



**P.S. 103 HECTOR FONTANEZ**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 103 HECTOR FONTANEZ**  
**ADDRESS: 4125 CARPENTER AVENUE, BRONX, NY, 10466**  
**TELEPHONE: 718-655-0261**  
**FAX: 718-654-7930**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11X103      **SCHOOL NAME:** P.S. 103 Hector Fontanez

**SCHOOL ADDRESS:** 4125 CARPENTER AVENUE, BRONX, NY, 10466

**SCHOOL TELEPHONE:** 718-655-0261      **FAX:** 718-654-7930

**SCHOOL CONTACT PERSON:** Alice Brown      **EMAIL ADDRESS** abrown6@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Christina Cervone

**PRINCIPAL:** Alice Brown

**UFT CHAPTER LEADER:** Frank Panebianco

**PARENTS' ASSOCIATION PRESIDENT:** Nadia Griffith-Allen

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

**DISTRICT:** 11      **SSO NAME:** Empowerment Support Organization

**SSO NETWORK LEADER:** Barone, Elvira

**SUPERINTENDENT:** Elizabeth White

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

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

Name	Position and Constituent Group Represented	Signature
Alice Brown	Principal	
Liza Mojica	Admin/CSA	
Frank Panebianco	UFT Chapter Leader	
Christina Cervone	UFT Member	
Craig Parise	UFT Member	
James McKenney	UFT Member	
Kasheba Marshall	Parent	
Martha President	Parent	
Katherine Myers	UFT Member	
Sophia Barrett	Parent	
Minister Beau Harris	Parent	
Nadia Griffith Allen	PA/PTA President or Designated Co-President	
Maria Olivera	Parent	
Nikeicia Brown	Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Approximately 1200 smart, charming and hard-working students who strive to "Dream Big. Work Hard." attend P.S. 103 The Hector Fontanez School in the Bronx. The Hector Fontanez School is staffed by over one hundred dedicated, motivated, and intelligent staff members who champion our school motto, "Dream Big. Work Hard." The K-5 curriculum is clearly outlined and aligned to NYS Standards. Students engage daily in reading workshop, writing workshop, word study, mathematics, and science/social studies. Students engage in the arts, physical education, and technology as well as choice subjects offered through an extensive enrichment program.

We strongly believe the parent-school connection is necessary to support the success of our students. As such we strive to keep in touch with parents via letters, newsletters, phone messenger, progress reporting, monthly open houses called "Children At Work", monthly Family Nights, monthly PTA meetings, and technology and curriculum workshops for parents.

Our annual Multicultural Festival inspires our community to value the cultures and customs of the world. Students culminate their studies of a country in the world with the creation of full body prints, costumes, and a performance to share with the whole community. The well-organized, entertaining and educational performance is followed by food tasting and socializing. This endeavor is supported completely by parent and staff volunteers.

PBIS promotes the positive tone and welcoming climate in the building. We have collectively identified those elements important to living together in harmony and labeled them "The High Fives" which are: Be Respectful, Be Responsible, Be Safe, Be Engaged, and Be Prepared. We have identified what each of these elements look like in our daily school life and created a school-wide matrix of positive behavior. We continuously provide recognition to those students who display the expected and necessary elements of behavior; we provide students with "High Five Bucks". We regularly reward students who follow the High Fives as a way of life in the Hector Fontanez School by arranging for them to spend their High Five Bucks in the school store. The work of our PBIS (Positive Behavior Intervention and Support) Committee is woven into the fabric of our school. The High Fives encourage students to take responsibility for their own behaviors through positive reinforcement. Student volunteers are selected to assist with the endeavors of the committee. Students must fill out an application, appear for an interview, and bring recommendations from their parents and teachers.

Our Data Collection System, including the Filemaker program is a concise system of continually updated data which allows teachers, school leaders, and parents to track students' progress, and areas in need of attention, from month to month. This tool is also used to plan for differentiated instruction.

Daily "Data Talks" are part of our Master School Schedule. Grade supervisors meet daily with individual teachers to review the class data collection: read and analyze data, learn and predict from

data, plan and goal-set for students and our school, align instruction to accelerate student learning, and guide our professional development. Data Walls make our staff's and students' work and progress public.

**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					
<b>School Name:</b>	P.S. 103 Hector Fontanez				
<b>District:</b>	11	<b>DBN #:</b>	11X103	<b>School BEDS Code #:</b>	11X103

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		91.5	91.7	92.2		
Kindergarten	166	156	157						
Grade 1	202	195	181	<b>Student Stability: - % of Enrollment</b>					
Grade 2	195	185	196	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	219	178	175		90.2	90.4	92.50		
Grade 4	208	191	187						
Grade 5	169	176	181	<b>Poverty Rate: - % of Enrollment:</b>					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			90.2	90.4		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		13	18	50		
Grade 12	0	0	0						
Ungraded	0	1	0	<b>Recent Immigrants: - Total Number</b>					
Total	1159	1082	1077	(As of October 31)	2006-07	2007-08	2008-09		
					10.0	25.0	19		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>					
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-	2007-	2008-09		

					07	08	
# in Self-Contained Classes	37	50	57				
# in Collaborative Team Teaching (CTT) Classes	44	51	48	Principal Suspensions	40	36	TBD
Number all others	34	40	60	Superintendent Suspensions	28	9	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	69	73	89	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	105	98	118	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	10	4	4	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	74	88	90
				Number of Administrators and Other Professionals	9	15	16
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	6	5
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.8	1.1	1.8	Percent more than two years teaching in this school	64.9	59.1	72.2
Black or African American	59.5	57.3	55.1	Percent more than five years teaching anywhere	45.9	44.3	54.4
Hispanic or Latino	35.5	36.9	38.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.6	2.6	Percent Masters Degree or higher	84.0	78.0	86.0
White	1.8	2.1	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.4	93.6	99.2
Multi-racial							
<b>Male</b>	52.1	51.7	51.3				
<b>Female</b>	47.9	48.3	48.7				

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School:** Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<input type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1
<input checked="" type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
		ELA:	SINI 2	ELA:
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
<b>Other Groups</b>						
Students with Disabilities	√ <sup>SH</sup>	√	√			
Limited English Proficient	√ <sup>SH</sup>	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	6	6	5	0	0	0

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	81.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	15.6	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	44.5	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **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?

