



PS 100: ISAAC CLASON

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 08X100
ADDRESS: 800 TAYLOR AVENUE, BRONX NY 10473
TELEPHONE: 718-842-1461
FAX: 718-328-5520

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 100 **SCHOOL NAME:** Isaac Clason

DISTRICT: 08 **SSO NAME/NETWORK #:** Leadership/6

SCHOOL ADDRESS: 800 Taylor Avenue Bronx, NY 10473

SCHOOL TELEPHONE: 718-842-1461 **FAX:** 718-328-5520

SCHOOL CONTACT PERSON: Chad Altman **EMAIL ADDRESS:** Caltman3@schoo
ls.nyc.gov

POSITION/TITLE:

PRINT/TYPE NAME

Krystan Lyddy

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Chad Altman

PRINCIPAL

David Cooper

UFT CHAPTER LEADER

Tasha Harris

**PARENTS' ASSOCIATION
PRESIDENT**

STUDENT REPRESENTATIVE
(Required for high schools)

Timothy Behr

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

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/Constituency Represented	Signature
Chad Altman	*Principal or Designee	
David Cooper	*UFT Chapter Chairperson or Designee	
Tasha Harris	*PA/PTA President or Designated Co-President	
Glendy Dominguez	PA Secretary	
Kristan Lyddy	Chairperson of SLT/ AIS Reading	
Alicia Barinas	Literacy Coach	
Lorraine Napolitano	Teacher: AIS Reading	
Bessie Griffith	Parent	
Regina Sanchez	PA Treasurer	
Katherine Smith	Parent	
Eva Smith	Parent	
Sonia Suce	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sharon McMillian		

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

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.

At Public School 100 we envision the school as a community of learners where all members, students, staff, and parents take an active role in the education of students with regard to their academic, social and emotional needs. We recognize that students have a greater opportunity for success if they are provided with differentiated learning opportunities; by determining each student's strengths and weaknesses it provides classroom teachers with a stronger ability to address student needs. These experiences fostered at Public School 100 inspire a lifetime love of learning.

Public School 100 is committed to providing educational excellence. It is the mission of the school to exceed minimum academic standards set by the New York State Department/New York City Department of Education. The school and community are dedicated to providing enriching educational experiences for all students. It is the mission of the school to keep parents informed about, and involved in, school activities. It is our goal to provide the educational environment in which each student will reach his/her full potential through the implementation of the highest "performance standards", which will enable students to meet the challenging expectations that lie ahead in our ever-changing world.

Public School 100 (Isaac Clason School) has been selected, by the chancellor, as one of the top 200 schools in New York City. It is a United States Department of Education "Title I Distinguished School" and was the recipient of the New York State Education Department's "Outstanding Early Childhood Program" award.

Public School 100, Bronx (Parents in Excellence) is a Title I pre-k thru fifth grade school with 700 students. After a brief period of operating at two sites (IS 131 and PS 100), we have moved all of our classes together into our main site of PS 100.

At Public School 100, instruction is focused on high and clear expectations, accountable talk and a sense of recognition of accomplishment, which implements powerful teaching and learning strategies. Students in our school are aware of academic expectations, produce quality work and present to real audiences. Students in our school, are aware of academic expectations, produce quality work and present to real audiences.

With the efforts our city councilwoman Palma as well as Bronx Borough President Carrion, Public School 100 was awarded a library grant to remodel and expand our existing library space to include a multimedia lab. The upgraded library includes a computer center to provide hands on interactive activities for students as well as an abundance of library resources. Open access periods within our library provide opportunities for parents and students to take full advantage of the resources available. We have hosted and plan to continue to provide workshops for parents in an effort to further strengthen our partnership.

In recognition of accomplishments we celebrate by having special events and occasions that regularly allow family members, friends, and other important members of their lives to show support and applause for their accomplishments. These accomplishments include, but are not limited to, student government, honor roll, citizen of the month, perfect attendance, math and science expo, writing celebrations, read-a-thon, and peer mediation.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 100 Isaac Clason									
District:	8	DBN:	08X100	School BEDS Code:	320800010100					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment	<i>(As of October 31)</i>			Attendance - % of days students attended:			<i>(As of June 30)</i>			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10			
Pre-K	25	27	18		92.0	91.9	TBD			
Kindergarten	90	99	71	Student Stability - % of Enrollment:						
Grade 1	135	116	129	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 2	133	126	103		93.0	91.9	TBD			
Grade 3	120	127	122	Poverty Rate - % of Enrollment:						
Grade 4	119	120	134	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Grade 5	144	107	119		75.1	75.1	TBD			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 8	0	0	0		44	71	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Grade 11	0	0	0		2	0	0			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	3	0	3	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Total	769	722	699							
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>				<i>(As of June 30)</i>						
# in Self-Contained Classes	49	57	56	Principal Suspensions	15	21	TBD			
# in Collaborative Team Teaching (CTT) Classes	29	34	50	Superintendent Suspensions	11	12	TBD			
Number all others	45	58	48	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>						
English Language Learners (ELL) Enrollment:				Early College HS Program Participants						
<i>(BESIS Survey)</i>				Participants						
<i>(As of October 31)</i>				2007-08		2008-09		2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>						
# receiving ESL services only	64	60	46	Number of Teachers	63	63	TBD			

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	6	18	Number of Administrators and Other Professionals	9	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	98.4	100.0	TBD
				% more than 2 years teaching in this school	61.9	74.6	TBD
				% more than 5 years teaching anywhere	34.9	47.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	81.0	90.0	TBD
American Indian or Alaska Native	0.8	0.4	0.3		93.0	100.0	TBD
Black or African American	43.3	42.2	41.5				
Hispanic or Latino	55.1	56.0	55.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.7	0.6				
White			1.4				
Male	48.6	51.8	52.8				
Female	51.4	48.2	47.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	NR
Overall Score:	67.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.3	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:	20.4	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	35		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	3.8		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Public School 100 has experienced a long history of reading achievement with 73% of all students at levels 3 and 4 on the 2009 New York State English Language Arts Exam. This is a 10% gain over the previous year and exceeds the average ELA test scores of all New York City schools. The students' achievement data indicated that 88% of our 3rd-5th grade students scored at levels 3 and 4 on the New York State Mathematics Exam. Last year, our school exceeded New York State school accountability the Effective Annual Measurable Objective of 115 in English Language Arts obtaining a Performance Index of 155. The school exceeded the Effective Annual Measurable Objective of 79 in Math obtaining a Performance Index of 179. We continue to successfully move students to the levels of meeting and exceeding standards in reading and math. Overall, we have met our AYP targets for at least three consecutive years in all areas (students with disabilities met the safe harbor on ELA in 2008) and received a well-developed on our most recent Quality Review.

After analyzing our 2008 Quality Review, 2007-2008 School Progress Report, and our Demographic and Accountability Snapshot, we were able to collect valuable data in regards to our achievements, performance trends, student progress and challenges we face. Student performance trends have influenced our goal setting within the Comprehensive Educational Plan. After reviewing our School Progress Report, we noticed that our average change in student proficiency for Level 3 and Level 4 students was -0.04 within English Language Arts. After further review, the declining trend is related to our decreasing number of Level 4 students.

Over the past couple of years, Isaac Clason Elementary School has experienced many wonderful accomplishments. Among these accomplishments are: Securing a partnership with OST- New York Junior Tennis League, achieving Title I distinguished school status, re-development of our school library to include a multi-media center, maintaining reduced class size within early childhood classes, movement back and forth of our early childhood center from IS 131, inclusion of arts instruction for all students within our school (both visual and performance arts), and the development and implementation of a teacher resource center. All of these accomplishments as well as many others that were not mentioned help distinguish PS 100 as a unique learning environment within the Soundview section of the Bronx.

