



COMMUNITY SCHOOL 12X 092

2009-10 FINAL

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (DISTRICT 12/ BOROUGH BRONX/ 12X092)

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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
Manuel Antonio Estrella	*Principal or Designee	
Sally Morales	*UFT Chapter Chairperson or Designee	
Rebecca Vega	*PA/PTA President or Designated Co-President	
Yvette Samboy	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Solero	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Angela Caminero	Member/Parent	
Rhea Farrell	Parent/School Treasurer	

Valerie Palazolo	Teacher/Robin Hood Librarian	
Sharon Priesel	Kindergarten Teacher	
Cheryl Hall	SCHOOL LEADERSHIP TEAM CHAIRPERSON	
Nilsa Schrader	Assistant Principal	
Cynthia Soto	Parent/ Secretary	

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

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Community School 92 is a vibrant school that serves parents and students who reside in the Crotona Park section of the South Bronx. We are a Pre-K through Five school servicing a population of 547 students, 69.3 percent of Hispanic origin, 28.1 percent black or African American, 1.3 percent Asian or native Hawaiian/other pacific island, and 1.1 percent white.

Our school building comprises of four floors, one of which we share with P.S. 352, a district 75 school. We have a 447 seat auditorium that has been recently upgraded with a new theatre lighting system as well as a new theatre sound system. We are currently being retrofitted for new energy saving lighting upgrade throughout the building. We have created a room on the first floor for our parent coordinator (room 190) complete with a parent resource library to assist and support parents through workshops and conferences. Our third floor has a beautiful Robin Hood funded library with a licensed librarian and a library assistant. We have two computer labs; one for the learning to read academy and the other for the reading to learn academy. Our school is dedicated to improving instruction and performance in the arts; we have a visual arts teacher, a drama teacher a music teacher and have just been awarded the Armani Grant for an after school Dance program.

We are a strong learning community of excellence, we are driven by fulfilling a promise to all our children their right to learn in a safe and healthy school environment and their right for our diligence to implement an exceptional educational program based on state standards and academic rigor. At CS 92 we will provide the physical, artistic and emotional support for all our students so that every child may develop the knowledge, skills and capacity to become active participants in a global economy and pursue higher educational goals as productive citizens and life- long learners.

This year we have restructured our school into two specific learning environments; The Learning to Read Academy (pre k -2) and The Reading to Learn Academy (3-5) each academy will address student needs in a new and focused way. It is the mission of the learning to read academy to empower students to read and write well through strategic teaching and assessments in reading and writing. Concurrently, it is the mission of the reading to learn academy to provide experiences that

allow students to think critically about the information they have acquired and apply it in authentic ways.

Our school has two CTT classes; one in the first grades the other in the fifth grade, we also have seven self-contained classes from Kindergarten through fifth grade. Transitional Bilingual program

CS 92 has formed a partnership with Teachers College to implement the Reading and Writing Workshop as part of our new literacy curriculum. We have experience consultants providing ongoing professional development which includes a principal study group, assistant principal study group, a literacy coach study group, a teacher leader group, calendar days and six classroom lab sites.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 092 Bronx						
District:	12	DBN:	12X092	School BEDS Code:	321200010092		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	√
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	37	34	36		90.2	89.9	89.8
Kindergarten	79	81	73	Student Stability - % of Enrollment:			
Grade 1	106	76	89	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	95	92	66		88.7	89.3	86.5
Grade 3	99	95	95	Poverty Rate - % of Enrollment:			
Grade 4	88	95	95	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	87	84	93		94.1	88.4	85.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		14	15	55
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		12	10	7
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	1	1	(As of October 31)	2006-07	2007-08	2008-09
Total	592	560	537				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	70	69	59	Principal Suspensions	3	6	6
# in Collaborative Team Teaching (CTT) Classes	0	0	11	Superintendent Suspensions	1	0	1
Number all others	50	55	49	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	81	94	71	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	25	56	52	Number of Teachers	36	47	47

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	0	8	Number of Administrators and Other Professionals	6	13	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	9
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.8	61.7	61.7
				% more than 5 years teaching anywhere	61.1	57.4	55.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	72.0	70.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.9	100.0	98.2
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	28.2	25.9	28.1				
Hispanic or Latino	71.3	72.1	69.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.9	1.3				
White	0.3	1.1	1.1				
Male	53.2	53.0	52.5				
Female	46.8	47.0	47.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		X	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		X	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each subject		2	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	▶
Overall Score:	86.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	6	Quality Statement 2: Plan and Set Goals	▶
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	▶
School Performance:	15.1	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	▶
Student Progress:	53.9		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	11.3		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Some of the greatest accomplishments over the last couple of years at CS 92 include an increase in our overall student progress as indicated on the Progress Report from 11.3 percent in 2007-2008 to 53.9 percent in 2008-2009, closing the achievement gap by receiving exemplary gains from 0 percent in 2007-2008 to 11.3 percent in 2008-2009, we also increased our student performance from 7.8 in 2007-2008 to 15.1 in 2008-2009. Another great accomplishment that has taken place these past couple of years is our re-engagement and commitment to increasing our parent involvement and providing venues in which our parents can be participate in the school community; Family Night, Math/ELA Night, Afternoon Movies and this year we added a parent coordinator room and Family Friday's.

Community School 92 has experienced tremendous change during the last 3 years, as evidenced in our school data.

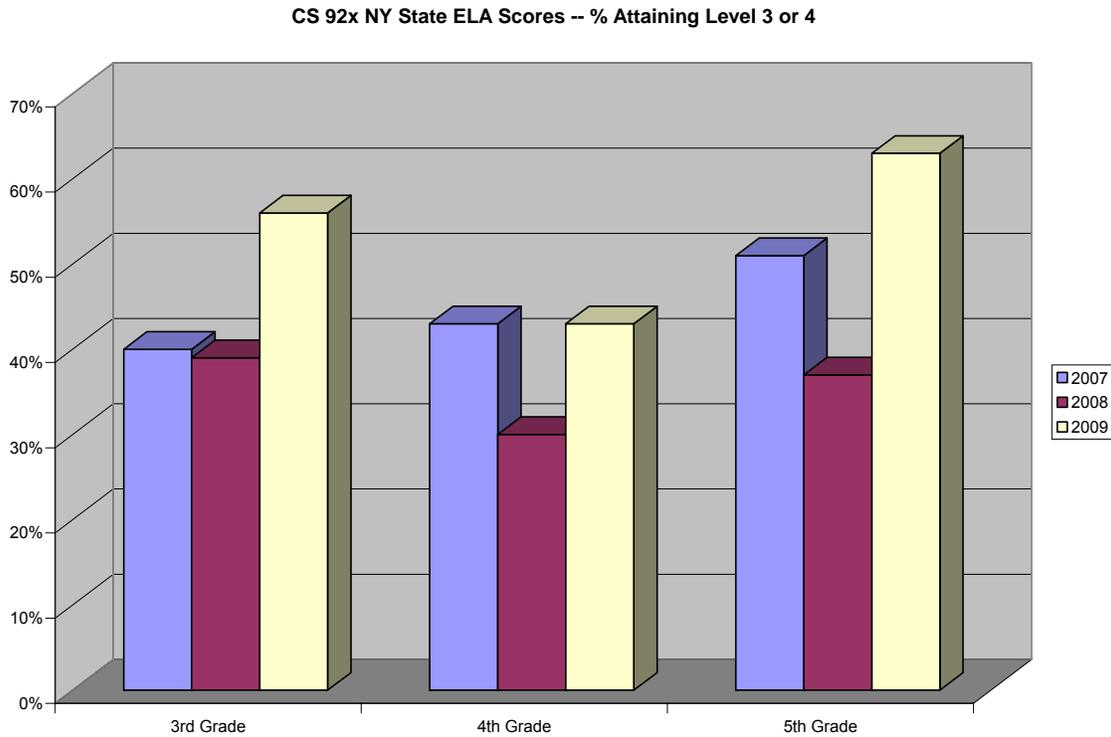
New York State Data

In terms of Annual Yearly Progress (AYP) on the NY State Report Card, CS 92 is now moving in a positive direction. CS 92 was "In Good Standing" in 2007. Although this designation remained in

2008, the ELA Performance Index (PI) did not meet our Annual Measurable Objectives (AMO) in 2008. The AMO was not met in 4 out of 6 Accountability Groups: All Students, Hispanic or Latino Students, Students with Disabilities, and Economically disadvantaged (which are our largest schools groups as designated by New York State). In Mathematics in 2008, the PI exceeded the AMO targets in all groups, as well as Science. The Safe Harbor target, however, was not enough to enable us to meet AYP overall.

