minutes per day, 5 days a week
- Wilson Reading System, a minimum of 45 minutes per day, 4 days a week by a trained instructor
- School wide Intervention Block – 30 minutes per day, 5 days a week
- All teachers will have a deeper understanding of their students and articulate specific strengths and needs. Lessons will reflect use of the Santa Cruz Rubric of Essential Characteristics of Differentiated Instruction. Evidence of growth will be measured monthly through informal/formal class visits, meetings and data conferences

**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.

As a school we will be making a concerted effort to provide ongoing professional development for our staff. Professional development sessions will include:

- Providing assistance in coordination the 100 Book challenge initiatives
- Coordinating and assisting teachers with pre and post testing procedures
- Monitoring ongoing assessment and interpretation of data for specified grades
- Providing staff training, and demonstration lessons

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

The supervisors will carry out regular formal and informal observations, in order to improve teacher feedback on the varied programs in place. The Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz National Teaching Standards) will be used along with

the Professional Development Notebook. This will provide a better format for self-evaluation and self-reflection of teaching practices. Additionally:

- Coaches and Tier 3 will continue to plan with and provide professional development to the grade and individual teachers
  - Focused Inter –visitations will continue; new and more experienced teachers are able to observe best in focused classrooms.
  - Mentoring Program – Supports new teachers. We will continue monthly meetings with supervisors and coaches as an additional support
  - Teachers will be given the opportunity to participate in Leadership Learning Support Organization Workshops
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.
- The Principal will notify parents in writing of the school's status to include the subject areas and identified groups and or subgroups. Utilizing the Department of Education Translation Unit, the letter will be sent home to parents in English and home language of identified students.
  - The Principal will conduct two information sessions for parents. These will be conducted in the morning and evening respectively.

**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.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

– **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.

In October of 2008, a Quality Review was conducted. To prepare for the QR, meetings were held by the School Cabinet, Tier 3 Committee, Inquiry Team, School Leadership Team and Faculty Conferences to review again our previous Quality Review '07-'08, our Progress Report and our Learning Environment surveys, resulting in an in-depth school self-evaluation. We have been focusing on the collection, analysis and interpretation of data for the last 3 years, and will continue to focus on the effectiveness of our use of data collected as it pertains to our initiatives as well as our effective use of resources.

We feel our school community has been addressing most issues stated in the Department of Education and New York State Education Department Curriculum Audit findings. We will continue to engage in discussions at grade conferences, Faculty meetings, Inquiry and Tier 3 team meetings focusing on our evidence-based monitoring system and the relevance of the outlined findings to our current educational program. We will continue to look at the depth of our curriculum maps, units of study and focus sheets, to see if standards-based instruction in the 7 different areas of reading, 5 different areas of writing, as well as listening and speaking is adequately addressed for all students, with emphasis on our ELL population.

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

X  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?

In 2005, P.S. 78 received a CSR grant which allowed us to form a partnership with America's Choice School Design. This program, based on a balanced literacy approach of whole-small-whole group instruction, is research based, aligned to New York State standards and focuses on a high level of staff development. The program was introduced and implemented on all grades including Academic Intervention Service Providers (Year One – Reading, Year Two – Writing, Year Three – Math). This also provided more in depth study of best practices in reading, years Two and Three. In addition, we were able to modify and improve much of our initial teachings over the three years with the collaboration of Literacy Coaches and America's Choice consultants. In the spring of each year, walkthroughs focused on the implementation of the program and standards based teaching, were conducted by the America's Choice consultant, supervisors and coaches. In addition, walkthroughs were conducted by supervisors and coaches every six to eight weeks to monitor the program. During grade meetings and faculty conferences feedback was shared with the staff and next steps were established.

Based upon feedback from the Quality Review, Supervisory Walkthroughs and teacher meetings, curriculum maps and focus sheets are revised. Curriculum maps in Literacy include detailed outlines of Reading Writing, Listening and Speaking as well as skills to be taught within a six –week area of literature study. Focus sheets are reviewed to see if strategies taught and expected outcomes align with the standards. A method of insuring skills have been mastered by each student was addressed by our Student Goals Checklist. This checklist is separate from the curriculum maps. Modifications to the checklist will occur to ensure alignment with curriculum maps.

Our taught curriculum in reading and writing is divided into six week units of study. For example, a unit in reading and writing may focus on the genre of Narrative Account. Generally, there are six units of study per year. Each unit in writing requires students to produce a standards-setting published piece of writing using a rubric generated by the teachers and students on the grade. The depth of study for each grade is limited to the six week span of time, aligned with America's Choice and New York State Scope and Sequence. Academic Intervention Service providers work with ELL students. It can be argued that some grades could use more or less time for each unit.

We feel, the findings raised by the New York State Education Department and New York City Department of Education in regard to Listening and Speaking is applicable across grades.

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.