Barriers to our school's success are related to the need for a standardized approach to discipline. Prior to the conclusion of the 2008-2009 school years, a committee was developed to plan and implement a school-wide positive approach to discipline. Positive Behavior Supports and Interventions (PBIS) is utilized in more than 7,000 schools nationwide and was brought to our school's attention by our Learning Support Organization (LLSO). During the summer prior the 2009-2010 school year, the

committee met many times along with the newly appointed dean as well as the Principal to ensure that the program components were designed to provide all community stakeholders with clear expectations of the program components while limiting any potential administrative burden for the classroom teachers.

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. ENGLISH LANGUAGE ARTS:

By June of 2010 additional students will make at least one year progress which will be increased from 61% to 66% (according to the school progress report), which will be measured by the 2010 New York State English Language Arts Exam.

2. SOCIAL STUDIES:

To further develop our Social Studies cluster program in early grades. Last year, our school noticed substantial gains on the 5th grade social studies state assessment compared to previous years. To ensure these gains are sustainable, we will continue to provide professional development for teachers to ensure that the comprehensive New York State Social Studies core curriculum is fully integrated across all grades. Last years scores increased from 62 % 3's or 4's to nearly 84.5% of our fifth graders earning a level 3 or 4. Our goal is to sustain these results and provide additional supports in our early grades which will ultimately impact future grades thus ensuring that all students eventually meet or exceed standards within Social Studies at PS 100.

3. READING LEVELS OF ALL STUDENTS

By June 2010, at least 85% of all students will demonstrate an increase of at least one Fountas and Pinnell reading level. A baseline will be established in September, and progress will be assessed throughout the school year. This year, class summary sheets will be collected at three intervals, and recorded on a school summary sheet. This summary sheet will highlight the progress that student's have made.

4. SCHOOL-WIDE DISCIPLINE

By June of 2010, 90% of classrooms will adhere to the Positive Behavior Interventions and Supports (PBIS) program. It is expected that there will be at least a 5% decrease in level 4 and 5 occurrences.

5. MATHEMATICS

By June of 2010 students making at least one year progress will be increased to 60% according to the school progress report, which will be measured by the 2010 New York State Mathematics Exam.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010 additional students will make at least one year progress which will be increased from 61% to 66% (according to the school progress report), which will be measured by the 2010 New York State English Language Arts Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Literacy Coach will collaborate with classroom teachers, academic intervention services and parents to identify through testing, screening, and observations students who are in need English Language Arts interventions.</p> <p>Academic Intervention Services will be provided for any student who showed a decline on the 2009 New York State English Language Arts exam. These students will be serviced by English Language Arts specialists, in a small group setting, three times a week for forty five minute sessions and will be assessed for growth in eight week increments.</p> <p>All students will be provided with tutorial time Monday thru Friday for thirty minutes. All out of classroom teachers will work collaboratively with classroom teachers in order to work with a small group to target areas of weakness.</p> <p>Any student who has not shown progression in English Language Arts will participate in small group instruction for 37 ½ minutes during extended day until January of 2010. Teachers will work closely with students in order to address any deficient areas in English Language Arts.</p> <p>An English Language Arts after school program, with a focus on small group instruction, will be implemented for 1 ½ hours on Tuesdays and Thursdays in order to address the needs of all our students.</p>

	<p>The Literacy Coach will model the different components of the Balanced Literacy approach to strengthen instruction support, planning and so that teachers can continue the implementation of the Reading and Writing Workshop.</p> <p>A Teacher Resource Room with guided reading materials, shared reading materials, big books, materials for read alouds, literacy based center activities, and various other literacy resources that teachers can utilize within the classroom has been introduced during the 2008-2009 school years.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>“Write Source” and ELA Coach instructional materials have been purchased to familiarize students with the English Language Arts test during the after school program.</p> <p>Literacy materials are continually being purchased for the Teacher Resource Room. This allows teachers the opportunity to use a variety of texts in order to better differentiate instruction and meet the needs of all learners.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students progress in English Language Arts will be measured through ELA simulated exams, informal assessments, Acuity predictors/ITA’s, teacher made assessments, guided reading (running records), and teacher observations. Data will be collected and analyzed to drive instruction and group for differentiated instruction.</p> <p>ECLAS-2 will be used in order to assess students in our lower grades (K-3). This assessment will allow us to pinpoint areas of weakness in reading and writing. The results will give us a guideline to drive instruction and provide early intervention to these students.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant): **Social Studies**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to sustain the results of 84.5% of our fifth grade students achieving levels 3 or 4 and provide additional supports in our early grades which will ultimately impact future grades thus ensuring that all students eventually meet or exceed standards within Social Studies at PS 100.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By January of 2009, we aligned our K-5 social studies curriculum with the New York City Social Studies Scope and Sequence by providing classroom teachers with pacing calendars.</p> <p>The social studies specialist will collaborate with classroom teachers and parents to identify through testing, screening, and observations students who are in need of social studies interventions.</p> <p>We will enhance the Teacher Resource Room with trade books, magazines, student atlases, various maps, and visual aides which includes historical documents.</p> <p>Students will be immersed in social studies through various mediums such as field trips (Ellis Island, Museum of the City of New York, Federal Reserve Banks, United Nations) student government, community out-reach, and multicultural units of study.</p> <p>The lower grade social studies curriculum will be enhanced by utilizing the Scott Foresman social studies program, purchasing social studies big books, technology which will include DVD's, audio tapes, and online resources.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school will fund two social studies cluster teachers, one for our lower grade classrooms that will travel to our early childhood classes once or twice a week to expand our social studies curriculum. The other social studies teacher will service grades 3-5 on a weekly basis, supplying additional resources, and extending the social studies instruction being taught by the classroom teacher.</p> <p>All classroom teachers will meet with the social studies clusters prior to the first day of student attendance to review, discuss and analyze the social studies curriculum. Workshops will be conducted throughout the year to assist teachers and parents in learning about the</p>

	social studies curriculum and the New York Social Studies exam.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>Teacher generated quizzes and tests will be administered at the end of each unit of study in order to assess student progress.</p> <p>With the use of trade books, teachers will be able to personalize instruction in order to identify the need to implement diverse differential practices.</p> <p>Students will be assessed through the culmination of projects focusing on various cultures and regions of the world.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Reading Levels of All Students

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic,</i>	85% of all students will demonstrate at least a one level increase on their Fountas and Pinnell reading level. Levels will be assessed at the beginning and end of the school year.
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<p><i>and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Last year, teachers were assisted in developing and strengthening guided reading practices within our school. In order to effectively implement a guided reading program, all students must be assessed to determine their reading level. For our second year, we have maintained a position of Literacy Coach. The role of Literacy Coach position is responsible for:</p> <ul style="list-style-type: none"> • Assist in the development and functioning of a guided reading teacher resource room • Providing guidance to teachers specific to the Good Habits Great Readers Program taking into consideration the varying needs of students within each class. • Meeting regularly with the administrative cabinet to review ELA trends and offer suggestions on how to revise our approach to provide the most appropriate professional development for teachers • Proactively seek professional development opportunities to remain aware of current best practices and determine ways to apply these within our school. • Model lessons within classrooms <p>Through the support of the coach, teachers have become accustomed to assessing the reading level of their students. These reading levels assist our teachers in preparing specific ELA instruction to meet their specific needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I ARRA SWP allocations were used to fund our Literacy Coach. The Literacy Coach provides templates and professional development for teachers. Our ESL Teacher is funded with contracts for excellence money. She assists in providing strategies for our ELL's to improve their reading levels through push/in, pull/out support.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During weekly common meetings teachers will review data from predictors, ITA's, ECLAS-2, and ELL interim assessments; teachers will adjust goals according to the group to ensure that students are provided with guided reading materials appropriate to their Fountas and Pinnell Levels.</p> <p>A class summary sheet will be maintained to track the reading levels of all students in all classes. By June 2010, a school summary sheet will track the overall progress or reading level gain/loss of each student.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): School-wide Discipline