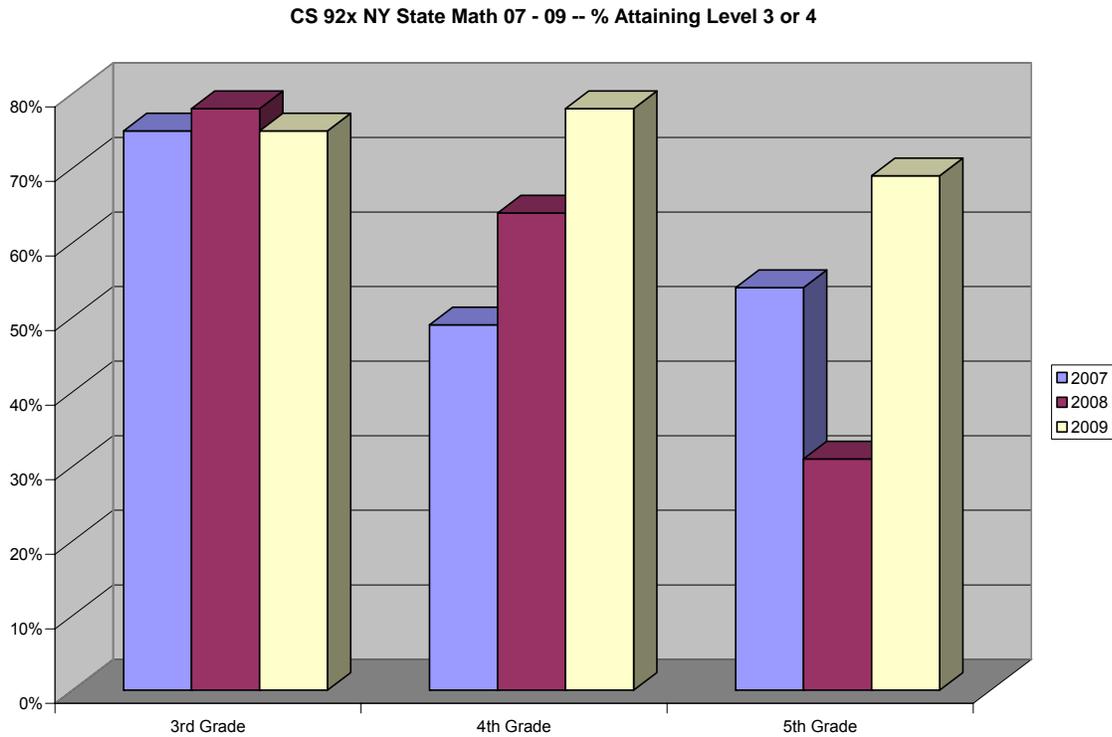
In 2009 AYP criterion in ELA was met by all Student Groups, including Students with Disabilities, who exceeded the Safe Harbor AMO target. CS 92 exceeded the Math AYP criterion for all student groups, and the Science criterion was also met, which enabled us to use the Safe Harbor AMO target as needed.

The 3-year trends for CS 92 students in ELA are as follows:



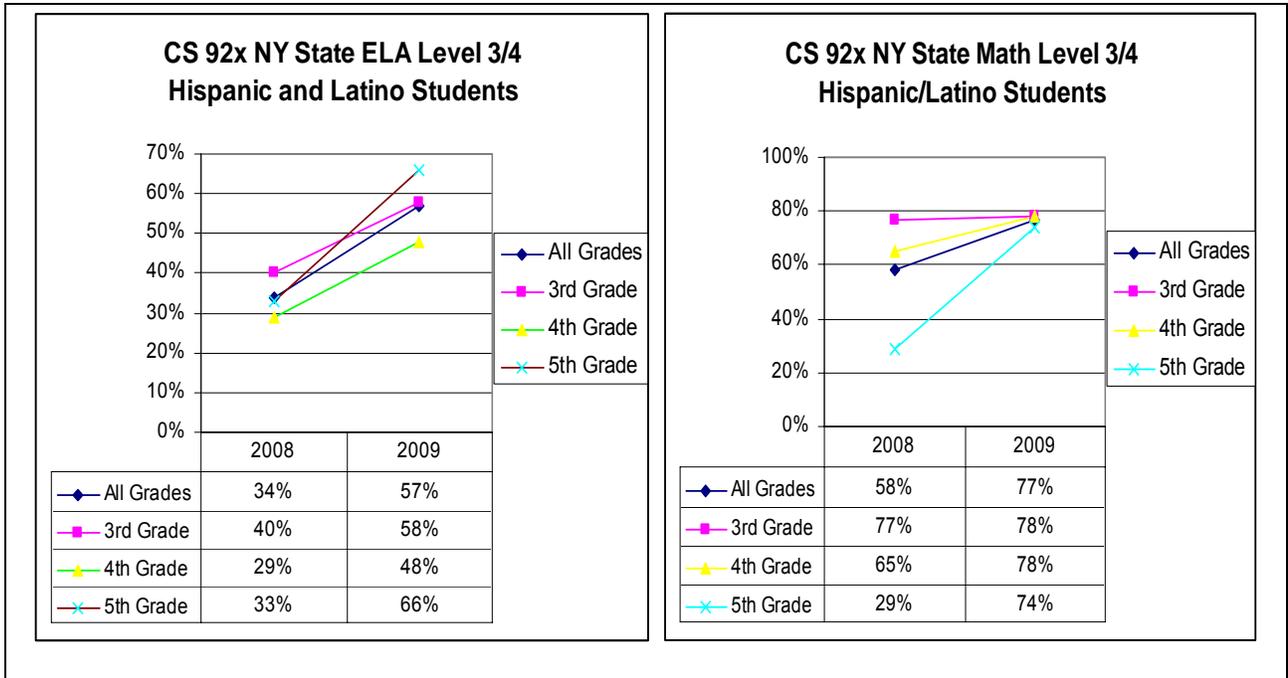
The 3rd Grade showed little change from 2007 – 08, but did demonstrate a significant improvement in 2009 (+17 % pts). The 4th grade went down significantly in 2008, but then returned to the 2007 level of 43% in 2009. Finally, the 5th grade also went down in 2008, but made tremendous gains in 2009 (+26 % pts). It is important to note staff changes happened across the grades, but in 2008 100% of 5th Grade Teachers were new to CS 92, and most to the teaching profession. Most stayed at 92 in 2009, and the same teachers worked with the students to attain these higher scores.

The 3—year trends for Math performance are as follows:



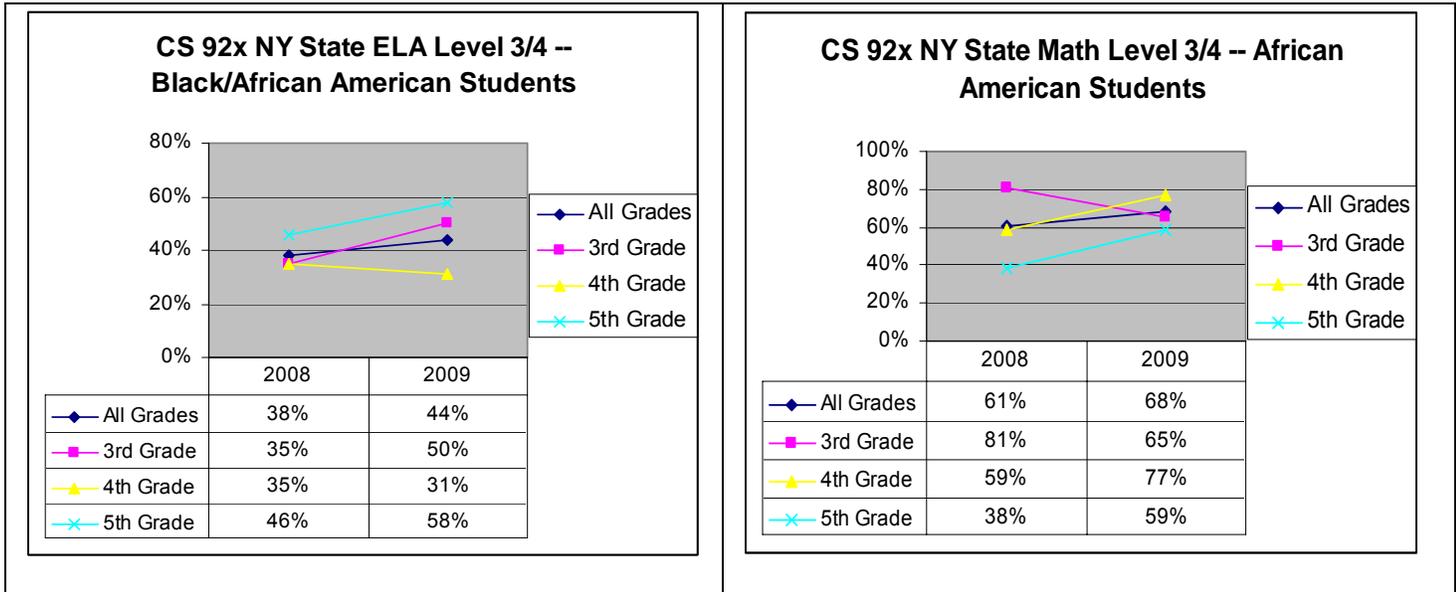
In Mathematics, 3rd Grade reversed an increasing trend and returned to the 2007 level of 3 and 4 students, at 75%. 4th Grade showed a steady increasing trend, from 49% in 2007, to 64% in 2008, and 78% in 2009 (an overall increase of 29% pts). 5th Grade had a similar trend as in ELA, ending with 69% level 3 or 4 students (+ 15% pts overall, and +38% from 2008 – 2009).

Also on state level, ethnic groups showed significant gains from 2008 – 2009, especially the Hispanic/Latino students. All grades increased in ELA, while in Math the most gains were seen in the 4th and 5th grade students.



Schoolwide, we focused on English Language Learners as a key demographic group. Across grades, and across subjects, we saw gains (from minor in 3rd Grade to significant in 5th Grade). That focus was also part of CS 92 Inquiry Team and Mathematics Enrichment programs.

In the Student Ethnic Group Black/African American Students, however, although we can see an improvement across grades, we can see a decline in 4th Grade for ELA (-4 %pts), and a significant decline in 3rd Grade in Mathematics (-16 % pts). We focused on English Language Learners in 2008-09, and need to give that same level of attention to this critical ethnic group. In Math in particular, we can attribute the lack of overall 3rd grade progress to this metric.



New York City Data

The Progress Report showed dramatic increases for CS 92, especially in terms of Annual Progress. This included the school overall, and was especially important for the school to receive Additional Credit.

In 2007 – 08, CS 92 received an “F” on the overall Progress Report. This was an almost unbelievable decline from an “A” the prior year. In that year, an analysis of the data showed specific concern that our students were not making at least one year of Annual Progress. We received no additional credit for any subgroup. Further analysis showed that the least amount of annual progress was among students who attained a level 3 or 4, particularly in Mathematics. Initiatives to address this problem included focus on our top-performing students in Math by forming the “Math All-Stars”, with the Math Coach. Approximately 20 students were selected by their teachers based on data (as well as some self-selected and parent requests). Activities included using EXCEL to track and graph school-wide attendance, problem-solving, and games such as “24” and chess. The group received 2 city-wide awards from the NYC American Statistical Association for their work on attendance graphs. More important: 83% of the students involved made Annual Progress, literally reversing the metric from the prior year.