1. Involve all students more in self-evaluation; have them verbalize their goals and tell what progress they have made as well as their next steps.
2. Provide more experiences in the content areas for oral reporting, book discussion groups, "Show and Tell", project-based presentations, Jigsaw practice, and "turn and talk".
3. Review curriculum maps- speaking and listening component.
4. Staff Development- Using the Rubric of Essential Characteristics of Differentiated instruction- design activities that engage students in Applying, Integrating, and Innovation of learned skills

## **1B. Mathematics**

## Background

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

## Specific Math Alignment Issues:

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

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

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

We have been using Everyday Math for over 8 years. About 6 years ago, the Math Coach and Lab-site classrooms began to look at trends on the testing grades. Many of our noticings were shared at grade meetings and faculty conferences. We began to make some adjustments to our Math program. This process continues to be on-going.

In October of 2008, a Quality Review was conducted. To prepare for the QR, meetings were held by the School Cabinet, Tier 3 Committee, Inquiry Team, School Leadership Team and Faculty Conferences to review again our previous Quality Review '07-'08, our Progress Report and our Learning Environment surveys, resulting in an in-depth school self-evaluation. We have been focusing on the collection, analysis and

interpretation of data for the last 4 years, and will continue to focus on the effectiveness of our use of data collected as it pertains to our initiatives as well as our effective use of resources.

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

X  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?

About 5 years ago, our Math Coach and Lab-site classrooms noticed the following trends:

- There was a higher student response on multiple choice questions as opposed to responses on open-ended questions.
- Problem solving, communication and identifying appropriate strategies to use, were weak.
- Completion of multi-step and process problems proved difficult.

Based on these findings, we created Math Tasks that required use of process and content strands. Math Tasks are given by-weekly. A rubric is used to help students and teachers assess work. Math Tasks require students to use a variety of strategies to problem solve on an independent level.

An analysis of the Math Tasks led teachers to the further realization that students' application of strategy use was weak. This resulted in a collaborative team effort to identify 10 problem-solving strategy sample lessons (by grade) which teachers then modeled for students. This provided students with a variety of strategies as well as the "where and when" in their use.

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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 found two remaining process strands we will address:

- Connection Strand- We will utilize our LSO- solicit ideas on integrating mathematics into content areas
- Reasoning and Proof Strand- Grade Meetings and Staff Development Sessions- Deepen math reasoning through oral language "talk out the problem", add more problems that lend themselves to this process. This can be done in pairs or small group work.

## **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.

We will follow the process described in 1A1. Additionally, as noted in our Action Plans, a main focus for our school is improving differentiated instruction. As noted our Quality Review Oct. 2008, data is being used increasingly to ensure students are making adequate progress and curriculum is modified by increasing differentiation strategies to meet students' identifies needs. It is recommended that we continue to imbed the evolving practice of differentiation in curriculum planning and instruction. We have taken several steps, listed in our action plans, to ensure this process moves forward. We feel Professional Development in the use of the Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz model) will provide the lens for teacher self-evaluation of instructional practices and the level of student engagement in their classroom.

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

X  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 Quality Review in Oct.'08 provided much evidence reaffirming our movement from direct instruction to small group differentiated instruction. We received a Proficient score in the area of rigorous curricula, teaching and organizational decision-making to engage students. We continue to implement the best practices imbedded from our CSR Grant partnership with America's Choice, ensuring the school meets state and city expectations across core subject. This is reinforced through our use of focus sheets for planning which emphasize long and short term goals to provide differentiated instruction for all students.

Thus, much of the finding on instruction can be dispelled. However, as stated in 2A1, we are very aware and focused on continuing to enhance our methods and practices in differentiated instruction.

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

- Principal and Asst. Principal formal and informal observations
- Reading and Math Coaches will model lessons in focus classrooms.
- Tier 3 Professional Development Committee will monitor progress

#### **Staff Development-**

- Using the Rubric of Essential Characteristics of Differentiated instruction- design activities that engage students in Applying, Integrating and Innovation of learned skills.

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#### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1)  
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classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

We reviewed our School-wide surveys, Feedback sheets from Administrative Walkthroughs, minutes from Grade meetings and feedback from Study groups. We also reviewed our Math Block components looking at the strengths and weaknesses of instructional practices.

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

Applicable   X  Not Applicable

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

We have changed the Math Block into a Math Workshop focusing on the process strands, student engagement and hand-on learning. In addition, a new component emphasizing differentiation of instruction was added to our Everyday Math curriculum. Students work in small groups on math games and long-term projects.

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.

1. Involve all students more in self-evaluation; have them verbalize their goals and tell what progress they have made as well as their next steps.
2. Staff Development- Using the Rubric of Essential Characteristics of Differentiated instruction- design activities that engage students in Applying, Integrating, and Innovation of learned skills

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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.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

We will look at our school records and study the school Demographics and Accountability Snapshot in our CEPs for the last 5 years then compare them to test scores.

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

X  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?

According to our school demographics, we experienced a high turnover rate during 2003 to 2006, due to many retirements and some transfers. We began to see a leveling off from 2006-present. While 71.9% of teachers have more than 2 years teaching experience in this school, only 51.6% of staff has more than 5 years experience teaching anywhere. However, while we have young staff; our present turnover rate is low. We feel that the amount of teaching experience did play a significant role in our uneven gains in Reading and Math scores over the past 5 years.