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010, PS 100 will demonstrate a 5% decrease in level 4 and 5 occurrences based on the online occurrence reporting system compared to the previous year. The implementation of school-wide positive behavior supports and interventions (PBIS) will take place in the Fall of 2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In an effort to develop and implement disciplinary procedures aligned to Positive Behavior Interventions and Supports (PBIS) the following practices have been (or will be) taken.</p> <ol style="list-style-type: none"> 1. Set a vacancy for a dean position- Appointed a veteran member of the PS 100 staff into this role. The Dean has prior experience as a Science cluster teacher and most recently Math Coach. 2. Create a posting for members of a PBIS team 3. Host members of the Knowledge Management Team from the Leadership Learning Support Organization (LLSO) to train and support our PBIS team. 4. Student expectations will be highlighted within the “Star Matrix” 5. Parent workshops will be hosted in our school to ensure that the home/school connection is taking place. 6. Morning Announcements will include elements of PBIS: Star Student Pledge
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>A dean will be hired based on a vacancy posting in May. This newly hired position will coordinate with Assistant Principals and our school based support team to ensure that interventions are provided in conjunction with disciplinary consequences.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Throughout the school year, incentives will be rewarded to students based on the amount of “star bucks” they receive for doing the right thing. Evidence of the redemption will be maintained with our Dean and the PBIS committee.</p>
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Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010 students making at least one year progress will be increased to 60% (according to the school progress report) which will be measured by the 2009 New York State Mathematics Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Academic Intervention Services for grades 4 and 5, will be provided three times a week, for forty five minute periods, to students who dropped at least 50 points on the New York State Math exam.</p> <p>Math coaches along with teachers will collect, analyze and record data from the ITA and teacher made assessments on a monthly basis. The results will be used to plan and implement differentiated instruction to meet individual student needs.</p> <p>We will enhance the Houghton Mifflin math curriculum in order to provide a real-life</p>

	<p>connection by integrating the use of manipulatives, games, math literature, and technology, which are accessible throughout the building.</p> <p>Starting in January 2010 to April of 2010, all students will be provided with tutorial time Monday thru Friday for thirty minutes. All out of classroom teachers will work collaboratively with classroom teachers which will focus on enrichment, such as hands on activities, to students who achieved a level three on the 2009 New York State Mathematics exam and have remained stagnant.</p> <p>During the month of January 2010 an after school program for grades 3-5, with a focus on small group instruction, will be implemented for 1 ½ hours on Tuesdays and Thursdays in order to address the needs of all our students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Our Math Coach position will once again be filled by a veteran math teacher. This position is used to facilitate professional development on the new edition of the Houghton Mifflin math program, math manipulatives, and integrating math literature into the classroom for teachers and staff. Training and professional development will be provided during common preps, election day, and prior to the first day of student attendance.</p> <p>The school will utilize the Houghton Mifflin math program for grades 3-4 as well as the March to March mathematics test prep book for grades 2-5.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will administer the following assessments resulting in the students showing at least one years progress on the 2010 New York State Mathematics exam. Student achievement will be measured in the following ways: weekly teacher generated assessments, monthly Houghton Mifflin unit tests, and bi-monthly ACUITY predictors. The assessments will be collected and reviewed by the administration to determine if adequate student progress is being made and to determine next steps.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	24		N/A	N/A				
2	21		N/A	N/A				
3	29		N/A	N/A			2	
4	33	28			18			
5	32	26						
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<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>Students in need of E.L.A. intervention are provided three (3) forty-five minute periods of instruction (weekly) in small group settings from English Language Arts specialists during the school day. Weekly articulation meetings between specialists and classroom teachers are held regarding target students. Students are assessed using the DRA-2. Students are grouped according to their needs/levels of proficiency. The following research-based intervention programs are used to instruct students.</p> <p><u>Decoding Skill Development</u> <u>Foundations K-3</u> It is an adaptation of the Wilson Reading System. It is based on the principles of Orton Gillingham methodology. It is systematic, sequential, multisensory method of teaching reading and writing skills to students who struggle, including those with a language learning disability or dyslexia.</p> <p>Instruction is visible and explicit. The teacher directly teaches all skills to student through modeling and active learning. Students blend and segment sounds with a finger tapping procedure. They actively manipulate sounds by moving magnetized letters to form words. All learning involves active participation. It provides learning through various modalities and also helps maintain the students’ focus.</p> <p>Foundations presents all skills in a systematic and sequential manner. It uses motor memory learning and repetition to reinforce all skills. Students’ correct responses are given immediate feedback. Students’ errors are also corrected “on the spot” so that the students learn from mistakes.</p> <p><u>Comprehension</u> <u>Early Success</u> This is a small group reading program. It uses authentic literature with a fast paced lesson each</p>

day. It is designed to be used with 5-7 students. It emphasizes phonemic awareness, application of phonics and higher-level comprehension for grades 1-2. In subsequent grades, the emphasis is also on phonics and word recognition strategies to the reading of connected text, fluency, and comprehension strategies.

Soar to Success

It is a research based intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small-group model that prevents or stops reading failure. It uses authentic literature, reciprocal teaching, graphic organizers, and scaffold support to accelerate students' reading growth.

This program was developed to help teachers accomplish two major goals:

1. to accelerate students' reading abilities as quickly as possible
2. to help students learn to apply and use comprehension and decoding strategies of an effective reader as they read across the curriculum

The instructional plan has four components: revisiting, reviewing, rehearsing, reading/reciprocal teaching, and responding/reflecting. The teacher and students become familiar with the uniform, consistent lesson plan allowing them to focus on enhancing the students' reading skills. The components of each lesson plans provide students with opportunities to build fluency, apply strategies and develop comprehension.

Best Practices in Reading

This is a research based program. It is used to strengthen students' reading comprehension skills in both fiction and nonfiction. It uses explicit instruction by focusing on strategies that good readers use to understand what they read. Students learn to visualize, make connections, ask questions, draw conclusions, and activate background knowledge while reading.

Novel Units

This program exposes students to a variety of literature. It allows students to integrate their reading, writing, listening, and speaking skills as they analyze literature. Vocabulary words, supplementary activities, writing prompts, and comprehension/discussion questions are utilized to promote higher level thinking skills through group participation, individual conferences, and written and creative assignments.