In addition, the work of our Inquiry Team expanded. The team continued to focus on the lowest-third students in ELA, while a new group was formed in Mathematics to address “borderline” students, who had high level 2 or low level 3 scores, were in danger of not making Annual Progress, and who showed poor performance on state and Acuity tests in Fractions. This group helped to learn the value of using concrete manipulatives in Mathematics as well as cross-curricular activities (they learned about fractions through lessons in musical notation).

The Inquiry Team ELA group focus was to address low reading levels through non-fiction texts in the 5th Grade. This not only increased the student performance, but also greatly improved the target group students’ feelings toward reading non-fiction texts.

Also school-wide, CS 92 implemented Family Learning Nights. It was clear that parents were an integral part of the work that needed to be done to improve the decline in Annual Progress. Math Family Nights included games and literacy connections, to help parents understand ways they could help their children succeed in mathematics. Literacy Night included a published author, as well as Art and Drama connections to help parents learn about ways to encourage their children to become good readers.

Overall, the gains were as follows:

ELA Progress Report Data			Math Progress Report Data		
	2008	2009		2008	2009
% of Students at Proficiency (Level 3 or 4)	35.3%	52.6%	% of Students at Proficiency (Level 3 or 4)	59.8%	74.1%
Median Student Proficiency	2.74	3.03	Median Student Proficiency	3.16	3.32
% of Students Making 1 Year of Progress	51.6%	75.8%	% of Students Making 1 Year of Progress	46.9%	63.7%
% of Lowest 1/3 Making 1 Year of Progress	67.7%	96.2%	% of Lowest 1/3 Making 1 Year of Progress	58.9%	65.5%
Average Change for	0.13	0.54	Average Change for	0.07	0.42

Level 1/2 Students			Level 1/2 Students		
Average Change for Level 3/4 Students	(0.07)	0.01	Average Change for Level 3/4 Students	(0.14)	0.05

The Progress measures were consistent across subjects and grade levels, with no overall negative progress for ELA or Mathematics. Although the greatest gains were made with lowest level students, the impact of the focus on Enrichment was evident in both content areas.

The Quality Review in 2007 and 2008 designated CS 92 as a “Well Developed” school. The 2009 report showed CS 92 is “Underdeveloped with Proficient Features”. The school was cited for the following positive features (paraphrased from the Quality Review Document):

- Administration has introduced a wide and varied range of assessment data to create different entry points for analysis of student outcomes.
- The school communicates high expectations for parental involvement and student attendance through creative outreach.
- The school provides a calm, nurturing environment that is conducive to learning.
- The administration has made teacher collaboration a high priority.
- The school is supportive of students, staff and families and is committed to future growth while beginning to articulate a clear vision.

The areas identified for improvement are:

- Utilize existing data collection procedures to provide students with clear next steps for improvement.
- Extend current analysis of subgroup data to address root causes of learning needs in all subject areas.
- Build on the promising beginning to the school’s standardized assessment toolkit.
- Refine the teacher goal-setting process with rigorous monitoring procedures and measurable, interim checkpoints.
- Sharpen analysis of school organizational decisions and practices by identifying specific interim and long-term goals with measurable outcomes.

In terms of data collected through Acuity Predictive tests, there is some consistency with the gains made on NY State tests, but they reveal specific areas of focus to help us understand how to continue to improve. Together with the NY State test Item Analyses

In English Language Arts, the lowest overall performance on the NY State test was in the area of Critical Analysis and Evaluation. Reading for Information and Understanding was strongest in 5th Grade, which correlates with gains made in 2009 in the NY City Social Studies Test. Literary Response and Expression has the lowest score overall in the 4th Grade, where the students are asked to write for 2 days rather than 1 day for 3rd and 5th Grade. In Acuity Predictive Item Analyses, we can see that 3rd and 5th Grade students show strength in understanding character and in identifying details. Overall, we see students struggling with vocabulary, specifically using Context Clues to identify unknown words, and the ability to make inferences.

In Mathematics, students in the 3rd Grade show strength in Geometry (identifying polygons, in particular). There is a trend in 4th and 5th Grades to decline in scores on Geometry questions: this is a particular concern because the weighting of Geometry questions increases in the 5th Grade in the NY State Test. This shows a strong foundation, but needs reinforcement. Students continue to struggle with fractions in the 4th Grade, and fractions and ratios in the 5th Grade. Math vocabulary and ability to explain answers are a concern: across the grades, as evidenced by problem-solving shortcomings (knowing with operation to use, for example), and the fact that students score from 50% - 75% of possible points for constructed response questions.

CS 92 has experienced a strong year, with strong gains across grades, and across subjects. The key areas of focus are:

- Identify individual students and groups of students, particularly the African-American students, who did not make gains this year and implement strategies for improvement.
- Continue to work with Enrichment and community initiatives to maintain Annual Progress improvements.
- Continue to enable Teachers to collaborate, especially between General and Special Education class Teachers, to help understand how gains were accomplished and how to maintain the momentum forward.
- Create professional development and Inquiry focus on vocabulary needs across subjects, to help students to write their ideas and communicate effectively.
- Support Teachers in their efforts to identify specific skill areas and differentiate instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Professional Development An effective professional development program will be established during the 2009-2010 school year. A **Literacy Leadership Team** will be formed composed of grade supervisors, coaches, AIS, ESL and Special Ed teachers to discuss school wide needs. Collaboration with the Leadership Support Organization and the Teachers College consultants will provide professional development support to all classroom teachers.

2. ELA Improvement To improve student performance on the New York State ELA where the percentage of students at proficiency level 3 and 4. Students in Grades 3, 4 and 5 will achieve a 5% increase in the percentage of students performing at level 3 and 4 as measured by the 2010 State ELA assessment. This will be an increase from 52% to 57%.

3. Math Improvement

4. Students with Disabilities Students with disabilities in Grade 3 and 4 who scored at a level 1,2 or 3 will show gain in performance level as measured by the New York State English Language Arts examination. Strategies will be used to differentiate instruction and

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

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

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students in grades 3,4, and 5 will achieve a 5% increase in the percentage of students performing at level 3 and 4 as measured by the 2010 State ELA assessment. This will be an increase from 52% to 57%.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">○ The principal will designate a literacy block of time from 8:00 am to 9:45 am.○ All classroom teachers will dedicate 120 minutes for literacy instruction, which includes the Reader’s Workshop, The Writer’s Workshop and Word Work.○ Classroom teachers will be provided professional development and have implemented the Reader’s and Writer’s Workshop Model as the method of instruction.

- The school will identify processes for identifying and adopting a word work program word work program.
- Teachers will use the leveled libraries as well as genre specific classroom libraries for the teaching of independent reading and guided reading.
- Kindergarten and 1st grade students will have received early literacy intervention and assessment through the daily use of the Foundations Program and small group instruction.
- All students will be assessed using teachers college running record a minimum of three times during the school year. (November, March and June) have received literacy intervention and assessment through Teacher's College Running Records.
- Extended Day students; in grades, K -5 will receive literacy intervention and assessment through grade specific student needs such as guided reading for decoding and comprehension development and independent reading for an increase in reading stamina.
- Utilizing the Acuity Data System, teachers in grades 3 to 5 will have selected specific assignments to remediate incorrect responses on specific strategies in literacy development.
- Pending school funding, an after- school intervention program for students with identified at-risk performance in Reading and Mathematics in grades 3- 5 will be established.
- Pending funding an after-school Title III intervention program to support our English Language Learners will be established implemented.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Fair Student funding allocations will be used to provide professional development for the Teachers College Curriculum, Calendar Days, and lab site visits. Substitute teachers will be provided to cover classroom teachers scheduled for workshops or inter visitations. Children’s First allocations are used to provide Professional Development through our School Based Support Organization.• Fair Student Funding allocations designated for After School Programs will be used to provide academic intervention for at risk students and English Language Learners.

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Documentation of reading levels base on assessment and running records. • Record of monitoring and evaluating will continuing until June 2010, Supervisors, coaches ESL, SETTS and AIS teachers will monitor and evaluate ongoing assessment of student performance using running records on a six to eight week cycle. • Teacher’s College Reading Log, which tracks the number of pages students in grades 2 – 5 read during independent reading. Supervisors will review logs on a monthly basis. • Documented monitoring system capturing the analysis of running records (formative), September, November and March TC Benchmarks (summative) and June. Predictive Assessments, Acuity Assessments, on demand writing samples, as well as running records to make appropriate instructional decisions in addressing student needs.