ELA Performance 56.8%

Since 2004:

21.6% increase of students performing in levels 3 and 4

9.8% decrease of students performing in level 1

Student Performance Trends in ELA

- ELA students in levels 3 and 4 are making better progress than our students in levels 1 and 2.
- ELA decrease of students performing in levels 1 and 2.
- ELA increase of students performing in levels 3 and 4.
- ELA '08-'09 4th grade show overall increase in levels 3+4, as a cohort improvement was shown.
- ELA '08-'09 5th grade show overall increase in levels 3+4, as a cohort improvement was shown.
- ELA similar trends in performance levels for English Proficient and ELLs with decrease in Level 1 and increase in Levels 3+4 – but achievement gap remains.
- ELA similar trends in performance levels for General Education and SWD with decrease of Level 1 and increase of Levels 3+4 – but large achievement gap remains.
- ELA boys and girls show equal improvement but boys are still at the disadvantage in total 3 and 4.

Math Performance 80.8%

Since 2004:

35.6% increase in students performing in levels 3 and 4

13.1% decrease of students performing in level 1

Student Performance Trends in Math

- Math decrease in students performing in levels 1+2.
- Math increase in students performing in levels 3+4.
- Math similar trends in performance levels for English Proficient and ELLs with decrease in Level 1 and increase in Levels 3+4 – achievement gap exists, but has become more narrow.
- Math similar trends in performance levels for General Education and SWD with decrease of Level 1 and increase of Levels 3+4 – but large achievement gap remains.

- Math results show no significant difference in gender performance, boys at a slight disadvantage.

Our greatest accomplishments:

- Positive tone and welcoming climate in the building.
- Exemplary Positive Behavioral Interventions and Support (PBIS).
- Four Team Leaders knowledgeable in classroom practices and curriculum and provides support to teachers.
- Interactive whiteboards in all 5<sup>th</sup> grade classes and several other classrooms.
- On a regular basis, we welcome our parents into our school during the instructional day. Parents are invited into their children's classroom on designated days to observe their "Children At Work".
- Daily "Data Talks" are part of our Master School Schedule. Grade supervisors meet daily with individual teachers to review the class data collection.
- Data Walls are being used to make our staff's and students' work and progress public.
- Each student has worked with his/her teacher to identify short and long term learning goals. Students know their current "just right" reading level and have a plan of action for their next steps as well as short term targets; students are also aware of their long-term (June) goals.
- Laptops and mobile carts are utilized daily in ESL, bilingual, and self-contained special education classes.
- Increase the number of certified ESL teachers in our school and re-organized our classes to include one self-contained ESL class on each grade. This model increases instructional time on task and limits occasion for confusion caused by a pull-out program.
- Expanded curriculum maps to include writing, science, social studies, and character development are currently under revision.
- Service projects like Penny Harvest and supporting troops are school-wide initiatives.
- Annual Multicultural Festival inspires our community to value the cultures and customs of the world.
- School-wide Enrichment program.
- Welcome partnership of the Sports And Arts in the Schools Foundation of NY.

The most significant aids to the school's continuous improvement are:

- Our dedicated, motivated, and intelligent staff that champions our school motto, "Dream Big. Work Hard."
- Continuous development of our Data Collection Systems.
- The work of our PBIS (Positive Behavior Intervention and Support) Committee is woven into the fabric of our school.
- Clearly identified curriculum aligned to state standards.
- Child Study Team meets with teachers to discuss possible supports to students who are struggling academically and socially. The team devises short term plans and goals; monitors needs; and involves parents in the process.
- Academic Intervention Teachers working in a scheduled intervention program.
- Human Relations Team is comprised of a licensed teacher and paraprofessional specializes in social and emotional support and intervention, parental communication, and compliance with the NYC Discipline Code.
- Attendance Committee focuses on individual students, proactively targets historically low attendance days to improve student attendance, focus on positive rewards and encouraging intrinsic motivation to encourage students' attendance.
- Students regular participation in visual arts, music, physical education, technology, and science.
- Students participate regularly in health education.
- Students with demonstrated skill and interest in technology are part of the Tech Squad Responders.

- Two Lego Robotic Student Teams, the Robo Beez and the Robo Stingers, participate in a science and technology after school club and in borough and city-wide competitions.
- Drama Club performs in two to three major productions each year for the entire school community.
- Teachers plan educational and cultural school trips to expose students to new places, make real-life connections to the curriculum, and expand their understandings of the world. Among the sites classes have visited are the Museum of the American Indian, the Museum of Natural History, Green Meadow Farm, and Lehman College, Radio City Music Hall, Carnegie Hall, and Lincoln Center.
- In the springtime, the life-cycle is keenly observed by our students. All classrooms participate in observing the life-cycle of butterflies. Additionally, in kindergarten and first grade students will nurture and eventually welcome new chicks into their classrooms.
- Keeping parents informed and equipped with strategies to assist students at home is beneficial to all students including Aris and Acuity workshops.
- Family Nights throughout the school year.
- A technology laboratory and several mobile notebook carts and two full-time technology teachers provide opportunities for students to have consistent hands-on technology learning experiences across the grades, K-5.