	<p>Novel Units develops students’ appreciation and understanding of characterization, plot, conflict, sequence, theme, and figurative language. During positive and engaging reading/writing experiences in a small group, critical thinking skills and comprehension strategies are taught and reinforced. Cause-effect, story mapping, character development charting, using graphic organizers, and comparing/contrasting are examples of comprehension strategies students develop to improve their reading skills.</p> <p>Wilson Reading Program: Reading for understanding is the goal of reading. Research informs us that fluency is one of several critical factors that aid reading comprehension. Wilson Fluency instruction provides practice with connected text that students need to develop rate-appropriate independent reading with ease and expression.</p>
<p>Mathematics:</p>	<p>AIS Math Math AIS is provided to students who show need for extra support in the content of math. It is provided to students during the school day. Students are serviced in a small group setting, 3 times a week for 45 minute sessions throughout the school day. The programs used are Kaplan and Options Math program and use of manipulatives and games to enhance learning.</p> <p>At-risk Services provided by the Guidance Counselor “At risk” counseling is provided by the Guidance counselor either in an individual or group setting. The Guidance counselor provides classroom presentations: conflict resolution, social skills, child safety, communication, study skills, health and hygiene, relaxation exercises. Our guidance counselor implements a daily open access period for any student who is in need of guidance. The guidance counselor oversees the peer mediation program. Also, articulates with teachers and meets with parents.</p> <p>At-risk Services Provided by the School Psychologist None</p> <p>At-risk Services Provided by the Social Worker “At-risk” counseling is provided by the Social worker to students either in an individual or group modality. Intervention is mostly in the form of support to student, teacher, parent and/or guardian. School behaviors are addressed as it relates to behavioral issues, social relationships and overall school functioning.</p>

Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	During our weekly child study team meetings, students are referred for at-risk counseling services. After parent outreach is made, students interact with our guidance counselor on an individual and group basis. Students also take part in peer mediation. Select fifth grade students have been appointed and trained as peer mediators.
At-risk Services Provided by the School Psychologist:	The school psychologist maintains records of IEP compliance dates. When reviewing student IEP goals, the psychologist has a practice of meeting with classroom teachers to review the goals and determine appropriate next steps for each child. Based on anecdotal records, classroom observations, meetings with parents, as well as child study team meetings, the psychologist assists in developing plans for the child including at risk counseling, SETSS, Speech, AIS, or other services as deemed appropriate.
At-risk Services Provided by the Social Worker:	Our school social worker meets with our mandated counseling students. She also attends our child study team meetings to assist in determining next steps for students that are discussed.
At-risk Health-related Services:	Speech provider's offer at risk services based on decisions at child study team meetings (which are made based on anecdotal evidence). At-risk speech includes six weeks of service with a provider who ultimately determines if speech is necessary.

SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___X_ Advanced

School District: 8 4th GRADE

School Building: 100

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10	Subject (Specify)				
	To: 8:40	ELA	ELA	ELA	ELA	ELA
2	From: 8:45	Subject (Specify)				
	To: 9:30	ELA	ELA	ELA	ELA	ELA
3	From: 9:30	Subject (Specify)				
	To: 10:15	WRITING	DRAMA	ELA	ART	SCIENCE
4	From: 10:15	Subject (Specify)				
	To: 11:00	MATH	MATH	MATH	MATH	MATH
5	From: 11:00	Subject (Specify)				
	To: 11:50	Pull-Out ESL	Pull-Out ESL	WRITING	Pull-Out ESL	Pull-Out ESL
6	From: 11:50	Subject (Specify)				
	To: 12:40	S.S.	SCIENCE	S.S.	S.S.	S.S.
7	From: 12:40	Subject (Specify)				
	To: 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
8	From: 1:30	Subject (Specify)				
	To: 2:15	GYM	WRITING	SCIENCE	WRITING	WRITING
9	From: 2:15	Subject (Specify)				
	To: 2:57	EXTENDED DAY ELA				
10	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type: ___ Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: X Beginning ___ Intermediate ___ Advanced

School District: 8 1ST GRADE

School Building: 100

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:40	ESL/ELA PUSH-IN	ESL/ELA PUSH-IN	ESL/ELA PUSH-IN	ESL/ELA PUSH-IN	ESL/ELA PUSH-IN
2	From: 8:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:30	ESL/ELA PUSH-IN	ESL/ELA PUSH-IN	ESL/ELA PUSH-IN	ELA	ELA
3	From: 9:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:15	ELA/READING	RYTHM MOVEMENT	ELA/READING	ELA/READING	ELA/READING
4	From: 10:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:00	WRITING	WRITING	WRITING	WRITING	WRITING
5	From: 11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 11:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:40	MATH	MATH	MATH	MATH	MATH
7	From: 12:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:30	ART	SCIEINCE	CENTERS	SCIENCE	S.S
8	From: 1:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:15	S.S.	S.S	S.S	CENTERS	SCIENCE
9	From: 2:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:57	EXTENDED DAY ELA/ESL	EXTENDED DAY ELA/ESL	EXTENDED DAY ELA/ESL	EXTENDED DAY ELA/ESL	
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type: ___ Free-Standing X Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning X Intermediate ___ Advanced

School District: 8 1ST GRADE

School Building: 100

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:40	TUTORIAL/ELA	TUTORIAL/ELA	TUTORIAL/ELA	TUTORIAL/ELA	TUTORIAL/ELA
2	From: 8:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:30	ELA	GYM	ELA	ELA	ELA
3	From: 9:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:15	SCIENCE	ELA	S.S.	ELA	ELA
4	From: 10:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:00	MATH	MATH	MATH	MATH	MATH
5	From: 11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 11:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:40	ART	RHYTHM / MOVEMENT	WRITING	SCIENCE	SCIENCE
7	From: 12:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:30	WRITING	WRITING	S.S.	ESL PUSH-IN	WRITING
8	From: 1:30	Subject (Specify)		Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:15	ESL PUSH-IN	ESL PUSH-IN	S.S.	ESL PUSH-IN	ESL PUSH-IN
9	From: 2:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:57	EXTENDED DAY ELA/ESL	EXTENDED DAY ELA/ESL	EXTENDED DAY ELA/ESL	EXTENDED DAY ELA/ESL	
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:		ESL/AFTER SCHOOL		ESL/AFTER SCHOOL	

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-10:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) **K-5** Number of Students to be Served: 20 LEP _____ Non-LEP _____

Number of Teachers **2** ESL Other Staff (Specify) Member of LSO, Technology Teacher, Adult Education teacher, ESL teachers
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Title III , Part A.

Language Instruction Program for Title III

P.S. 100 is located in Sound view, a multiethnic, multicultural low-income community in the Bronx. The school is Pre-K-5, with 704 students. Fifty nine students are classified as English Language Learners. As the result of our parent surveys an ESL push-in/pull-out program has been established to meet the needs of all ELLs.

After analyzing the data from 2008-2009, P.S. 100 has decided to implement a new program “**Imagine Learning English**” to meet the needs of our struggling ELLs. We define this as ELLs who have been receiving ESL services but have not achieved a year’s growth according to AMO1 standards or they are still scored at the Beginner or Intermediate level. These students will be given the opportunity to attend an after school program. P.S. 100 is looking for ways to close the achievement gap for ELLs. Imagine Learning English will enable us to support our struggling ELL students with differentiated instruction through a one-on-one instructor, giving native language support, relevant and meaningful scaffolds, academic vocabulary and content area reading, all of which is vital to our ELL population. Along with a pretest and post-test the program includes periodic assessments and teacher reports which include up to the minute information on individual student progress. These reports can be used by the classroom teachers, ESL teachers, and the Inquiry team to track progress and to help with weekly and monthly planning meetings.

P.S. 100 will use Imagine Learning English in a 1 ½ hour after school program two days per week for 28 weeks. The after school session will consist of 45 minutes of computer time with focused instruction, and 45 minutes for completing writing assignments, small group work, individual conferencing, and homework help.

Trips

ESL students will have the opportunity to go on field trips after school and on Saturdays. They will provide students and parents with real life experiences in order to enhance second language acquisition and cross-cultural knowledge and understanding. These field trips will encourage the exploration of the different facets of culture and will provide a context to facilitate the process of acculturation.

Parents

In response to a low rate of participation in our Adult ESL program, the program has been closed. Our school will work to support our parents and encourage parents to attend local adult ESL programs at our neighboring schools.