Subject/Area (where relevant): **Students with Disabilities**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-</i></p>	<p>Students with disabilities in Grade Three and Four who scored at a level 1,2 or 3 will achieve a 5 % gain in performance level as measured by the New York State English Language Arts examination.</p>
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<p><i>bound.</i></p>	
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Analyze and disaggregate 2008- 2009 ELA data to implement small group instruction by the Quality Improvement Process Team • Group students with similar needs and provide guided reading instruction by classroom teachers • Provide literacy intervention through the use of Foundations/ Wilson three time a week • Differentiate instruction utilizing Gardner’s Multiple Intelligence learning theories as needed • Implementation of the Teachers College Reading and Writing Workshop Units of Study daily lessons 90 minutes reading / 60 minutes writing • Monthly celebrations of student work on Family Friday via oral, written and classroom presentations • Expose student to a variety of literature experiences via daily teacher read- aloud • Periodic Running Records to determine student independent and instructional reading levels • Conferencing teacher sessions with individual students on two to three times a week • Center Activities to reinforce literacy concepts two to three times a week
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair student funding allocations will be used to provide professional development for the Teachers College Curriculum, Calendar Days, and lab site visits. Substitute teachers will be provided to cover classroom teachers scheduled for workshops or inter visitations. Children’s First allocations are used to provide Professional Development through our School Based Support Organization. • Common Planning Periods

	<ul style="list-style-type: none"> • Special Education Teacher Resource Integration Center
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increase in reading comprehension and fluency as measured by monthly Running Records Fontas and Pinnel, ITA and Periodic examinations scores, Foundations Assessment, Oral and Written evaluations, daily teacher observations, completion of class work assignments, and 5% gains in performance level as measured by the New York State English Language Arts examination.</p>
<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students who are in the lowest 1/3 of the school population in Math will attain a 5 % increase in performance level as measured by the New York State Math Assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Small Group Instruction (SGI) will be targeted to the school’s lowest 1/3 of students as measured by prior year NY State Assessment score, Acuity scores, and in-class assessments. • AIS efforts will be focused on lowest 1/3 students, implemented as pullout or in-class, depending on availability of staff. • In the classroom, utilize data and target students with foundational skill development strategies, as indicated by the data. • After-school support, targeted to students based on need, pending funding availability. • Parent outreach through workshops, holiday homework packets, Family Friday, and Family Night activities to provide parents with ways to support their children in math at home. • Use of Everyday Math (or other relevant) games and activities 20% of the math lesson time on a

	<p>weekly basis (approximately 1 class period/week).</p> <ul style="list-style-type: none"> • In-class and AIS use of manipulatives to support lowest 1/3 of students to develop skills through concrete materials toward conceptual understanding.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Professional development will be provided internally with the Math Coach and through the LSO and the DOE to support integration of math and other content areas, as well as how to utilize Everyday Mathematics to support instruction for struggling students. • Common planning periods on each grade, using the model of Professional Learning Communities, to enable teachers to work together for support, to address challenges, and to celebrate success.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Everyday Math Unit Assessments for grades 1 – 6. • Acuity Predictive and ITA Periodic Assessments, including Item Analyses, to help understand specific areas of focus for grades 3 – 6. • Use of ARIS as a way to integrate data and develop a comprehensive overview of student performance. • In-class assessment opportunities, including student observations, conferences, exit slips, student notebooks and writing, and other portfolio work.

Subject/Area (where relevant): Professional Development

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve teacher skills and strategies in literacy by implementing an effective professional development program and individualized teacher support through our collaboration with Teacher’s College and our Leadership Support Organization.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• The Literacy Leadership Team will develop a professional development survey to re-assess teacher needs and interests for further professional development.• The Literacy Leadership Team will plan with Teacher's College and our LSO to establish a differentiated professional development program focusing on Balanced Literacy, Balanced Numeracy, Classroom Management, Data Analysis, Social Studies and Science.

- Teachers on all grades will have participated in inter-visitation lab-sites to view and discuss best practices in action.
- The Mathematics Coach will meet with teachers in grades Pre-K-5 to support the implementation of the Every Day Mathematics program and provide additional support with the Assessment for Learning initiative identified in the school action plan from the previous year.
- Supervisors will participate in a yearlong study group for administrators with Teacher's College.
- The Literacy Coach will have participated in a year long coaching group provided by Teacher's College to implement and support teachers with the Reading and Writing Workshops in grades Pre-K to 5.
- Teachers will participate in off-site professional development in order to collaborate with grade teams to support our Reading and Writing Workshop initiative.
- The literacy coach will provide professional development and support for our teachers in grades pre-k to 5 in the utilization of Teacher's College Assessment Pro Data System.
- Learning Walks will be conducted by in-house staff, and will be used as a vehicle for providing feedback to the staff to inform instruction. Our Literacy Leadership Team will familiarize staff with the purpose of the Learning Walk.
- After review and approval of the principal, all grade supervisors will have met their established goals and objectives.
- After review and approval by the principal, all grade supervisors will have met with the teachers under their supervision and establish professional

development goals for the year.

- After review and approval by the principal, all grade supervisors will have met with the grades under their supervision, on a monthly basis, to discuss and clarify instructional program goals.
- The principal will ensure that all teachers and support staff schedules will reflect common planning time in order to facilitate grade level planning meetings, with or without the grade supervisors.
- Supervisors and teachers will receive training on the use the Acuity program.
- Teachers will learn to analyze literacy and mathematics data posted in ARIS.
- All teachers will establish and learn to use the leveled library as well as genre specific classroom libraries for the teaching of independent reading and guided reading.
- All teachers will establish and learn to use the mathematics and literacy classroom libraries as additional support for the teaching of mathematics.
- The principal will plan schedule of observation in which the principal would have observed all teachers and staff at least once.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair student funding allocations will be used to provide professional development for the Teachers College Curriculum, Calendar Days, and lab site visits. • Substitute teachers will be provided to cover classroom teachers scheduled for workshops or inter visitations. • Children’s First allocations are used to provide Professional Development through our School Based Support Organization.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • All agenda and attendance sheets will be kept on file. • All off-site Professional Development activities will be copied and kept on file. • All logs on inter-visitations will be kept on file. • All formal observations of teachers will be kept in a teacher’s file. • Record of Teacher Attendance a Teacher’s College workshop including the workshop topic.

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**

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9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p><i>Name of Academic Intervention Services (AIS)</i></p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>During small group instruction we target level 1's for literacy instruction.</p> <p>We have AIS providers that work with first – fifth grade students. In grades K through 2 the AIS provider works on Foundations, in a small group or one-to-one setting. The third-fifth grade AIS provider delivers instruction through guided reading (small group) and Wilson. The provider also conducts small group instruction through guided reading and strategy groups. All services are provided throughout the school day. We are hoping to provide the students with an after school program in which the teachers will utilize data to form small groups and to teach to their needs. A Saturday Academy will also provide literacy instruction.</p>
<p>Mathematics:</p>	<p>We provided at-risk services during small group instruction and utilized the EDM differentiated instruction and readiness activities. Coach and Kaplan test readiness instruction is also given. We utilized the pre-test results to differentiate instruction. An after school program will be established providing instruction to students to enhance their application and knowledge of basic mathematical skills.</p>
<p>Science:</p>	<p>During the school year, we plan to integrate science instruction based on student needs.</p>

Social Studies:	During the school year, we plan to integrate science instruction based on student needs.
At-risk Services Provided by the Guidance Counselor:	During the school year, we plan to integrate science instruction based on student needs.
At-risk Services Provided by the School Psychologist:	Our school psychologist provides at-risk services to students as conditions arise.
At-risk Services Provided by the Social Worker:	Our social worker provides at-risk services to students as conditions arise. In class presentations on various topics will be provided depending on needs of the school, students and parents.
At-risk Health-related Services:	Students are seen by the school nurse and provided with at risk preventative medication and education about disease and their prevention.

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.

Community School 92

700 East 179th Street Bronx New York 10457 Tel. (718) 731-7900 Fax (718) 294- 156

Office of the Principal

Siempre pa' lante ...Always Forward

Manuel Antonio Estrella

Principal

Learning to Read Academy

Cheryl Hall Prek-2

Assistant Principal

Reading to Learn Academy

Nilsa Schrader, Grades 3-5

Assistant Principal

Millie Rodriguez, Parent Coordinator

Carmen Verdejo, Pupil Accounting Secretary

Gladys Ramirez, Payroll Secretary

Language Allocation Policy Narrative

2009- 2010

Language Allocation Policy Team Composition

Principal: Mr. Manuel Estrella

Assistant Principal: Ms. Nilsa Schrader

Parent Coordinator: Ms. Mildred Rodriguez

Coach: Ms. Catherine Bautista

ESL Special Education Teacher: Ms. Sally Morales

ESL Teacher: Mr. J. Wise

Academic Intervention Teacher: Ms. E. Rodriguez

Teacher: Ms. Montalvo, Teacher

Teacher: Ms. Erica Urena—Fernandez

Teacher: Mr. Mayancela

Ms. N. Acosta

Teacher: Ms. Cunningham

Related Services: Alexis Ortiz

Community School 92 Transitional Bilingual Program conform to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor’s Regulations and the Language Allocation Policy principals and guidelines. C.S. 92 has six (5) bilingual classes from grades K to five (5) serving 158_students. In grades K through 5, our students are engaged in the Transitional Bilingual Program Model.

The students in these programs are held to the same high standards as the monolingual students. English as A Second Language and Native language Arts are taught daily. The language of instruction is in Spanish and English. The instructional strategies the teachers implement are in alignment with the New York City, State and the English Language Arts Standards. These instructional strategies include test sophistication to prepare students for the city and state exams. The ELL teachers use the point of entry model, “to, with and by” to ensure student engagement, student productivity, and real world application. The CS92 Professional Development team continuously meets to disaggregate data provided by such assessments as: EL Sol, Foundations Early Intervention Program, Achieve 3000 Technology based Intervention Program as well as, New York City and State assessment to drive instruction.

C.S. 92 is a Pre K through grade 5 elementary school serving an ethnically diverse population of which 73.0% are Hispanic, 28% are African American, 0.2% are White / Alaskan Natives and Native Americans.