Significant barriers to school's continuous improvement:

- Each year we have a large number of students admitted and discharged. This change in student enrollment presents challenges to teachers and students who frequently have to get new students on board (baseline assessment, interests, gather materials, teaching procedures and expectations).
- Recent economic distress in society adds uncertainty to our program planning. Assessments of newly enrolled students (including incoming kindergarten) indicate a preponderance of low literacy skills.
- Need increase in parental supervision of students' academic endeavors, in school and outside of school (progress, homework completion, reading for pleasure, visits to cultural destinations, etc).

## 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 (SINI/SRAP/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.

Annual Goal	Short Description
By June 2010 all students will make 1.0 to 1.5 year's growth in ELA as measured by the NYS ELA Exams (in grades 4-5), DRA and/or ECLAS-2 (in grades K-3); decrease the number of 3rd, 4th, and 5th grade students performing at level 1 on NYS ELA exams to 0%; and increasing the amount of 3rd, 4th, and 5th grade students performing at levels 3 and 4 in literacy to 70% as measured by NYS ELA exams.	The following subgroups have been identified as needing further intervention: ELLs, SWDs, students performing in the lowest third citywide and schoolwide, students in levels 3+4.
By June 2010 all students will make 1.0 to 1.5 year's growth in Mathematics as measured by the NYS Mathematics Exams (in grades 4-5) and EM exams (in grades K-3); decrease the number of 3rd, 4th, 5th grade students performing at level 1 to 0% while increasing the number of 3rd, 4th, and 5th grade students performing at levels 3 and 4 in mathematics to 85% as measured by NYS Mathematics exams.	The following subgroups have been identified as needing further intervention: SWDs, students performing in the lowest third citywide, and students in levels 3+4.
By June 2010 our grade on the NYC Progress Report will remain an A with an increase of overall score of 5 from 81 to 86 as measured by improvement on the School Environment, Student Performance, and Student Progress.	We will increase our scores in each category on the NYC Progress Report.
By June 2010 we will continue to grow together as a collaborative community of students, leaders, teachers, parents, and staff as measured by: <ul style="list-style-type: none"> <li>- Annual student attendance will increase to 92.5%.</li> <li>- School Environment score will increase to 12.1/15 as measured by the Learning Environment Survey and the number of referrals to the SAVE room and suspensions will decrease.</li> <li>- Increase opportunities for reporting student progress to parents and receiving information about students from parents.</li> <li>- Strengthening our students' participation in a variety of subject areas by identifying learning goals for each core curriculum area and increasing opportunities to participate in enrichment activities.</li> <li>- Increasing participation of students, staff and families in school-wide and service activities like, but not limited to, PBIS, Penny Harvest, Mighty Milers, Drama, Robotics,</li> </ul>	We will continue to grow by assessing our work, making decisions, planning and implementing systems, celebrations and traditions to make our school community strong, joyful and child-centered.

Garden Committee and planning of the renovated roof yard and library.	
By 2010 Students With Disabilities (SWD) will demonstrate 1.0 to 1.5 years progress in ELA as measured by the DRA; additionally SWDs in grades 4 and 5 will increase proficiency in ELA as follows: 34% of SWDs in Level 1 will achieve Level 2 and 50% of SWDs in Level 2 will achieve Level 3 as measured by the NYS ELA examination; additionally SWDs in grades 4 and 5 will increase proficiency in Mathematics as follows: 63% of SWDs in Level 2 will achieve Level 3 and 5% of SWDs in Level 3 will achieve Level 4 as measured by the NYS Mathematics examination.	SWD is targeted subgroup



## SECTION VI: ACTION PLAN

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

**Subject Area  
(where relevant) :**

**ELA**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 all students will make 1.0 to 1.5 year’s growth in ELA as measured by the NYS ELA Exams (in grades 4-5), DRA and/or ECLAS-2 (in grades K-3); decrease the number of 3rd, 4th, and 5th grade students performing at level 1 on NYS ELA exams to 0%; and increasing the amount of 3rd, 4th, and 5th grade students performing at levels 3 and 4 in literacy to 70% as measured by NYS ELA exams.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Ensure clear teaching objectives and learning outcomes are evident for each lesson. (All teachers)</li> <li>· Maximize teaching opportunities in guided reading by using analysis of running records and conference notes. (All classroom and reading teachers)</li> <li>· Maximize and systematize academic intervention services including technology-based interventions. (All classroom teachers, AIS teachers, and technology teachers)</li> <li>· Align professional development to PTS and based on learning outcome data, identified needs, and school goals. (Administrators, team leaders, teachers)</li> <li>· Regularly collect and assess real-time data, both qualitative and quantitative, to drive instruction and intervention services to students and work to improve school functions and services. Utilize FileMaker database to create a customized reporting system for P.S. 103. (teacher committee, teachers, administrators)</li> <li>· Provide students with IEPs with increased and specialized support to address their</li> </ul>

special needs. (teachers of special education, technology teachers)

- Provide students who are English Language Learners with increased opportunities to develop English language proficiency. (teachers of ESL and bilingual)

- Teachers and students set targets and short- and long-term goals for each student in ELA. (all teachers and students)

- Utilize interim and formative assessments to measure students' progress throughout the year. (testing coordinator, team leaders, teachers)