Parents will be given the opportunity to attend a variety of workshops facilitated by staff from P.S. 100. Some topics for workshops include: Math in the Primary Grades, Reading Readiness in the Primary Grades, and How to Help Your Children Succeed in School.

In addition, P.S. 100 will purchase new materials to support the Parent Center, which is located in the new library. The parent center offers bound books on a variety of topics and books on tape for parents to read in their home language and English.

PD

Imagine Learning will provide 1 training and professional development session during the 2009-2010 school year. The training session will occur during the first month. The training will focus on running the program, accessing and interpreting reports, and how to create next steps. The trainers will review best practices for ELLs and read current research. Teachers, Administrators, Coaches, Inquiry Team members and parents will be invited to this meeting.

In addition, teacher collaboration and professional development will be encouraged during school hours and after school to prepare for the after-school ELL program. Teachers will interpret data, read current research and have open discussions on best practices using ESL methodologies. Teachers will study and reflect on how they can incorporate best practices into their instruction and the school curriculum. Teachers will collaborate and create lesson plans aligned with the NYS ELL standards.

All teachers will have the opportunity to attend enrichment workshops on ELL instruction in school or with the OELL. The Leadership Learning Support Network in combination with P.S. 100's ESL teachers and Literacy coach will be offering 5 two hour workshops on Looking at ELL writing. These workshops will increase awareness of effective teaching practices for English Language Learners. These workshops are vital to the success of our ELL students. They are in place to ensure the academic needs of English Language Learners are being met.

Materials

Write Source workbooks will be purchases for tutorial. Twenty Imagine Learning Licenses and twenty headsets will be purchased to support our after school enrichment program. Materials for Parent and Teacher Lending Library will be purchased.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	8,600	Professional staff for after school programs. Teacher PD sessions.
Purchased services such as curriculum and staff development contracts	1,500	High quality staff development for teachers.
Supplies and materials	4,400	Workbooks, computer licenses, headsets, and supplies for after school programs. (Researched based programs.) Materials for Parent and Teacher Lending Library. Materials and refreshments for parent involvement.
Travel		
Other	500	Field Trips Student admission and transportation
TOTAL	15,000	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 8 For Title III
BEDS Code 320800010100

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<p><i><u>ESL teacher for after school ELL programs.</u></i></p> <p><i>28 weeks 2 hours each (1 teacher x \$ 50 per hr x 2= \$200 per teacher per week)</i></p> <p><i>28 x \$200=\$5,600 per teacher</i></p> <p><i>Total \$5,600</i></p> <hr/> <p><i>ESL strategies for teachers PD – (training rate)(8 teachers)</i></p> <p><i>5 sessions 2 hours each (8 teachers x (2hours x \$25per hr) = \$400per session)</i></p> <p style="padding-left: 100px;"><i>(2 facilitators x (2hours x \$50per hr) = \$200per session)</i></p> <p><i>5 Sessions =\$ 3,000</i></p> <hr/>
<i>Code 40: Purchased Services</i>	<p><i>ESL teachers and classroom teachers PD through Imagine Learning.</i></p> <p><i>1 sessions = 1,000</i></p> <p><i>ESL PD \$500.</i></p> <p><i>Total =\$1,500</i></p>
<i>Code 45 Supplies and Materials</i>	<p><i>-Imagine Learning 20 individual licenses for after school program.</i></p> <p><i>-Headsets</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this Title)</i>
	<p><i>-Field trips</i></p> <p><i>-Write Source workbooks for tutorial.</i></p> <p><i>-Materials, and refreshments for parent involvement</i></p> <p><i>Total \$ 4,900.00</i></p>
	<i>Total = 15,000</i>

P.S. 100 ISAAC CLASON SCHOOL

LANGUAGE ALLOCATION

POLICY

2009-2010

P.S. 100 is an urban PreK-5th grade school located at 800 Taylor Avenue, Bronx. According to the 2009-2010 Annual School Report the student population is 54 percent Hispanic, 44 percent black, and 0.3 percent white, and 1.7 percent Asian and others. The Hispanic population represents 91 percent of our ELLs. P.S. 100 has established a push-in/pull-out ESL program to meet the needs of our English Language Learners. In both models the teachers collaborate daily formally and informally in order to provide rich academic experiences for ELLs that will accelerate learning.

The ESL program is comprised of 59 English Language Learners attending Kindergarten through 5th grade. [6 Kindergarteners, 11 1st graders, 20 2nd graders, 6 3rd graders, 10 4th graders, and 6 5th graders] Three Special Education Students have been X-coded due to their

Individual Education Plans. The IEP team has determined their academic needs are not language based. They are still considered ELLs but are not pulled for ESL services but they are still required to take the NYSESLAT.

The native language of the majority of our ELL population is Spanish. We have a small number of other languages spoken in the building; they are Afrikaans, Snoike, TWI, Vietnamese, Arabic, and Bengali. Every year the HLIS is administered by a pedagogue to all newly enrolled students. An interview is conducted in English and in the Native language. If a new student is found to be eligible for testing, one of the ESL teachers will administer the LABR within ten days of admission. The ESL teachers hand score the LABR tests and send home either an eligibility or non eligibility letter to the parents in their native language. Those students who are eligible for services will be sent home with letters informing their parents of a parent orientation within ten days of enrollment. The parents will have the opportunity to learn about all program models that their children are entitled to. After watching the video parents will be asked to fill out the parent survey form. Their children will be placed accordingly. If a parent is unable to attend the workshop the ESL teachers will meet with parents on an individual basis to ensure their knowledge of all program models that are available to their child. If a parent is unresponsive the ESL teachers will continue to reach out with phone calls and letters always keeping a log. The students default placement will appear as Transitional Bilingual as per Cr Part 154. This year the parent survey indicated that parents are overwhelmingly interested in the ESL model that is in place. The present numbers are

_____ -At the present time we do not have enough interest to sustain a Dual language or Bilingual program at our school. We keep track of all parent requests and track noticeable changes and plan accordingly. If a parent is interested they are provided with information about local Bilingual and Dual language programs their child can attend. We will keep the existing ESL push-in/pull-out model in place for the 2009-2010 school year, which is aligned with parent choice.

DATA ANALYSIS

NYSESLAT LEVELS

<u>GRADE</u>	<u>K</u>	<u>1ST</u>	<u>2ND</u>	<u>3RD</u>	<u>4TH</u>	<u>5th</u>
Beg.	3	5	4	1	3	3
Int.		4	6	3	3	2
Adv.	3	2	10	2	4	1

An analysis of recent NYSESLAT data by our ESL teachers and LSO indicates that a majority of our ELL students need assistance in the area of reading and writing. Our students scored higher on the listening and speaking sections of the NYSESLAT. According to the most recent ITA, and Predictor scores ELL students should receive targeted instruction in the following areas: meaning through context, main idea, root words, MAY 2009

prefixes, and suffixes. The ELL Interim Assessment that was administered in September 2009 showed students are in need of additional assistance in the areas of reading comprehension, and grammar. Analyzing the results of these assessments assists teachers in focusing instruction. According to the results of the 2009 ELA most of the ELL students are scoring 2 & 3s, which is comparable to our general population. A school wide initiative in balanced literacy will continue this year. The school will work closely with ELL specialists from the LSO and literacy coaches to enhance instruction for our ELL population. This will ensure a uniform curriculum.

The ESL program will be evaluated every year by looking at student progress over time, articulating with classroom teachers, and through informal observations. If progress is not being met changes will be implemented to reinforce instruction for ELLS.