Student Population

Our general education student population is distributed among the following grades:

Grades	Number of Classes	Type of Class
Pre K	1	Monolingual
Pre K	1	Bilingual
Kindergarten	3	Monolingual
Kindergarten	1	Bilingual
First	5	Monolingual
First	1	Bilingual
Second	2	Monolingual
Second	1	Bilingual
Third	4	Monolingual
Third	1	Bilingual
Fourth	4	Monolingual
Fourth	1	Bilingual
Fifth	4	Monolingual
Fifth	1	Bilingual

Our special education student population is distributed as follows:

Classification Number of Classes Type of Class

12:1:1	3 classes	Monolingual
12:1	4 class	Monolingual

Resource Room Students

SETSS	Monolingual
SETSS	Bilingual

ELL Identification Process

English Language Learners placement is based on Home Language Survey Forms, an informal oral interview and LAB R Results. As part of Section 154, parents of students are continuously informed of the various activities and examinations through parent workshops, letters, and monthly school calendar in both English and Spanish. Parents of newly enrolled ELL students are provided with an orientation session on October 7, 2009, on the state standards, assessments, school expectations and general program requirements. They view the video, "Orientation for Parents" for English Language Learners. This process is on going throughout the year as new admits are enrolled in our school. Our English as Second Language and Bilingual Academic Intervention teachers meets with newly admitted students and their parents and conducts the orientation, which consist of the aforementioned process. At the completion of the orientation parents of newly enrolled ELL complete a parent survey. At this time the parents are informed of the New York City-wide three- (3) different Bilingual programs and parent choices. The school parent coordinator provides additional support and guidance to the parents of newly enrolled students to the New York City Department of Education.

After reviewing the Parent Survey Forms and Program Selection, the trend in program choices that parents have been requesting is as follows:

1. Parents whose Native Language is Spanish request their child enter our Kindergarten Bilingual Program.

2. Parents of new admits, whose native language is Spanish and are entering the New York City Public School system for the first time, request their child be placed in a Bilingual Program.
3. Parents of a transfer student, whose native language is Spanish and has had their child in a Bilingual Program, request their child continue their education in a Bilingual Program.

Thus, the programs in our school are aligned with parental request...

NYSESLAT Results and LAP Implications

This leads us to the analysis of the LAB-R/ NYSESLAT results for our school:

See Attached State Test Results

Upon careful examination of the results in all four modalities, it is evident that the area most in need of improvement is the reading and writing. Observing the patterns most students reach the advance level by the end of second grade. After the third grade, most students scored within the intermediate and advance level. Thus, we must continue to emphasize native language arts and writing skills so that the students can transfer the skills and knowledge to the second language, English.

The following is an analysis of our English Language Learners in Mathematics:

Students in Third grade

75% of the ELLs scored a level 3 on the New York State Examination for the year 2008. While **19%** of the students scored a level 4 on the New York State Examination for the year 2008.

Thus, **100%** of the students scored a level 2-4 on the NYS Examination.

Students in 4th Grade

62% of the students scored a level 3 on the New York State Examination for the year 2008. While **5%** of the students scored a level 4 on the New York State Examination for the year 2008.

Thus, **95%** of the students scored a level 2-4 on the NYS Examination.

Students in 5th Grade

29% of the students scored a level 3 on the New York State Examination for the year 2008.
While **0%** of the students scored a level 4 on the New York State Examination for the year 2008.

Thus, **94%** of the students scored a level 2-4 on the NYS Examination.

Thus, the implication for instruction for the ELL students is in to continue the Comprehensive Approach to Mathematics via differentiated, mental mathematics, increasing mathematical terms and phrases and problem solving skills. Secondly, increase professional development opportunities for teachers of ELLs via attending region, and citywide seminars and conferences.

In Mathematics this subgroup of students exceeded their effective AMO target of 89.by 72 points.

The following is an analysis of our English Language Learners in English Language Arts:

Students in 3rd Grade

47% of the students scored a level 3 on the New York State Examination for the year 2008.

0% of the students scored a level 4 on the New York State Examination for the year 2008.

80% of the students scored a level 2- 4 on the New York State Examinations for the year 2008.

Students in 4th Grade

20% of the students scored a level 3 on the New York State Examination for the year 2008.

0% of the students scored a level 4 on the New York State Examination for the year 2008.

75% of the students scored a level 2- 4 on the New York State Examinations for the year 2008.

Students in 5th Grade

29% of the students scored a level 3 on the New York State Examination for the year 2008.

0% of the students scored a level 4 on the New York State Examination for the year 2008.

100% of the students scored a level 2- 4 on the New York State Examinations for the year 2008.

In English Language Arts this subgroup of students exceeded their effective AMO target of 120 by 4 points.

Thus, the aforementioned results indicate a great need for decreasing ELLs at level 1 students and increasing the amount of students in levels 3 and 4. This requires going beyond the early CR Part 154 requirements of identifying students and providing the recommended time for instruction in Spanish and English. It requires providing teachers with comprehensive knowledge of the best practices on the ESL methodologies via on going staff development. It requires differentiated instruction aligned to the students' NYSESLAT level.

In compliance with the Language Allocation Policy, teachers and students continue to have access to instructional resources such as textbooks, classroom libraries, and computers. Students participate in a rigorous instructional program that is aligned to the mandated Native and English Language Arts Core Curriculum supported by a Comprehensive Approach to balance literacy in Spanish and English. Throughout the grades, the use of the two languages is characterized by color-coding print to distinguish the language of instruction, as evident in dual word walls, experience charts, and student displayed work. Field trips, project based learning, assemblies, and technology continues to be utilized to provide students with cultural, education, and language experiences. The use of supplemental resources such as: photographs, videos, art, audiocassettes, magazines and newspaper continue to be used to enhance instruction comprehension and language development. Teachers continue to conference with students during the writer's workshop to discuss ways to improve the reading and writing connection. This includes increased opportunities for ELL students to use English for self-expression and artistic creation, while simultaneously, exposing students to various multicultural artist and historical experiences.

Regular formal and informal assessment in both languages continue to provide teachers with feedback to help tailor instruction for ELLs. Our on going systematic assessment collection of student data will continue to be discussed by the classroom teachers, cluster teachers, school leadership team to make collaborative decisions that drive instruction in alignment with the standards. In addition, teachers maintain authentic assessment in the form of accumulative portfolios for each child.

In order to ensure quality instruction is delivered to all ELL s, teachers must hold the appropriate Bilingual Education and /or ESL teaching certifications. Teachers will continue to plan for social and academic language development. Lessons will emphasize integration of content area instruction to increase students' language function, structures and vocabulary

development, thus, providing all ELL s with the Balance Approach to Literacy in both languages with clearly defined goals and objectives.

For the academic year of 2009-2010 we are implementing the Achieve 3000 intervention program for the ELL population. This technology-based program was obtained via an ELL Success Grant. Utilizing this program all students have the opportunity to improve their reading comprehension skills, fluency, vocabulary and writing skills in both their Native language and English. After an initial level set reading inventory is administered in the classroom, each student is precisely matched to his or her reading ability. The researched based program is designed to provide students with grade appropriate content instruction at the student's own reading level.

For the lower grades k -2 the technology-based program utilized is Waterford. This program is an early childhood intervention program designed to build phonic and reading skills.

Funding from the ELL Success Grant has afforded CS 92 to purchase new computers, printers and software programs. For grades 2 – 5 we now have four computers and one printer in each class. In addition, the Achieve 3000 license allows students to access to the programs on line from their homes.

Spanish Reading

In the Area of Spanish Reading our ATS results indicates that of the students 70% scored at or above level. Thus, the implications for teaching continue to be based on building and strengthening the native language, and providing academic rigor and content area instruction in their Native Language. Notably, when comparing the results of the NYS ELA examination to the result of the ELE Spanish Reading exam students generally score at or above in Spanish and English. Thus, indicating that we are producing Bilingual Students who are capable of reading in both their native language and English. In terms of closing the achievement gap students in this subgroup demonstrated 65.1 % exemplary proficiency gains.

Science:

In the area of Science our school report card indicate that **71% of the 4th grade ELLs scored a level 3 and 4.** For the academic year 2008, there was an increase from 0% level 4 to a 24% level 4 for this population. Thus, the implications for teaching continue to be using the scientific method and hands on approach of teaching and learning of science. Teachers will continue to utilize natural resources within the community and schedule trips in the city to further to enhance ELLs learning experiences.

Programming and Scheduling Information

At CS 92 we have offer two programs our English Language Learners- Transitional Bilingual Program and Free Standing English as a Second Language

At C.S. 92 have both the Transitional Bilingual and English as a Second Language programs in grade K- 5. We have one transitional bilingual class for each grade K- 5. For our Free Standing ESL program we have one ESL and one Special Education ESL Teacher.

In the early grades Kindergarten and First, our model of instruction in focused on developing the native language using the 60/40 model. Here the teacher develops the students' native language, Spanish, builds confidence, self esteem and pride for the native language. The content areas of Native Language Arts, Math, Science and Social Studies are taught in the students' native language, while Art, Music, Physical Education, and Technology are taught in English. The 90-minute literacy block is utilized in Spanish to develop literacy and oral language skills. In the Early Childhood grades English literacy skills such as phonemic awareness, fluency, and word attack skills are introduced using the Waterford Early Intervention Program and ESL methodologies. . This is taught in our Early Childhood Technology lab were students utilize computers to develop literacy skills in English. In the early grades, the teachers utilized the classroom Spanish and English Library, Getting Ready of the N.Y.S.E.S.L.A.T, both Spanish and English Math books, center materials, manipulative, Spanish Phonic and Literacy Scott F books, maps and globes to teach the various disciplines. The students in these grades are assessed utilizing the EL SOL, Foundations and A-Z Spanish reading running records, and Teachers College English running records as well as formal and informal teacher assessment in core curriculum areas such as Social Studies, Math and Science. In the NYSELSAT many of the students in K/ 1 score at the beginning and intermediate levels. However, utilizing the EL SOL Spanish Literacy assessment program, the students achieve scores of intermediate and advance levels. Thus, the students tend to dominate the native language with more success and fluency.

In grades one – five the students are assessed using N.Y.S.E.S.L.A.T proficiency levels. Utilizing the results of this exam, the teachers schedule instruction based on beginning, intermediate, and advance. For example, beginners in these grades receive 50% of their classroom instruction in English and the other 50 % is in Spanish. Whereas, students who score at the advanced level, are provided with 75% English instruction and 25% Spanish. In all instances teachers utilized ESL strategies and methodologies to develop literacy and math skills. Teachers are required to submit and post schedules, which reflect the students' proficiency levels and units of instructions based on these competencies. Thus, insuring that students who scored at the beginning and intermediate levels on

the N.Y.S.E.S.L.A.T exam receive 360 minutes and advanced students receive 180 minutes of ESL per week.