- Continue to provide substantial time for students to read independently across all grades throughout each day and strengthen (through data-driven planning) the intensity and effectiveness of all the reading components including guided reading and analysis of running records for decision making. (teachers)

- Grades K-3 teachers will continue to use Foundations as a comprehensive program to teach word study, vocabulary, phonemic awareness, handwriting, and phonics. (teachers)

- Increase the amount of Wilson (Grades 3-5) services available for all students including SWD in need of the program who are identified through appropriate assessments. (reading teachers, teachers)

- Students will be engaged in creating, understanding, and using rubrics and checklists to assess their own reading and writing progress throughout the school. (teachers)

- Continue to provide well-managed AIS services. (administrators, AIS teachers)

- Availability of and utilization of numerous texts leveled at the appropriate gradients along the continuum in order to accelerate students' reading levels. (teachers, reading teachers, team leaders, administrators)

- Implement Lexia for ELLs and SE subgroups. (teachers of special education and ELLs, technology teachers)

- Maintain self-contained ESL classes on all grade levels. (administrators)

	<ul style="list-style-type: none"> <li>· Implement periodic writing assessments K-5 (teachers).</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assessments will be administered according to a testing calendar:</p> <ul style="list-style-type: none"> <li>· DRA two times per year in literacy</li> <li>· Acuity ELA</li> <li>· ELL Assessment</li> <li>· Monthly running reading records</li> <li>· Foundations testing for K-3</li> <li>· Weekly assessments in mathematics</li> <li>· 10 published pieces of writing measured against rubric</li> <li>· Simulations in ELA</li> </ul> <p>-Four full-time team leaders to provide ongoing professional development and support to teachers. (C4E, Title I)</p> <p>-Saturday test-prep academy. (Title I, tax levy)</p> <p>-Allocate funds for professional development (professional texts, videos, workshops, etc.) that will provide staff with necessary understandings and skills to accomplish our goal). (Title I)</p> <p>-Teacher to provide regular coverage to teachers on 3-4 week cycle in order to allocate time for assistant principals to meet with support staff and teacher to discuss data, look at lesson plans, and create action plans for students. (Title I)</p>

	<ul style="list-style-type: none"> <li>- Utilize FileMaker database to create student data system. (TL)</li> <li>- Kaplan/Test Simulations for ELA or provider of formative assessments (NYSTL)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By September, schedule of Academic Center and Data Talks created.</p> <p>By October, team leaders and APs will systematize support services.</p> <p>By October, grade supervisors will have completed data wall.</p> <p>By October, a testing calendar will be created.</p> <p>By October, all members of subgroups will be identified.</p> <p>By October, identify targets for school-wide progress and individual targets in ELA and math.</p> <p>By November, first predictive ELA results are available.</p> <p>By November, parent training in ARIS.</p> <p>By December, parent training in Acuity.</p> <p>Ongoing, review of data through data talks.</p>

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

**Mathematics**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 all students will make 1.0 to 1.5 year’s growth in Mathematics as measured by the NYS Mathematics Exams (in grades 4-5) and EM exams (in grades K-3); decrease the number of 3rd, 4th, 5th grade students performing at level 1 to 0% while increasing the number of 3rd, 4th, and 5th grade students performing at levels 3 and 4 in mathematics to 85% as measured by NYS Mathematics exams.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Ensure clear teaching objectives and learning outcomes are evident for each lesson. (All teachers)</li> <li>· Maximize and systematize mathematics academic intervention services including technology-based interventions. (math teacher, technology teachers, administrators, teachers)</li> <li>· Align professional development to PTS and based on learning outcome data, identified needs, and school goals. (Administrators, team leaders, teachers)</li> <li>· Regularly collect and assess real-time data, both qualitative and quantitative, to drive instruction and intervention services to students and work to improve school functions and services. Utilize FileMaker database to create a customized reporting system for mathematics. (teacher committee, teachers, team leaders, administrators)</li> <li>· Provide students who are English Language Learners with increased opportunities to develop English language proficiency and academic language in mathematics. (teachers of ELLs)</li> <li>· Teachers and students set targets and short- and long-term goals for each student in mathematics. (all teachers)</li> <li>· Utilize interim and formative assessments to measure students' progress throughout the year. (all teachers, testing coordinator, administrators)</li> <li>· Beginning in January, provide professional development opportunities for four team leaders and mathematics AIS teacher through Hunter College.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>· Utilize Title I and TL FSF to fund 1 AIS math teacher at grades K-5 and 1 paraprofessional for Kindergarten students.</li> <li>· Utilize C4E funding for 4 team leaders to provide professional development to teachers aligned to PTS to support one year progress in all students.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By mid-October all base-line mathematics will be administered and analyzed.</p> <p>By mid-October all AIS will be in full implementation.</p> <p>By October 5th grade departmentalized math program will be fully implemented.</p> <p>In June, we will see a decrease of students in level 1. In June, we will see an increase of students performing in levels 3 and 4 including one to one and a half year's progress for each student.</p>
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**Subject Area**  
(where relevant) :

**NYC Progress Report**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 our grade on the NYC Progress Report will remain an A with an increase of overall score of 5 from 81 to 86 as measured by improvement on the School Environment, Student Performance, and Student Progress.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Set targets for each category of the NYC Progress Report. (SLT)</li> <li>· Allow each teacher to meet with students to set targets for each student for achievement on the NYS ELA and Mathematics exams, as well as short-term targets and goals. Determine each teacher's contribution to this year's exams as well as future exams. (all teachers)</li> <li>· Identify students in subgroups with historic or recent underperformance and provide teachers and students with information and additional support: ELLs, SWDs, students in lowest third citywide and school-wide, students in levels 3+4. (administrators, teachers, data specialist, team leaders)</li> <li>· Publish school-wide targets. (SLT)</li> <li>· Train parents on the use of Acuity. (parent coordinator, data specialist)</li> <li>· Train teachers on the use of ARIS and Inquire. (data specialist, administrators)</li> </ul>