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.

We will continue to provide:

- New Teacher Staff Development Day in August- this introduces teachers to the "inner workings" of the school and allows teachers to prepare essentials for the beginning of the year by providing needed supplies.
- Mentoring Program-Reading and Math Coaches provide on-going assistance.
- Inter-visitations- are provided to visit Focus classrooms to view model lessons in a particular subject.
- Study Groups-provide support in teaching practices within the Reading and Math Workshop model.
- Principal's Chat and Chew- lunch time meetings with the Principal to discuss new teacher concerns.

#### **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.

We will create a survey to assess the elements of this finding. The results will be evaluated by the Tier 3 Committee and shared with all staff.

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

X  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?

Professional Development is narrowed-gear toward teachers who provide instruction for the ELL population. The sharing of best practices occurs mainly among those teachers, as well.

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.

The Principal's Cabinet and Tier 3 Committee, which includes representatives of all school sub-committees, will create an action plan to address survey findings and seek support from Central, if needed.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not

disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

In October of 2008, a Quality Review was conducted. To prepare for the QR, meetings were held by the School Cabinet, Tier 3 Committee, Inquiry Team, School Leadership Team and Faculty Conferences to review again our previous Quality Review '07-'08, our Progress Report and our Learning Environment surveys, resulting in an in-depth school self-evaluation. We have been focusing on the collection, analysis and interpretation of data for the last 3 years, and will continue to focus on the effectiveness of our use of data collected as it pertains to our initiatives as well as our effective use of resources.

We feel our school community has been addressing most issues stated in the Department of Education and New York State Education Department Curriculum Audit findings. We will continue to engage in discussions at grade conferences, Faculty meetings, Inquiry and Tier 3 team meetings focusing on our evidence-based monitoring system and the relevance of the outlined findings to our current educational program. We will continue to look at the depth of our curriculum maps, units of study and focus sheets, to see if standards-based instruction in the 7 different areas of reading, 5 different areas of writing, as well as listening and speaking is adequately addressed for all students, with emphasis on ELL population.

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

X  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?

We have approximately 38 students who are English Language Learners. Students are placed in designated classrooms on each grade. Students, who meet the requirements, take the NYSELAT exam in the spring. Results from these exams rate the students as beginners, intermediate or advanced. This information is shared with their classroom teacher, their ESL provider and the AIS teacher.

Additionally, students are tested in Reading using monthly running records based on Fountas and Pinnell levels and in writing, using the Diagnostic Writing Assessment. Skill deficiencies are addressed by the classroom teacher, ESL provider and AIS teacher. After analyzing the 2008 NYSELAT and ELA Reading test results, students who were identified as beginner or intermediate were targeted for assistance.

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.

We will utilize the *Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz)* model in planning instruction that is challenging and appropriate for our ELL students.

We have implemented the Imagine Learning English program for ELL students. This computer-based instructional program will deliver specific data reports for each student, highlighting their needs, as they move through the program. Teachers and supervisors will monitor and track the data.

#### **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.

We will conduct a survey to assess the elements of this finding.

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

Applicable   X  Not Applicable

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

Teachers have participated in staff development in the areas of differentiated instruction, as well as scaffolding instruction. All teachers, who provide instruction to students with IEP's, have a copy of the IEP.

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.

The Principal's Cabinet and Tier 3 Committee, which includes representatives of all school sub-committees, will create an action plan to address survey findings and seek support from Central, if needed. In addition, teachers receive support from the Leadership LSO, as well as in house staff development on Special Education issues and IEP development (how to write an appropriate IEP).

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

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

Please respond to the following questions for Key Finding 7:

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

Our Special Education Liaison/IEP teacher monitors and attempts to insure IEP compliance issues throughout the year.

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

X  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?

During IEP annual reviews and triennials, the contents of the IEPs are re-evaluated and discussed as a team. Alignment of instruction and individual student goals are monitored through observation by the Supervisors and Professional Development Specialist from the Leadership LSO.

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.

The needs will be addressed by Leadership LSO, Math Staff Developer, Literacy Coaches and the Special Education/IEP teacher through staff development workshop.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. 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.)

As of October, '09, there are 24 students on register that living in Temporary Housing.

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

Students in temporary Housing will be provided with the following services:

- Supplemental Educational Services (SES)
- Push in / Pull Out academic intervention during school hours
- Guidance Intervention Services
- Students will be monitored and tracked monthly by the Pupil Accounting Secretary; follow-up by Guidance Counselor and or Parent Coordinator
- Basic Emergency Supplies will be provided by the Parent Coordinator

Parents or Guardians of students in temporary housing will be provided the following services:

- Monthly Parent Workshops focused on Reading, Writing, Math, Social Studies and Science
- Monthly chats with the Parent Coordinator
- Parent Teacher Open House
- Participate in school wide initiatives – Share Fair, Career Day, Grade Level Culminating Activities and Special Assemblies

- Referrals for outside counseling and related services

**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.