The teachers use differentiated instruction to meet the needs of all the students. This is reflected in their daily planning and schedule. Students at all proficiency level receive Native Language Arts in content area. The Native Language Arts component continues to focus on the four language skills: listening, speaking, writing and reading. In this program teachers extend the balanced literacy period beyond the 90 minutes to 180 minutes per day. Thus, students are provided with 90 minutes of literacy on a daily basis in either Spanish or English. Utilizing English as Second Language methodologies, teachers integrate content area instruction to provide comprehension and ensure maximum reinforcement of concepts. Academic Intervention Services are available for all ELLs.

Materials utilized for instruction in these grades consist of the Achieve 3000 Technology based program: KidBiz3000. Grades two thru five have four computes and one printer in each classroom. Utilizing this program, students are assessed in “leveled sets” in both Spanish and English. The computers are used on a daily based to enhance and support reading fluency and vocabulary acquisition. The program provides reading, listening and writing activities for students based on their ability using grade appropriate materials. Activities are designed to help students with specific comprehension-related skills, including understanding cause/effect, sequencing, making inferences, identifying the main ideas, recognizing facts from opinions, and career related articles. Core curriculum libraries are also available in the classroom in Spanish and English. Other core curriculum materials such as Everyday Math, Harcourt Science and Social Studies are provided for these grades in both languages. Supplemental materials include trade books, transparencies, visual aides, manipulative and books such as: Strategies for Achieve Reading Success, New York State Coach English Language Arts, Math, Science and Social Studies, Write It out Mastering Short and Extended Responses to Open Ended Questions, Measuring Up to the NYS Learning Standards Mathematics, and Getting Ready for NYSELSAT.

Assessments for the ELLs students includes monthly Teachers College Running Records, Achieve 3000 pre/post assessments, NYC ELL Periodic Assessments, Everyday Math monthly pre/post assessments, As the year progress the teacher utilizes various forms of assessment such as: New York City Predictive and Instructional Targeted Assessments in ELA and Math, and teacher unit exams, determine the language of proficiency level inclusive of the New York State English as a Second Language Arts examination. However, in the 1st and 2nd grade the students begin to move toward the 80:20 model. In this model the teacher continues literacy and content area instruction in the native language while building linguistically skills in English. The students are then assessed with Foundations Intervention Program, Teachers’ College Running Record, EL SOL Spanish early childhood literacy assessment, and NYSELSAT. As a result, students are grouped according to their proficiency levels beginning, intermediate, and advanced.

Presently, we are implementing Teachers College Lesson structures and QTEL

mythologies such as: scaffolding instruction, Turn and talk, book talks, Spot and Jot, author's celebration and before, during and after reading actives. To increase parental involvement this year we have a new initiative called, Family Friday. During this time, parents are invited to come in during the literary block and participate in planned activities or share their cultural and family traditions.

Free Standing ESL Program

For parents who choose to have their children in general education classes and who have been determined eligible to receive ESL services we offer a Free Standing ESL program in grades K -5. In the Free Standing ESL program students receive ESL instruction according to their grade and NYSELSAT proficiency levels such as, the **beginning**, **intermediate**, and **advance**. Our school implements both the "Push-In and Pull-Out" model. Students who are newly admitted ELLs and who are assessed to be at the beginner levels are supported in class via the push in model and receive additional support via the push-out model. In English using ESL strategies and methodologies. In both instances the ESL teacher works collaboratively with the classroom teacher to support and enhance the instruction of ELL students. In the Freestanding ESL program students are taught various styles, strategies, and methods of learning English and how to put that learning to practice. The content area of instruction is in English using ESL strategies. ESL support toward building schema in each area of content-based instruction, through multiple academic vehicles, i.e. computer-based programs, hands-on learning, co-teaching practices,

The materials that are used are emphasizing English Language acquisition in all of the basic content-area.

With the ELL Success Grant Funding, we were able to purchase four computers and two printers for our ESL Lab room. Utilizing the comprehensive computer program called Achieve3000 (*KidBiz3000*) ELL students are assessed and work on their grade level core curriculum materials at their ability level. Some of the beginning level students use an Internet program called *Starfall.com*, which is another reading/phonics program. Others use some of the hands-on phonic awareness activity programs such as our *Listen and Learn* program from Lakeshore, then there's the *Hooked-On Phonics* program

Some of the instructional materials in the content area as well as language materials are the *Wilson Language* reading program for grades 2nd and up, the *Wilson Language Basics-Fundations* program for grades K-2nd. We

are using *Everyday Math* with emphasis on the math games, i.e. (*Multiplication Baseball, Basketball Addition, variations forms of Top-It: subtraction, multiplication, domino, and coin*). There's the game *Angel Race* too and many others. Students are encouraged to use the learning games like the game *Zingo*, which helps build many different learning skills or the board game by *Hooked-On phonics, Roll & Read*. Then there's the interactive play from *Lakeshore's Storytelling Kit*, which supports important oral language, story sequencing and early literacy skills. Students are also introduced to Hampton and Brown's *English at Your Command!* In an effort to meet the required CR part 154 ESL mandates, the ESL teacher will continue to provide services to ELLs in monolingual classroom via a pull out program.

To assess our ELLs in the Free Standing programs, the ESL teacher utilizes the classroom teacher's running records for the student's reading level, KidBiz3000 level-set test, CORE Assessments Multiple Measures K-8th grade, as well as teacher made test. Comparatively speaking ELLs enrolled in our Transitional Bilingual programs traditionally score as better than monolingual students in our school both academically and in attendance.

Interrupted Formal Education

Students who have had interrupted formal education are assessed using the LAB-R. A parent conference is scheduled to provide an orientation session with the school parent coordinator. Here the parents are informed of our bilingual programs and the students are placed accordingly. In addition, our school offers extended day classes on Tuesday, Wednesday and Thursday. Here the students are taught via small group instruction in literacy and mathematics. A certified bilingual teacher provides additional Native Language Arts and English Language Arts Instruction.

Long Term ELL s

Students who are identified as long term Ells are offered Academic Intervention Services such as Extended Day and Saturday Literacy and Mathematics Academy Classes to enhance academic and language competency. Here the students are provided with small group instruction in their native language or English. The language of instruction is based on the teachers' recommendations and the New York State English as a Second Language Achievement Test.

Those students who reach proficiency levels continue to be provided with support services for at least two years.

Professional Development

All bilingual and monolingual teachers are scheduled to meet and discuss strategies during grade meetings, conferences and staff development sessions. Focus on going professional development sessions provide teachers with time to plan both short and long term instructional goals. Content obligatory and content compatible language objectives include function, vocabulary and grammar language skills. After attending conferences and city wide seminars teachers exchange best practices such as second language acquisition theories and curriculum. Effective practices, which continue to be implemented, include project based learning, scaffolding strategies, differentiated instruction, cooperative learning, graphic organizers, charts and diagrams. During our staff development sessions the following resources are used: LAP Guidelines, LAP Principles, Chancellor's Seven Recommendations, Implementation Recommendation IV (CARE), and New York State Regulations CR Part 154. In addition, The Language Allocation Policy video will be used during our September school wide professional development as an introduction and review session for the implementation of Language Allocation Policy. The timeline for the implementation of the LAP principles is on going. The administration will continue to meet and provide turnkey professional development of the principles. We will continue to use the LAB-R and NYSESLAT to group and determine instructional alignment to the mandated ESL/ NLA and ELA. Students will have access to content area standards-based instructional materials in both languages, Spanish and English. Teachers, school leadership team, and staff will use data to inform decision-making and drive instruction. Lastly, our school goals for all ELLs is to develop proficiency in both their first and second language, to implement a coherent Language Allocation Policy, that meets or exceeds New York City and State Standards, and to develop academically bilingual/ bicultural students who can function in our ever changing global society.

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) Kindergarten- Five **Number of Students to be Served:** 170 LEP _____ LEP _____ Non-LEP

Number of Teachers 5 **Other Staff (Specify)** 2 ESL _____

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.

Community School 92 Transitional Bilingual/ and English as a Second Language programs conforms to the New York State Part 154 guidelines, ASPIRA Consent Decree and the Chancellor's Regulations. CS92 has six (5) bilingual classes from grades K to five (5) serving our 158 students. The Transitional Bilingual and ESL programs housed at our school consist of the following:

- a) K through grade five (5) utilizes a variety of visual and literacy strategies to promote acquisition of English and Spanish along with cultural diversity.
 - b) The program maintains and fully develops the students' primary language with grade appropriate level activities.
 - c) Within the various grades English Language Learners (ELL) receive instruction in English as a Second Language (ESL).
- The students in the program are held to the same high standards as the monolingual students. English as A Second Language and Native Language Arts are taught daily. The number of certified teachers projected for the academic year 2009-10 year is six (6). The language of instruction is in Spanish and English. The instructional strategies the teachers implement are in alignment with the New York City, State and the English Language Learners Standards. These instructional strategies include test sophistication to prepare students for the city and state exams. The ELL teachers use the point of entry model, "to, with and by" to ensure student engagement, student productivity, and real world application. The C.S.92 Bilingual Education and ESL teachers meet - continuously to disaggregate data provided by such assessments as: EL Sol, IPT, ECLAS, NYSESLAT, ELE, ELL Periodic Assessment, and teacher assessments to drive instruction.

Students at risk receive the following intervention:

- Small group differentiated instruction utilizing Technology programs such as: Waterford and Achieve 3000 –
- ESL Push in / Pull Out group instruction based on the NYSESLAT results,
- Extended Day After School Program - focus on language development and writing through literacy and informational report writing.

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.