	<ul style="list-style-type: none"> <li>· Administer ELL interim assessment. (testing coordinator)</li> <li>· Continue to provide professional development opportunities for all staff in data driven instruction aligned to PTS and individualized professional development plans. (administrators, team leaders, teachers)</li> <li>· Identify essential outcomes in each content area and use these to identify specific learning objectives and identification of students' learning goals.</li> <li>· Administer assessments regularly and analyze results, identify programmatic strengths and weaknesses, as well as provide professional development training in how to pinpoint specific skills students are struggling with and revise the instruction to meet the student's needs. (testing coordinator, teachers)</li> <li>· Monthly updates of data will be captured by each classroom teacher. (teachers)</li> <li>· Regularly display results and make the data public for students, teachers, and parents. (team leaders, teachers)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assessments will be administered according to a testing calendar:</p> <ul style="list-style-type: none"> <li>· DRA two times per year in literacy</li> <li>· Acuity in Math and ELA</li> <li>· ELL Assessment</li> <li>· Monthly running reading records</li> <li>· Foundations testing for K-3</li> <li>· Weekly assessments in mathematics</li> <li>· Unit tests in mathematics</li> <li>· Science chapter tests and simulations</li> </ul>

	<ul style="list-style-type: none"> <li>· 10 published pieces of writing measured against rubric</li> <li>· Simulations in ELA and Math</li> </ul> <p>-Four full-time team leaders to provide ongoing professional development and support to teachers. (C4E, TL)</p> <p>-Saturday test-prep academy. (Title I, TL)</p> <p>-Allocate funds for professional development (professional texts, videos, workshops, etc.) that will provide staff with necessary understandings and skills to accomplish our goal). (Title I)</p> <p>-Teacher to provide regular coverage to teachers on 3-4 week cycle in order to allocate time for assistant principals to meet with support staff and teacher to discuss data, look at lesson plans, and create action plans for students.</p> <p>- Utilize FileMaker database to create student data system. (C4E, Title I)</p> <p>- Kaplan/Test Simulations for ELA or provider of formative assessments</p> <p>- Buckle Down/Test Simulation for Math or provider of formative assessments</p> <p>Title I and TL FSF for PD books.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By September, schedule of Academic Center and Data Talks created.</p> <p>By October, team leaders and APs will systematize support services.</p> <p>By October, grade supervisors will have completed data wall.</p> <p>By October, a testing calendar will be created.</p> <p>By October, all members of subgroups will be identified.</p> <p>By October, identify targets for school-wide progress and individual targets in ELA and math.</p>

	<p>By November, first predictive ELA results are available.</p> <p>By November, parent training in ARIS.</p> <p>By December, parent training in Acuity.</p> <p>Ongoing, review of data through data talks.</p>
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**Subject Area  
(where relevant) :**

**School Climate and Culture**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 we will continue to grow together as a collaborative community of students, leaders, teachers, parents, and staff as measured by:</p> <ul style="list-style-type: none"> <li>-Annual student attendance will increase to 92.5%.</li> <li>-School Environment score will increase to 12.1/15 as measured by the Learning Environment Survey and the number of referrals to the SAVE room and suspensions will decrease.</li> <li>-Increase opportunities for reporting student progress to parents and receiving information about students from parents.</li> <li>-Strengthening our students' participation in a variety of subject areas by identifying learning goals for each core curriculum area and increasing opportunities to participate in enrichment activities.</li> <li>-Increasing participation of students, staff and families in school-wide and service activities like, but not limited to, PBIS, Penny Harvest, Mighty Milers, Drama, Robotics, Garden Committee and planning of the renovated roof yard and library.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Attendance committee will meet monthly to assess attendance in comparison to last year and measure success and address needs to ensure meeting of ultimate goal.</li> <li>· School Leadership Team will form a sub-committee to support the successful administration of the LES.</li> </ul>

	<ul style="list-style-type: none"> <li>· Staff, parents and students will support the positive climate and real-life connections to character development through philanthropic endeavors.</li> <li>· Human Resource Facilitator and Team will support students in need of assistance in social interaction and emotional resilience, address bullying and name-calling, reward students each month.</li> <li>· PBIS will support positive behavior and special events.</li> <li>· Staff and parent members will supervise special events like Penny Harvest, Garden Committee, renovation of Roof Playground and Library.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>· Utilize TL FSF to support attendance rewards for 100% attendance.</li> <li>· Utilize Title I and TL FSF to support hiring of HRF Team of one teacher and one paraprofessional.</li> <li>· Utilize TL FSF funds to support materials for the PBIS store and per session activity.</li> <li>· Utilize TL FSF and general school funds for student incentives and support of the Garden, Penny Harvest.</li> <li>· Utilize TL FSF for per session and student materials/equipment for Robotics and Drama.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student of the Month photos of students are displayed by October.</p> <p>First parent progress report with student goals and targets distributed in November.</p> <p>Penny Harvest in October and November.</p> <p>Drama and Robotics clubs begin by September-end.</p> <p>Enrichment activities begin by mid-October.</p> <p>LES Initiative begins in March.</p>