Program

Our ESL program is modeled as a push-in/pull-out program. The ESL teacher pushes into the classroom or pulls out students according to state mandates. Beginner and Intermediate students are given 360 minutes of instruction per week and the advanced students are given 180 minutes per week of ESL instruction. Native language supports are provided through native language materials in the ESL library and through the pairing of ELLs with students who speak the same native language. Students are grouped by grade and academic needs. Student groups will change throughout the year according to academic needs. The ESL teacher communicates with the classroom teachers on a continual basis to ensure proper support in all curriculum areas. The ESL teacher utilizes the following materials and strategies.

- Rigby's, On Our Way to English, which focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided instruction in English. There are three key strands based on content area standards, which help to differentiate instruction: thematic units, phonics, and guided reading. The program includes both informal and formal assessments.
- Hampton Brown, Into English, which focuses on language and literacy through content area instruction.

- **Imagine Learning English Software Program**, the program reinforces skills taught in the classroom. (phonemic awareness, letter recognition, phonic, vocabulary, reading fluency, listening, and comprehension skills) Every student is assessed and instructed at their individual levels.
- Along with these programs ELLs are supported with a strong mix of resources which include: **Getting Ready for the NYSESLAT, Lets Talk About It, Hooked on Phonics, and an ESL library which includes an assortment of culturally diverse books and books on tape.**

At this time we do not have a SIFE student. We are researching SIFE assessments and putting an action plan into place to meet the needs of SIFE. P.S. 100 will identify a SIFE student through the review of their transcripts, family interviews, and completion of the HLIS. We will provide SIFE students with additional support and instruction.

Once a student discovers how far behind he/she is to their peers it can become a great source of frustration, because they are always chasing a moving target. Many SIFE students struggle with stress and need help with the cultural adjustment. In order to ease this transition the schools guidance counselor will provide counseling services for all SIFE students.

ESL and classroom teachers will provide intensive literacy and content instruction. (activate prior knowledge, provide a print rich environment, engage students in hands on learning, provide multiple experiences with vocabulary, have student work in cooperative groups, and provide systematic phonic instruction). SIFE students will also have the opportunity to attend a tutorial program, an extended day program, and an after school enrichment program, which will enhance their learning experience.

ELL students with less than three years of service will receive push-in/pull-out service. ESL teachers will work closely with the classroom teacher to support academic content area instruction through focused lessons using ESL strategies. Students will be invited to use “Imagine Learning” after school to help accelerate language acquisition

P.S. 100 has 18 students who have received four to six years of ESL instruction. An extension of service plan was submitted. These students will receive extra interventions. They will receive interventions according to their area of academic need.

ELL students with 4-6yrs of service will have access to one or more of the following programs. The Wilson Reading System which is implemented during tutorial for SE and GE ELL students in 3rd – 5th grade in need of additional support in reading and writing. The Wilson Reading System is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding. Other SE and GE ELL students experiencing difficulty in writing will take part in our Write Source program during tutorial. Write Source is research-based and provides effective resources to help K-12 students become better writers, thinkers, and learners. All SE and GE ELL students will have access to PS 100s After School Programs. In addition PS 100 is implementing an after school program to support our SE and GE ELLs through the use of technology “Imagine Learning”. This program provides support on an individual basis and addresses alternative learning styles with native language supports.

This year P.S. 100 does not have any long term ELLs. This school would address the needs of long term ELLs with focused instruction and extra support through AIS, tutorial, extended day, and after school programs.

ELLs identified as having special needs will receive mandated services as indicated on their IEP. IEP goals, and formal and informal assessment will determine focus of individualized instruction. Supplemental services such as after school, extended day, and Imagine Learning will be offered to support language acquisition.

Students who pass the NYSESLAT will be monitored for two years. The school monitors their state assessments, ELA predictives, Interim assessments, and sends out informal questionnaires to grade level teachers in order to track the growth of former ELLs. If a student is falling behind the following supports will be put in place -ESL classroom and teacher support will be added through the use of additional ESL materials and strategies, tutorial, after-school programs, and AIS will be requested and implemented according to need.

TRAINING TEACHERS FOR MANDATED ESL HOURS

New teachers will receive 7.5 hours of mandated professional development in ESL methodologies to ensure they are prepared to meet the academic and linguistic needs of our ELLs. Teachers will attend professional development through the LSO or in-house through interactive study groups and workshops focusing on P.S. 100's ELL population. We will encourage our teachers to attend QTEL – Quality Teaching for English Language Learners, which is offered during the summer and throughout the school year.

ESL teachers will attend workshops and conferences offered by the Office of English Language Learners and Bronx BETAC. ELL teachers will turn-key pertinent information on staff development days and during grade meetings. Teachers will look at student work during professional development to assess methodologies and focus instruction. This year the LSO along with ESL teachers will conduct a study group which will look at ELL writing in order to further understand the needs of English Language Learners. The strategies learned during study groups and professional development will be implemented during classroom instruction to insure that ELL student's academic needs are being addressed.

AFTER SCHOOL PROGRAM

Title III, after-school programs are being offered to improve performance in reading, writing, listening, and speaking in English for our English Language Learners. After analyzing the ELL data from 2008-2009, P.S. 100 has decided to implement a new program “**Imagine Learning English**” to meet the needs of our struggling ELLs. We define this as ELLs who have been receiving ESL services but have not achieved a year’s growth according to AMO1 standards or still scored at a Beginner or Intermediate level on the spring 2009 NYSESLAT. These students will be given the opportunity to attend an after school program. P.S. 100 is looking for ways to close the achievement gap for ELLs. Imagine Learning English will enable us to support our struggling ELL students with differentiated instruction through a one-on-one instructor giving native language support, relevant and meaningful scaffolds, academic vocabulary and content area reading, all of which is vital to our ELL population. Along with a pretest and post-test the program includes periodic assessments and teacher reports which include up to the minute information on individual student progress. These reports can be used by the classroom teachers, ESL teachers, and the Inquiry team to track progress and to help with weekly and monthly planning meetings.

P.S. 100 will use Imagine Learning English in a 1 ½ hour after school program two days per week for 28 weeks. The after school session will consist of 45 minutes of computer time with focused instruction, and 45 minutes for completing writing assignments, small group work, individual conferencing, and homework help.

The third, fourth, and fifth grade students will also have access to different after school academic enrichment programs. P.S. 100 will offer programs that focus on quality math and English instruction to help prepare students for the state ELA and math exams. The instructors have completed their 7 ½ hrs of ESL training. The instructors have been versed in ESL strategies which will enable them to increase reading and writing proficiency. These programs will run on Tuesdays and Thursdays for a total of 12 weeks.

PARENTAL INVOLVEMENT

Parent involvement is vital to the success of our students and school. Our goal is to work as a team in the best interest of all students. Throughout the school year workshops will be conducted to ensure parental understanding of assessments, grades and curriculum. ELL Parent Orientations will be given during the year to ensure parents understand all three program choices and the resources that are available to them. The ESL Teacher, Parent Coordinator, and the Assistant Principal that supervises the ESL program are available to discuss the methods and purpose of each program. Translators are available during the meetings to provide support to parents in the interpretation of key information.

Parent involvement is encouraged through:

Parent Workshops, which include: Family Bookmaking Workshops, Reading Readiness Workshop for Pre-K through 1st grade, Math Workshops, Social Studies Workshops, Child Nutrition, How to Prepare Your Child for the NYSESLAT, How to Prepare Your Child for the ELA and Math State Exams Grades 3-5, Understanding PBIS, and How to Understand and Interpret Data in Aris and Acuity. Translation services are provided for all workshops.

A Parent Support Center –located in the new library, which provides a rich array of supportive parental materials for home usage. These resources were purchases through Title III funds to support parents. These services are provided to reinforce the parent/child/school connection.