All bilingual and monolingual teachers are scheduled to meet and discuss strategies during grade meetings, conferences and staff development sessions. On going professional development sessions provide teachers with time to plan both short and long term instruction goals. Content obligatory and content compatible language objectives include function, vocabulary and grammar language skills. After attending conferences and city wide seminars teachers exchange best practices such as second language acquisition theories and curriculum development and implementation. Effective practices which continue to be implemented include project based learning, scaffolding strategies, differentiated instruction, cooperative learning, graphic organizers including charts and diagrams. During our staff development sessions the following resources are used: LAP Guidelines, LAP Principles, Chancellor's Seven Recommendations, Implementation Recommendation IV (CARE), and New York State Regulations CR Part 154. In addition, we will continue to use the LAB-R and NYSESLAT to group students and determine instructional alignment to the mandated ESL/ NLA and ELA standards. Students will have access to content area standards-based instructional materials in both languages, Spanish and English. Teachers, School Leadership Team members, and staff will use data to implement informed decision making and drive instruction. Our school's goals for all ELL's is to develop student proficiency in both their first and second language, to implement a coherent Language Allocation Policy, to meet or exceed New York City and State Standards, and to develop academically bilingual/ bicultural students who can function in our ever changing global society. Professional Development Activities for the 2009-2010 school years at CS92 will be continuous and on going throughout the year. The staff will receive staff development not only during in-house monthly meeting provided by the Assistant Principal but also by the , Literacy and Math Coach but also via opportunities offered by the New York City Office of English Language Learners and Leadership Learning Support Organization Knowledge Management Professional Learning Workshop Series. . The focus will be on the scientifically researched-based implementation of:

- Teachers College Balanced Literacy Reading and Writing Workshop
- Balanced Mathematics
- Point of Entry Model
- The Principals of Learning
- ESL Methodologies
- Six Dimensions of Reading
- Project Based Learning
- Data Based Differentiated Instruction

Throughout the year the staff will continue to attend staff development sessions on second language learning, acquisition and techniques to improve relationships between the school community and home.

Form TIII – A (1)(b)

School: CS 92 BEDS Code: 321200010092

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Title III LEP	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$2,556	25 hours of per session for 3 ESL teachers to support an after school program.
- Per session		
- Per diem	\$968	ELL Success Grant

Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		N/A
Supplies and materials		(Achieve 3000 Technology based program) Classroom Libraries Test Prep Materials NYC Standards and NYC Scope and Sequence for Content Areas
		N/A
Travel		
Other		
TOTAL	3,524	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on a review of the Home Language Survey Forms and School Leadership Team recommendations, in compliance with the No Child Left Behind and Child First Mandates, we find the need to request a Translator. Parent letters are sent home in English and Spanish. For those parents of student whose native language is Arabic or Albanian, we utilize the Department of Education Telephone and Computer Translation service

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 Home Language Survey data indicates that 70% of our parents are Hispanic and an increased number 1.3% are of Arabic and Albanian. In September during our school-wide Open House and Parent Orientation sessions the parents are informed of our ELL programs and translations services offered by C.S. 92.

Part B: Strategies and Activities

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

A Spanish Translator will translate English documents into Spanish, thus, providing a parent – school connection that will improve their parent capacity to assist their children academically and in their social achievement. Items to be translated consist of, but will not be limited to, the following:

- o Parent Letters to communicate about academic programs and services offered in the school.
- o Open School Night Activities
- o Testing Dates and Preparation
- o Parent Workshops
- o Parent Surveys
- o Parents will have received Title I School Involvement Policy & School-Parent Compact in September.

The New York City Department of Education website will be utilized to access translations for parents and students who native language is Arabic and/ or Albanian.

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

Oral interpretation services will be provided by our Spanish speaking Principal, Assistant Principal, Social Worker and teachers. In the immediate need of translation for members of our school community whose native language is either Arabic or Albanian, we will utilize other speakers of the same language.

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>.

C.S. 92 conforms to the Section VII of the Regulations A-663 regarding parental notification requirements for translation and interpretation services as found in our Budget Plan for Translations/ Interpretation Plan 2009-2010

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:	\$456,417	\$129,562	\$585,979
2. Enter the anticipated 1% set-aside for Parent Involvement:			5,857.97
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			5,857.97
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,820		\$22,820
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		29,298.95	29,298.95
6. Enter the anticipated 10% set-aside for Professional Development:	58,597.9		58,597.9

7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		58,597.9	58,597.9
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8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.2

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.

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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.

Our Parent Involvement Policy has been developed jointly with the Parents, and the school staff to incorporate academic rigor, accountable talk and the clear expectations of C.S.92 to ensure the achievement of all our children. Parents received a copy of policy in September. In June of 2010 there will be an annual review of our Title Parent Involvement Policy.

- a. **Parents will be provided opportunities to be actively involved in the establishment of school-based policies and recommendations by serving as members of the School Leadership Team.**
- b. **Parents will be notified of ongoing events, workshops, and activities in a timely fashion through monthly calendars, reminders letters, flyers, e-mail when provided on by the parent, and a news bulletin board set up at the main entrance.**
- c. **Workshops will be provided in all curriculum areas.**
- d. **Special workshops will be directed to the parents of at risk students.**
- e. **Parents will be encouraged to participate in all events and seminars.**
- f. **Recommendations will be made to the parents on setting up a quiet area at home for their children to complete their assignments and to study.**
- g. **In order to be cognizant of school policies and current events parents will be encouraged to participate in our monthly P.A. meetings which are held in the evening hours of 6:00PM-7:30PM.**
- h. **C.S, 92 will encourage the parents to share in their child's success reflects the parents diligence and commitment to education.**
- i. **Parents will be advised to attend Parent Teacher Conferences so that they will be mindful of there child's progress.**
- j. **Parents will review and sign their child's homework daily.**

- k. Parents will be provided the opportunity to become Learning Leaders through the 3 day Mandated training.
- l. Parents will be encouraged to participate in the Family Friday event once a month where they can interact in their child’s classroom for a period of 30min.
- m. Parent will be encouraged to participate in workshops within the neighboring school C.S.211, C.S. 300, C.S. 44 as a networking program between the schools.
- n. Parent will be provided with the Chancellor’s Discipline Code.
- o. Parent will be encouraged to attend Workshops at Teacher College.

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.

C.S. 92x safe, nurturing and multicultural diverse school community supports a curriculum rich in the application of critical thinking, problem solving skills within all academic areas. Our staff collaborative approach and the cooperation of our parents helps prepare our students to become lifelong learners.

.....

The School

C.S. 92 will provide a curriculum that incorporates academic rigor, accountable talk and clear expectation

C.S. 92 will provide workshops in all curriculum areas. Parents will be notified on a timely fashion by monthly calendars, reminder letters, flyers and a new bulletin board set up in the main entrance.

Format Parent Teacher Conferences will be held 2x a year. Other parent/teacher conferences will be held as needed by individual teachers or parents.

C.S. 92x will implement a K-5 homework policy.

Parents will be provided with effective reading/math strategies in order

To work with their children at home.

Parent/Guardian

Parents/ Guardian at C.S. 92 will send their children to school daily appropriately dressed with school uniform, prepared to learn, and on

time.

Parents/Guardians of C.S.92 children will make every attempt to Attend as many workshops as they can.

Parents/Guardians will attend all parent/teacher conferences to discuss the academic progress of their children. Parents/guardians will communicate with the school about and additional meetings that

They need to ensure that the educational, emotional and social needs of their children are being met.

Parents/Guardians will review and sign their child's homework daily.

Parents/Guardians will read to their children regularly. They will

Parents will be provided with the Chancellor's discipline Code.	set up a quiet area at home for their children to complete their assignments and study.

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. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. This information can be found in section 4 page 9.

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 This information can be found on Appendix 1 AIS Summary Form on page 13.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- 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.

This information can be found in Appendix 1 page 13, appendix 2 page15, appendix 4 page18 as well as in Sections 4,5,6 on pages 9-11.

3. Instruction by highly qualified staff.

This can be found in Section 3 Part B on page 6-The Schools Demographics and Accountability Snapshot.

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

This information can be found in sections 5,6 on pages 10 &11.

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

- CS 92 has a hiring committee that consists of teachers and administrators that use rigorous interview techniques to address the specific position being offered.
- All candidates are rated base on the interview skills, a writing sample and their educational philosophy as well as providing a demo lesson.

- All new teachers are provided with a mentor as well as in classroom support from our Literacy and Math Coaches.

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

This information can be found in appendix 4 part B on pages 18-22.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- A partnership is formed with the community Head Start program and we provide a tour of the school for children transitioning into Kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- CS 92 has created an Instructional Leadership Team consisting of teacher representatives in every grade level as well as an enrichment specialist.
- Teachers have common planning meetings twice a week where teachers analyze data and create effective strategic plans to meet student needs.
- CS 92 has made it a priority to ensure that every teacher is involved in the inquiry process.
- Lab access.

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

- This information can be found in Appendix 1 AIS Summary Form on page 13.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- This information can be found in Appendix 9 on page 36
- CS 92 has piloted a Breakfast in the classroom program.
- CS 92 is conducts a yearly Fitness Gram review as well a Field Day for all students.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status:

SURR¹ Phase/Group (If applicable):

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

¹ School Under Registration Review (SURR)

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

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

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

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____

Year of Identification: _____

Deadline Year: _____

Part A: SURRE 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 SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

**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.

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

In 2008-2009 it was decided we would create units of study for each grade level. We worked in collaboration with all grade levels to create a map that identified the units to be studied. We then began designing our literacy curriculum using the Understand By Design backward model. We utilized an online, standards-based curriculum-mapping site called *Atlas*. We began by creating units of study, in collaboration with classroom teachers, in all grades. We looked at the performance indicators for each grade in reading; writing and listening to determine which NYS standards (established Goals) would be represented in each unit. From these units of study, curriculum conferences were conducted to decide what essential questions would drive the curriculum for each unit. In addition to essential questions, it was decided which core elements were required to successfully implement each unit of study (Knowledge, Skills, Assessment, Resources, Vocabulary, Interdisciplinary Connections). In grade conferences, teachers collaborated on the day-to-day instruction (mini-lessons) that would become their individual lesson plans. Classroom libraries were organized to provide the resources teachers needed to successfully implement the balanced literacy program.