**Subject Area  
(where relevant) :**

**Students With Disabilities**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By 2010 Students With Disabilities (SWD) will demonstrate 1.0 to 1.5 years progress in ELA as measured by the DRA; additionally SWDs in grades 4 and 5 will increase proficiency in ELA as follows: 34% of SWDs in Level 1 will achieve Level 2 and 50% of SWDs in Level 2 will achieve Level 3 as measured by the NYS ELA examination; additionally SWDs in grades 4 and 5 will increase proficiency in Mathematics as follows: 63% of SWDs in Level 2 will achieve Level 3 and 5% of SWDs in Level 3 will achieve Level 4 as measured by the NYS Mathematics examination.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Instructional Specialist will provide weekly 1:1 coaching to teachers of SWD in self-contained classes. (Network ARRA funds)</p> <p>Consultant from Goldmansoor and Rutherford will provide 1:2 coaching to team teachers of ICT classes to support the use of research-based co-teaching models. (ARRA)</p> <p>Teachers of ICT classes will attend professional development workshops to support the use of research-based co-teaching models. (ARRA)</p> <p>Teachers of SWD in self-contained classes are provided with weekly common preparation time.</p> <p>Teachers of SWD in self-contained classes will participate in looking at student work to inform instructional decisions. (Network ARRA funds)</p> <p>Teachers participate individually in data talks with supervisors every two weeks.</p> <p>Teachers of SWD in self-contained classes will participate in professional learning community during common preparation periods.</p> <p>Teachers of SWD will participate in professional development sessions to support best practices in designing and supporting IEPs. (ISC Support)</p> <p>Teachers will receive laptops to foster the collection and analysis of student data.</p> <p>Teachers of self-contained classes will participate in professional development in data analysis and looking at student work provided by Learner Center Initiatives (LCI).AIS teacher assigned</p>

	<p>to support students in mathematics.</p> <p>AIS teacher assigned to support students in ELA.</p> <p>Students will use Lexia, Raz-Kids, Uptown Education software to support.</p> <p>Teachers will utilize differentiated instruction to support students' needs.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Support for individualized coaching by instructional specialist will be provided by Network 19. Funding for coverages for substitute teachers to support teachers' participation in this professional development activity will be supported by tax levy dollars.</p> <p>Consultancy by Goldmansoor and Rutherford to support the development of co-teachers in ICT classes will be supported by Title I ARRA funds.</p> <p>Professional Development workshops by Goldmansoor and Rutherford to support the development of co-teachers in ICT classes will be supported by Title I ARRA funds. Substitute teacher coverage to support teachers' participation in these professional development activities will be supported by tax levy dollars.</p> <p>Master schedule will include a common preparation time for all teachers of self-contained classes.</p> <p>Professional Development support from LCI will be supported by Title I ARRA. Substitute coverage for this endeavor will also be provided by Title I ARRA.</p> <p>Software purchase - Benchmark Education - NYSTL funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September - master schedule reflects common preparation period for teachers of self-contained classes</p> <p>October - first workshops by Goldmansoor and Rutherford</p> <p>November - coaching by Goldmansoor and Rutherford begins</p> <p>November - coaching by Instructional Specialist begins</p> <p>December - teachers of self-contained classes initiate professional learning community</p>

meetings

December - second workshops by Goldmansoor and Rutherford

January - planning for LCI begins

January - ISC PD IEPs

February - work with LCI begins

June - work with LCI concludes

June - work with Goldmansoor and Rutherford concludes

June - work with instructional specialist concludes

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

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

## 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	51	46	N/A	N/A	7	3	2	5
1	43	40	N/A	N/A	11	1	3	5
2	28	36	N/A	N/A	15	3	2	2
3	44	42	N/A	N/A	6	7	6	3
4	43	54	12	12	5	3	4	6
5	33	38	64	50	5	1	1	6
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><u>Intervention by Certified Reading Teacher</u>            Certified reading teacher provides small group intervention to students aligned to particular needs of student: comprehension, fluency, decoding, etc. Service is provided during the school day in small groups.  <u>Wilson Reading</u>            Wilson Reading is provided to eligible students in grades 3-5 by certified Wilson teachers during the school day in small groups. Foundations Intervention is provided to eligible students in grades K-2 during the school day in small groups.            Great Leaps            Other personnel such as guidance counselors, parent coordinators, attendance teacher, parent volunteers in Learning Leaders program will be trained in the implementation of Great Leaps and will provide intervention services to students in grades K-5.</p>
<p><b>Mathematics:</b></p>	<p><u>Math Intervention Teacher</u>            Math intervention teacher provides small group intervention to students aligned to particular needs of student: numeration, operations, problem-solving, etc.            Small Group Instruction            SGI is provided by each teacher in the building during the extended school day.</p>
<p><b>Science:</b></p>	<p>Additional Instruction provided by classroom teacher in small groups.</p>
<p><b>Social Studies:</b></p>	<p>Additional instruction provided by classroom teacher in small groups.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>At-risk counseling is provided by certified guidance counselor in small groups during the school day.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	At-risk counseling provided by the school psychologist.
<b>At-risk Services Provided by the Social Worker:</b>	At-risk counseling is provided by the social worker on individual basis during the school day.
<b>At-risk Health-related Services:</b>	At-risk health classes and support is provided by the school nurse to small groups of students during the school day.