******* Our goal at P.S. 100 is to maintain a cohesive unit, working together in the best interests of our ELL student population. ESL strategies will enhance the education of our ELL students as well as support our general population. A strong staff that is secure in ESL strategies will ensure the success of our ELL students after they have passed the NYSESLAT.**

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:	\$478,432	\$384,217	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,776		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,925		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$64,796		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100%____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Public School 100
Partners In Excellence
Parent Involvement Policy
2009-2010**

The P.S. 100 Parent Involvement Policy reflects the philosophy of District 8 with respect to promoting the achievement of every child.

This Parent Involvement Policy, developed jointly with parents of participating children, Parent Association leaders, school volunteers and school staff incorporates the goals of the P.S. 100 school/community.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of SWP Committee and School Leadership Teams.

- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory

Council.

- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Family Mathematics, Family Literacy, Reading, New York State/Assessments.

- Regular written communication reflecting on-going day to day activities in the school be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.

- Workshops will be held to review individual student data and the Annual School (city/state) Report regarding student and school achievement.

- The School will encourage parents to share in student success through attendance at monthly award ceremonies, which encourage students to succeed to the highest possible level.

- Parents will be provided a District approved "Code of Behavior," and will review the code and have students adhere to its principles.

- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2nd grade students for 15-30 minutes per day and to have students in grades 2-4 read by themselves 20-30 minutes per day.

- Parents will communicate with their child's teacher regarding educational needs through:

- a) review of student homework on a daily basis, and signing work after parental review.

- b) attending regularly scheduled parent/teacher

conferences.

- c) meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress.
- d) attending annual "Curriculum Conference."

•Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.

•The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.

•Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. Cultural heritage celebrations will assist in heightening students' self esteem, and by having them going gain a greater appreciation of themselves and others.

•A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at Public School 100.

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.

Public School 100
Partners in Excellence
2009-2010 School Compact

It is our belief that student's performance will improve because of our cooperative efforts to support this compact. This is a three-way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibilities.

Parent Agrees to:

Support the learning environment in the following ways:

- Reach out to teachers/ administration for student update.
- Provide a quiet place to do homework.
- Study areas should be well lit and well equipped with pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist- respond to phone calls, letters home in a timely manner.
- Sign and return all papers, notices forms, and homework that require a parent or guardian's signature.
- Encourage positive attitudes toward school.
- Require regular school attendance and punctuality.
- Attend parent-teacher conferences.
- Attend parent workshops.
- Attend parent association meetings.
- Classroom incentives for parent participation during PA meetings- working with the school administration to determine appropriate incentives that could be purchased by the PA and provided to classrooms.
- Be respectful of the school day- avoid picking up my child early when possible
- Be respectful of the bus- Be present every day when my child gets dropped off by the bus
- Be respectful of the teacher- Make an appointment to speak with a teacher, avoid speaking with the teacher during the course of the school day while children are being supervised.
- Provide important medical information about their child to the teacher/school based support team
- Maintain professionalism when speaking with or about school personnel
- Avoiding speaking negatively about school personnel in front of a child
- Maintaining an environment at home free of vulgar language, inappropriate behavior, or fighting. Children learn from the environment in which they are exposed to.

Student Agrees to:

Share the responsibility to improve academic achievement and achieve the high standards. Students will:

- Ask the teacher any questions about the homework/classwork
- Take home materials and information needed to complete the assignment.
- Complete homework in a through, legible, and timely manner.
- Read every night for 30 minutes.
- Return homework on time.
- Give to my parents or guardian all notices and information received by me from my school every day.
- Return signed forms, notices and homework that require a signature in a timely manner.
- Return signed homework when teacher requests.
- Review and follow all school rules.
- Attend school regularly.
- Respect the personal rights and property of other.

PS 100 Agrees to:

- Provide feed back to district to acquire user friendly SLT/Title 1/Parent Involvement handouts.
- Provide a quality educational program to meet each student's academic, emotional, and social needs.
- Provide a safe environment for students to learn.
- Provide parent workshops in academic areas so parents may better assist their children at home.
- Provide parents with statistical data for each child's academic progress, as well as a data for the school in general (based on NYS assessments). The school will assist parents in reviewing and interpreting data.
- Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children progress.
- Provide opportunities for scheduled meetings throughout the year.
- Distribute PA meeting notices to parents in a timely manner.
- Provide information to parent involvement initiatives during morning announcements to remind students to share information with parents.
- Provide high – quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Parent-teacher conferences held twice a year once in the Fall and once in the Spring.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities including: Parents may volunteer, participate, and observe classroom activities, lunchroom duty, art studio and tutoring students with Learning Leaders program throughout the year.

- Provide parents with reports on their children’s progress. The school will provide teachers with report cards and administration will review the teacher feedback prior to it being distributed to parents. The goal will be to maintain a partnership between the home and school with regards to academics.
- Recognize that students are accountable for every assignment.
- Respect cultural, racial, and ethnic differences.
- Respect the personal rights and property of others.
- Advise parents of initiatives in place at P.S.100 by distributing notices to parents, open house for parents, and responses to questions in a timely manner. The parent coordinator will assist the school administration in determining what is considered a reasonable response to a parent request or concern.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

All students receive a reading assessment when entering as a new student into our school. This assessment is: EKWALL Shanker Reading Inventory. During the school year, all students reading levels are assessed at minimum twice a year to determine their Fountas and Pinnell Reading level. This information is utilized to inform their guided reading group. Student performance data that is analyzed throughout the year includes: WRAP, Acuity, ECLAS, State Math and ELA (3rd-5th), State Science (4th), DRA, and ESL performance indicators.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Teachers meet with their colleagues during common planning periods to review current student data as it relates to performance on simulated State Assessments. This information is used to plan for instruction thus ensuring that all students individualized learning needs are met. Teachers have reading conferences with students to determine what skill deficiencies are noticed and then work to leverage skills that the child is performing well at to accelerate the learning of their skill needs.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

Through guided reading, students are grouped by their reading level and specific learning opportunities are provided to meet their individualized needs. Within a class of 24 students, this provides an opportunity for students of all different abilities to engage in appropriate instruction.

From 8:05-8:40 each day, tutorial takes place within our school in which out of classroom teachers are partnered up with classroom teachers. During this time, enrichment activities are offered to students that are performing at higher levels within English Language Arts through the use of "Write Source" curriculum. Our lower performing student (based on formative assessment data) are provided with smaller group instruction.

AIS is another service that is provided to students that are performing below level. During our extended day program, we have provided an opportunity for enrichment in grades where our lower performing students have appropriate services and there is still room for more children.

3. Instruction by highly qualified staff.

Prior to staff being hired into PS 100, teachers take part in a two step interview process. This interview process includes a site interview and sample lesson. Teachers are expected to collaborate often with colleagues and be open to sharing their best practices. Opportunities to visit each other's classrooms and take part in targeted professional development are important aspects in ensuring that highly qualified staff are working within our school. In addition, each year the Principal provides a staff handbook (revised and informed in coordination with UFT, Instructional Cabinet, and school administration). This handbook provides information regarding school procedures.

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. During professional development days, staff conferences, grade meetings, common planning periods, and other afforded opportunities, the school's Principal works with members of the Instructional Cabinet to provide elective opportunities for professional development for all personnel that work with our students. The State's academic standards are reviewed prior to observations with teachers, and used as a framework for planning units of study for students across all grades.