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?

The initial process to create a school wide curriculum map was in the early stages. A curriculum overview was developed for monthly topics for all grades but only the first few months of units were completed on each grade level. The expectations for students and teachers were broad within a specific grade due to the wide gap in student levels. What students were to know and be able to do was not consistent throughout the grades. The grade conferences focused on what strategies should be utilized, with a strong emphasis on our large population of English Language Learners and Special Education Students.

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.

During the 2009-2010 school year CS 92 has formed a partnership with Teachers College to implement the Reading and Writing Workshop as part of our new literacy curriculum. We have experienced consultants providing ongoing professional development calendar days and six classroom lab sites. Teachers will have weekly grade meetings to discuss data, and decide on student outcomes. Our new curriculum will provide the resources teachers need to implement each unit of study while addressing the core areas of reading and writing. All students including ELL's and Special Education students will be responsible for producing work at his or her level. Publishing Parties at the end of each unit of study will provide opportunities for students to present and share their final piece of work and develop their listening and speaking skills.

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.

During formal and informal observations and coach visits, it was agreed that although teacher led instruction occurred significantly; there had been a marked decrease over the years. Teachers have received professional development in the area of guided reading instruction. In doing so, there is an increase in the literacy instruction that occurs in small groups where the teacher facilitates the learning.

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

Applicable x Not Applicable

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

Our school has provided professional development in the use of the workshop model when providing literacy instruction. Teachers provide a mini lesson, give students time to work independently, and then use the end of the lesson to share what was learned or showcase specific students accomplishment. To support cooperative learning students are seated in groups and are partnered for literacy 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.

Professional Development has been key in teachers revisiting the Balanced Workshop model to ensure they are teaching the components properly. The mini-lesson is key to instruction so that when teachers successfully conduct their mini-lessons, they minimize their teacher-led time and allow more time for student interaction, discussion and exploration. Through the use of our TC

curriculum and our consultants, lab sites will engage teachers in learning experiences they could use in their own instruction to develop independence among students.

Inter-visitations will be conducted for staff to visit other schools and share best teaching practices. These schools have been fully immersed and implementing Balanced Literacy for many years. The Literacy coach will continue providing professional development for all grades in addition to conducting demo lessons.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Teachers were observed in mathematics instruction, including pre- and post-observation discussions as a formal process for receiving feedback about their teaching. Student assessment results were monitored (EDM, Acuity Predictive and ITAs, and other formative and summative assessments). Professional development from the Leadership Support Organization as well as the DOE, and school-based PD for teachers was provided for teachers, which provided an additional opportunity to assess teacher content knowledge and understanding of the pedagogy specific to mathematics.

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

√ Applicable Not Applicable

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

The results of the NY State Math Assessment for grades 3, 4, and 5 showed that our students were only able to attain 50 – 60% of possible points for the constructed-response questions. This indicates that they need support in problem-solving and communication in mathematics. In formal and informal classroom observations, a conclusion was drawn that math conversations were not sufficiently rich, and could be improved to help students develop conceptual understanding.

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 will work with the LSO to attend and develop in-house Professional Development for teachers. Students will continue to participate in project-based learning initiatives, where they produce interdisciplinary projects that connect math concepts to other content areas and real-world ideas. The math enrichment program will expand this year to 4th as well as 5th grade students, where they explore graphing using Excel, problem-solving, and participate in games like chess. There is a Math Coach to support teachers, and parent outreach through Math Family Nights. Supplementary materials are also provided to classrooms to help develop foundational skills and support problem-solving. Inquiry teams will include math talk as part of the focus strategy.

2B – Mathematics Instruction

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

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

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.

Teachers were observed in mathematics instruction, including pre- and post-observation discussions as a formal process for receiving feedback about their teaching. Student assessment results were monitored (EDM, Acuity Predictive and ITAs, and other formative and summative assessments). Professional development from the Leadership Support Organization as well as the DOE, and school-based PD for teachers was provided for teachers, which provided an additional opportunity to assess teacher content knowledge and understanding of the pedagogy specific to mathematics.

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

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

Applicable Not Applicable

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

Games are an integral part of the Everyday Math program, as well as use of the Math Journals (the book that supports the EM activities). There is evidence in student group work with presentations, as well as Portfolio Projects (for example, Creating a longitude and latitude model of a globe). Teachers also incorporate Project-Based Learning Strategies to complete interdisciplinary projects. Inquiry-based approaches are also utilized within science instruction, which connects with mathematics curriculum.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Review of our staff data shows that 100% of our teachers are fully certified. A large number of teachers have retained position within the school for 10 years or more. During the 2008-2009 school year we had nine new teachers with 3 years or less of teaching experience. These teaching positions were available due to retirement, transition out of state, or changes in positions.

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

Applicable x Not Applicable

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

Our school has been able to retain well-qualified and dedicated teachers. New teachers are partnered with a more experienced teacher to develop skills and learn strategies that will increase the success of both teacher and students. Ongoing professional development, and collaboration with the math and literacy coach is provided weekly and as needed.

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.

N/A

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A review of the school agendas and minutes.

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?

A review the school agendas and minutes.

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.

In terms of Professional Development here at CS92 we try to include all Bilingual Teachers in the planning and development of instruction for students. Therefore, some of the findings in terms of QTEL are correct because the teachers do need additional support and strategies to teach and scaffold instruction for ELL students. Presently, we use the DOE website Professional Development Offerings but find that many are too expensive. Also, when we do send our teachers for the P.D. sessions we need support to cover their classes.

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.

A review of our Bilingual Education 2008-09 binder reflects that teachers receive their NYSESLAT yearly scores at the beginning of the year as well as their ELA and Math scores.

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

Applicable Not Applicable

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

Here at CS92 we strive to give the teachers the tools they need to provide data driven instruction. This also pertains to the teachers who service the Bilingual Classes. At the beginning of the year the teachers are immediately given the NYSESLAT results and P.D. on how to read and interpret the results to group students in terms of Beginners, Intermediate and Advance. If a student scores at the Proficiency level he/ she is given the opportunity to continue in the Bilingual Class or opt out of the program. Secondly, teachers then take the information and analyze if further to place students in sub-groups such: Listen, Speaking, Reading and Writing. Lastly, teachers and students work collaboratively to share best practices and analyze test data during professional development sessions, which are held monthly, and during grade meetings on a weekly basis. Furthermore, formal observations are utilized as an opportunity to observe how the teachers utilize the data to group students for small group instruction.

Teachers are then provided with professional development sessions during their grade meetings on to how to convert the NYSELSAT scores and group students by levels such as Beginning, Intermediate and Advance. Next, the teachers use the data to form subgroups for Listen/Speaking and Reading/Writing. Our Data Specialist begins the year by providing all teachers in grades 3-5 with the NYS ELA and Math assessment data, including an item analysis for each test. . In addition, we utilized the data for Academic Intervention such as small group instruction on Tuesday, Wednesday, and Thursday.

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.

N/A

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.

A needs assessment survey will be completed by all teachers. A Special

Education Committee will be formed to review the trends of the survey. Last year's survey found that special education teachers as well as general education teachers who have students with IEP's need support in differentiating instruction for their population of students as well as classroom management. The needs assessment will determine what professional development will be most beneficial to teachers.

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

Applicable Not Applicable

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

A needs assessment survey will be completed by all teachers. A Special

Education Committee will be formed to review the trends of the survey. Last year's survey found that special education teachers as well as general education teachers who have students with IEP's need support in

differentiating instruction for their population of students as well as classroom management. The needs assessment will determine what professional development will be most beneficial to teachers.

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.

A needs assessment survey will be completed by all teachers. A Special

Education Committee will be formed to review the trends of the survey. Last year's survey found that special education teachers as well as general education teachers who have students with IEP's need support in

differentiating instruction for their population of students as well as classroom management. The needs assessment will determine what professional development will be most beneficial to teachers.

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

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

Please respond to the following questions for Key Finding 7:

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

The Special Education Committee will met to discuss students IEP's and determine if there is a lack of accommodations and/or

modifications for Special Education students both in the classroom and behaviorally. The Special Education Committee along with the IEP teacher will analyze current IEPs and highlighted areas of concern including vague goals and objectives that were determined for a student

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

Applicable Not Applicable

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

The Special Education Committee will met to discuss students IEP's and determine if there is a lack of accommodations and/or modifications for Special Education students both in the classroom and behaviorally. The Special Education Committee along with the IEP teacher will analyze current IEPs and highlighted areas of concern including vague goals and objectives that were determined for a student

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 Special Education Committee will met to discuss students IEP's and determine if there is a lack of accommodations and/or modifications for Special Education students both in the classroom and behaviorally. The Special Education Committee along with the IEP teacher will analyze current IEPs and highlighted areas of concern including vague goals and objectives that were determined for a student.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) According to the latest demographic data (2008-2009) we have 55 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

- Students in need of transportation will be provided with a metro card to attend school.
- Educational outings that require a fee will be paid to ensure students participation.
- A Monthly Attendance Ceremony to acknowledge students who attend school regularly.
- Supplies will be distributed to students on an as needs basis. Supplies will include but not limited to a book bag, notebooks and pencils etc.
- School uniforms will be provided to incoming students to support our uniform policy. Additional uniforms and other clothing items will be available. Clothing will include coats, undershirt, and socks.
- The school psychologist and social worker will address students' social and emotional development, trauma, or family concerns and will provide counseling.
- Monthly parent workshops will address current needs and supports for families.
- The Parent Coordinator will have regular contact with families and the shelters to form a partnership.
- Senior dues will be provided to cover photos, senior trips, and other events.

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.