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

*NCLB/SED requirement for all schools*

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

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

**Form TIII - A (1)(a)**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 222**

**Non-LEP 2**

**Number of Teachers 10**

**Other Staff (Specify) 1**

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

**Title III, Part A LEP Program**

**Language Instruction Program**

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

At PS 103, there are 222 students designated English Language Learners. There are 130 students being served in six English as a Second Language (ESL) classes in grades K-5 as well as in a push-in model. ESL teachers provide instruction in all subject areas using ESL methodologies. Numerous approaches and strategies are used including the Natural Approach, Multi-sensory Approach, Cooperative Learning

and Content Area Units. Beginner and Intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week and one unit of ELA. Five bilingual teachers service 92 Native Spanish-speaking students in Transitional Bilingual Education (TBE) classes in grades K – 4. Transitional Bilingual Education teachers use Spanish/English for instructional activities to address the needs of students at each proficiency level as follows: Beginning 60:40; Intermediate 50:50; Advanced 25:75. The materials used in both the ESL and TBE classes are aligned with those used in the mainstream English classes, and are supplemented with a curriculum designed for English Language Learners On Our Way To English (Rigby) in grades K – 4. Both our Transitional Bilingual Education and English as a Second Language classrooms contain a rich variety of developmentally appropriate, authentic and quality literature in a broad range of genres in English and Spanish. We are working on enhancing classroom libraries to meet the needs of students from all backgrounds. Within each class, instructional groupings are based on students' levels of English proficiency. At P.S. 103 our TBE and ESL classroom are staffed with teachers who are equipped with appropriate teaching certifications and regularly participate in professional development. They are all skilled in content as well as pedagogy.

PS 103 has been designated a Corrective Action Focused school on the basis of the performance of Students With Disabilities on summative state assessments. Based on NYSESLAT scores from 2009, approximately 35 % of our 210 ELL students moved from one proficiency level to the next. Students typically perform significantly higher on the listening and speaking than on the reading and writing portions of the exam. Our focus for the 2009-2010 school year will be on increasing proficiency levels in the reading and writing portions of the exam.

#### PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1

To address deficits in student performance in mathematical communication and reading and writing as measured by the state Mathematics and NYSESLAT exams, PS 103 will conduct a Saturday Academy for English Language Learners. The Academy will provide intensive support for skills and strategies in “test sophistication” for the New York State Mathematics Assessment, the New York State English Language Arts Assessment and the NYSESLAT exams. Students in all grades (K – 5) and at all assessed performance levels will be eligible to attend the Saturday Academy classes. The instructional focus will be to prepare students to successfully demonstrate what they know and are able to do in the very specific context of three standardized assessments. All Saturday sessions will have one hour dedicated to NYSESLAT preparation. The first two hours of each session address English language arts and mathematics skills and strategies needed for the New York State Assessments. The focus will rotate between the two on a weekly basis starting with English Language Arts. The remaining hour of each Saturday will be dedicated to pure NYSESLAT preparation. Grades K-2 will focus solely on NYSESLAT preparation.

The program will consist of a total of ten three-hour Saturday classes. The Saturday Academy classes will run from 9:00AM – 12:00PM on one Saturday in February, three in March, three in April and three in May for a total of 30 hours of supplemental preparation and instructional time for students. Teachers for the classes will be identified from among our TBE and ESL instructional staff members who are either fully or provisionally certified. The program will require that the building be open on Saturdays, and requires the presence of an administrator to supervise activity. The Title III program will operate on three Saturdays when there is no other Supervisor in the building, and therefore must pay a supervisor salary on those days. Materials and supplies that will both bridge and extend the work students are currently doing in class will be used, including test simulation materials, high quality native language and English language children's literature, and extension material to supplement curricula students use in class.

As a result of participation in these supplemental activities, an increase of 10% of tested students will demonstrate exemplary gains on the mathematics exam. An increase of 10% of students will advance one or more performance levels on the NYSESLAT.

#### PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2

In addition to the Saturday Academy, PS 103 will provide supplemental instruction for English Language Learners in an extended school day format. Intensive support language acquisition and skills for the NYSESLAT exams will be offered to students from 7:00AM to 8:00AM, Tuesday and Wednesdays in March and April for a total of 12 one-hour sessions of supplemental support. The sessions will begin on Tuesday February 23rd and conclude on Wednesday April 14th. Students in all grades (K – 5) at assessed performance levels “beginning”, “intermediate” and “advanced” will be eligible to attend these sessions.

The instructional focus for this program will be to prepare students to successfully demonstrate the skills and competencies assessed by the NYSESLAT assessment, with an emphasis on the reading and writing components. Teachers for the sessions will be identified from among our TBE and ESL instructional staff members, who are either fully or provisionally certified. Materials and supplies that will both bridge and extend the work students are currently doing in class will be purchased, including test simulation materials, high quality native language and English language children’s literature and materials and picture dictionaries, to supplement curricula students use during the regular school day. Supervision for this program will be provided at no cost to the Title III program. As a result of participation in this supplemental activity, 10% of students will advance at least one level on the NYSESLAT Assessment.

A total of five teachers will provide two hours of instruction per week over a 6 week period for a total of 12 hours of instruction.

Because these proposed supplemental activities involve processing paperwork and timecards for a total of 8 teachers twice per month, it is necessary to employ a payroll or procurement secretary to provide this service for one half-hour twice per month for four months for a total of four hours.

#### **Professional Development Program**

- Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers of English Language Learners will participate in Professional Development related to targeted activities which will provide a review of SIOP protocols as well "test sophistication" strategies for all three assessments including the English Language Arts, Mathematics and NYSESLAT during the Saturday Academy and the Extended Day program. Teachers will analyze data and develop measurable goals for

students who they will be working with. The overall goal of this supplemental professional development is to develop and hone teacher collaborative skills that will give all students access to the collective expertise of the staff in order to increase learning outcomes as measured by teacher records, student work, and summative assessments including the NYSESLAT. The professional development program will utilize one facilitator responsible for providing five hours of professional development for a total of eight teachers.