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

Last year, our BEDS Survey indicated that 100% of our teachers are highly qualified. Our school administration works closely with our Learning Support Organization as well as the Human Resource Department at the Integrated Service Center to ensure that licensing of teachers is always kept up to date. In addition, teachers are assigned to roles and positions within the school that they are certified to be teaching.

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

Throughout the school year, our school offers many opportunities for parent involvement including family literacy night, test awareness meetings (Social Studies, ELA, Math) and ESL workshops for parents. Our Parent Association also works closely with the school administration and parent coordinator to ensure that parents are kept informed about professional development opportunities, most recently including ARIS training held within our school on five separate days for parents of all of our students.

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.

Our school's PreK program transitioned from having two half day programs into one full day program after recognizing that attendance was low for our half day programs and a full day program would better meet the needs of our community. Our parent coordinator outreaches to parents throughout the year to provide information regarding PreK and maintains a waitlist in the event that the PreK is full. Once a child transitions from early childhood into our kindergarten and 1st grade, the child takes part in a screening process with one of our academic intervention specialists or an AP or Principal to determine their current level of understanding (EKWALL Shanker Reading Inventory). This information is used to inform the receiving teachers of the current level of understanding that a child has when they are entering the classroom. From there, appropriate grouping of students can be considered.

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.

Each week, an Instructional cabinet meets to review school level data and discuss appropriate next steps. Our Instructional cabinet is comprised of: 3 ELA AIS, 1 Math AIS, 1 Math Coach, 1 Literacy Coach, 3 Assistant Principals, 1 IEP teacher, Principal. The team reviews agendas for professional development, meets with sales personnel from book vendors, meets with potential educational consultants and represents a sampling of professionals that are fully aware of the learning needs of our students.

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.

Each day, teachers provide homework assignments for all students within our school. The homework is an extension of the learning that takes place during the school day and is an opportunity for the teacher to gauge the level of comprehension that each child has related to the topic of instruction. Our weekly Child Study Team (CST) includes: our psychologist, social worker, guidance counselor, SETSS provider, speech teacher, AP's and Principal. This is an opportunity for a teacher to provide information to the team regarding a challenge that a child is encountering with specific interventions that they have provided. As a follow up the CST makes recommendations for next steps which may include but are not limited to: at risk academic services (AIS), at risk counseling, speech, occupational therapy, physical therapy, or a possibly evaluation with parental consent. In addition, teachers maintain parent contact logs which demonstrate our school's commitment to communicating effectively with parents as our partners in providing support for all of our students.

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.

With the wide variety of support provided to our school through the funding made possible at the Local, State, and Federal level our school understands the importance of coordinating efforts of all of our staff members to ensure that specific needs of all of our students are met and where we have needs for outside support, communication take place outside of our school to our Learning Support Organization as well as the Integrated Service Center.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Grade level meetings, ESL Team meetings, AIS meetings and our School Leadership Team reviewed student performance data, curriculum maps, pacing calendars, and took part in discussions to determine appropriate next steps where needed. Our Literacy Coach works closely with our administration to ensure that needed materials are provided in a timely manner where possible.

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

Applicable Not Applicable

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

Our school's resource room has posted pacing calendars across all content areas.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process

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

Specific Math Alignment Issues:

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

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

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

Our school is exempt from the Chancellor's curriculum of Everyday Math and continues to demonstrate growth in academic performance based on the 3rd-5th grade State Assessment. Currently, we utilize a balanced approach to teaching mathematics by aligning our Houghton Mifflin Math curriculum to the State Standards. A pacing calendar has been developed and maintained within our Resource Room.

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?

Within our Resource Room, math pacing calendars are available for teachers in all grades. The student performance trend is also considered evidence of growth. Our Math Coach and Math AIS providers have opportunities to review the curriculum maps to ensure that they are aligned to the State Standards.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Students within our school are assessed for Fountas and Pinnell reading levels at least two times per year. This information is used to assist in grouping for Guided Reading. While guided reading, students work with their peers to read literature and respond to questions. This is contrary to self-paced worksheets because they have opportunities for peer interactions and conference time with the teacher. In addition, shared reading and read alouds take up much of the time during ELA direct instruction. From there students go through the writing process to develop published written work.

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

Applicable Not Applicable

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

Classroom observations, student work, teacher data binders show evidence of guided reading and grouping of students. While self-paced worksheets have their place in classrooms, it is not the primary tool for individual seat work.

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

2B – Mathematics Instruction

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

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

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.

During independent seat work, students have opportunities to work with their peers to solve problems, develop charts, present their findings. Center activities such as computer stations allow for students to have opportunities to work on math interactive programs. However, it is understood that technology could be further developed within mathematical lessons to provide another modality of instruction.

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?

It appears as if teachers could be provided with further professional development opportunities to review center activities that allow for hands on learning in mathematics.

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.

During our upcoming instructional cabinet meetings, hands on approaches to mathematics will be listed as a topic for review and discussion as a means of considering other opportunities for teachers to use in the classroom.

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.

Our teachers have a low rate of turn over. All vacancies were filled during the summer prior to the school year. This year, one special education teacher utilized the open market for a transfer and that position was filled with an ATR that had been excessed from his school after a two round interview process.

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

Applicable Not Applicable

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

Low teacher turn over is demonstrated through the Open Market System data and Galaxy budget.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Several teachers on our staff have attended QTEL workshops within the past three years. From that point, our Principal has made direct outreach to our Learning Support Organization to request ESL professional development for our classroom teachers. Nearly 20 teachers have joined these professional development sessions in which ESL strategies are specifically taught to our teachers that can be used directly within the classroom.

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

Applicable Not Applicable

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

Professional Development informational packets for our teachers from staff development workshops that were held at 08x100 with a representative from our Learning Support Organization.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our ESL teacher is part of our Inquiry Team and has an in depth understanding of the importance of sharing data from NYSESLAT. In addition, all teachers have been provided with ARIS access to their student data.

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?

NYSESLAT data is available for review during collaborative meetings between the ESL providers and classroom teachers.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

This year, we have provided specialized professional development regarding IEP goal setting, annual review processes, and SOPM to all special education teachers. In addition, our IEP teacher serves as our District Liaison and takes part in many professional development opportunities.

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?

Professional development information packets were provided to teachers within our special education common planning periods. A copy of this information is maintained with our IEP teacher as well as in the Principal's office.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Within our school, we began to offer teachers professional development related to Functional Behavioral Assessments as well as Behavior Intervention Plans. In addition, our testing coordinator has informed all teachers of their responsibilities for monitoring students with 504 plans to ensure that they receive appropriate accommodations. Currently, it has also been noted that within several cases students have not been provided with accommodations unless it was a State Assessment. Our teachers now maintain data binders that keep track of relevant information specific to each child's needs to help ensure that specific interventions based on IEP's are applied on a daily basis to all students.

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?

During weekly child study team meetings, as teachers discuss student concerns, it is noted that despite certain cases of behavioral challenges a behavior intervention plan had not been created.

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.

As students are brought up in discussion at a child study team meeting for continual disciplinary disruptions, the teachers will be requested to develop behavior intervention plans and include the parent/guardian within this planning process to support each child's needs.

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.)
Currently, our school has 15 students within temporary housing according to Automate the Schools (ATS).
2. Please describe the services you are planning to provide to the STH population.
Our attendance teacher works with our pupil personnel secretary to ensure that students maintain consistent patterns of positive attendance. In the event that a child is late on a regular basis or absent without supporting documentation, follow up phone calls are made. In addition, our counselors are available for at risk counseling in the event of a child needing extra support to discuss personal matters. Our school counselors maintain up to date records of nearby community out reach centers. The overall goal is to ensure that all families acclimate to our community to ensure that the partnership between home and school is possible.

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.