**Form TIII – A (1)(b)**

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**School: P.S. 103**  
**BEDS Code: 321100010103**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	19,200	Budget Category: Direct Instruction/Professional Development Category Allocation (60%): 19,416.00 Breakdown of Proposed Budgeted Allocation: Saturday Academy: 8 Teachers X 3 Hours Per Week X 10 Weeks = 240 Hours @ \$49.73 = \$11,935.20 1 Supervisor X 3 Hours Per Week X 10 Weeks = 30 Hours @ \$51.43 = \$1542.90 Extended Day: 5 Teachers X 2 Hours Per Week X 6 Weeks = 60 Hours @ \$49.73 = \$2,983.80 1 Supervisor X 2 Hours per week X 6 Weeks = 12 Hours @ \$51.43

		= 617.16
<b>Purchased services</b> - High quality staff and curriculum development contracts	6,470	Professional Development: 8 Teachers X 5 Hours = 48 Hours @ \$49.73 = \$1989.20 1 Faciliator (teacher) X 5 Hours = 5 Hours @ 49.73 = 248.65 1 Payroll/Procurement Secretary X 1 hour X 3 months = 3 Hours @ \$30.65= \$91.95 19,408.86
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,800	Budget Category: Instructional Materials (30 %) Budget Allocation: 9,708.00 Native and English Language Trade Literature: 4800.00 Picture Dictionaries: 950.00 Test Preparation Materials for ELA, Math and NYSESLAT: 3300.00 General Supplies: paper, folders, notebooks, etc.: 658.00 Budget Category: Parent Involvement (10 %) Budget Allocation: 3,236.00 2 facilitators (teachers) X 10 Hours = 20 Hours @ 49.73 = 994.60 Test Preparation Materials for ELA, Math and NYSESLAT: 1900.00 General Supplies: paper, folders, notebooks , etc.: 341.40
<b>Educational Software (Object Code 199)</b>	4,800	The understanding and use of technology is an integral part of daily life in the 21 st century. At P.S.103, technology is a tool for learning which allows us to expand our instructional horizons. Effective use of technology creates new opportunities to meet the curricular needs of all learners. Software programs formerly purchased, which are currently supporting the learning of our English Language Learner population include Lexia and Raz-Kids.
<b>Travel</b>	0	Not applicable.
<b>Other</b>	0	We have several formats at PS 103 to meaningfully involve parents and inform them about the state standards and assessments. In monthly "Family Learning" nights, the school is open from 5:30 – 8:00 and parents, teachers and children participate in activities organized to into a theme that highlights a particular facet of the school, such as the HIGH FIVE positive behavior choices program. Also once each month, the school sponsors a CHILDREN AT WORK event. Parents join their children in classrooms for an hour in the morning and then attend a meeting with school leaders for

		<p>breakfast and school news. In addition, we also offer parents and students special training sessions to use the Acuity Periodic Assessment web site throughout the school year.</p> <p>In addition to these, the Saturday English Language Learner Academy will additionally offer a "Weekend Workshop" series. These one hour sessions, to be held over a ten week period will focus on providing parents with an opportunity to take an in-depth look at the expectaions of the ELA, Mathematics and NYSESLAT assessments. Adult family members and other caregivers of students currently receiving ELL services at this school will be eligible to participate.</p> <p>Parents will be given the opportunity to learn and practice skills and strategies needed for taking each test. Workshop topics will include English Language Arts, New York State Mathematics Examination and the NYSESLAT and access to community resources such as the local public library.</p> <p>We will purchase materials including test preparation guides. In addition, practice books will be purchased to allow parents to practice skills and strategies developed during the workshops. The goal of the program is to increase parent involvement in preparing students for high stakes exams and to increase accessibility of school and community resources for ELL students and their families. Participants will complete brief surveys at the conclusion of each session to determine the extent to which the program goals are met.</p> <p>Sessions will be facilitated by two members of our instructional staff who is well-versed in "test sophistication", ELL strategies and parent and community relations. A total of ten parent involvement hours will be offered in this supplemental program.</p>
<b>TOTAL</b>	<b>\$35,270.00</b>	

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

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

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

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

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

We checked the Home Language Surveys and considered the number of students who are ELL's and how many languages are represented in our school. Spanish is the first language of the majority of ELL students. A chart was constructed and distributed to staff informing them of the languages in the school disaggregated by class and student so teachers and staff are aware and can arrange for translations appropriately.

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

All written communication that informs parents about our school's academic programs and students' participation, which includes letters, signs, newsletters, and our handbook, is translated into Spanish. We utilize the Translation and Interpretation Unit for translations we are unable to provide for parents and families at our school

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

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

Each staff member who publishes school-wide communication (principal, assistant principals, parent coordinator) provides the letters to an in-house translator for Spanish. Each letter goes home in Spanish and English since that is our most common language second to English. For translations into Arabic and the low incident languages the parent coordinator contacts the translation unit of NYC for assistance and telephone calls are made. In the cases of the low incident languages for which our school or the NYC translation unit does not have a translator, we contact the IRC (International Rescue Co) if the students are in their program, or LIS Translation Services. A per-session bulk job provides for teachers for translation documents.

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

Oral interpretation services in Spanish is provided at all PTA meetings, PT Conferences, and throughout any school day by staff members and parent volunteers. Oral interpretation in other languages is provided on an as-needed basis through the NYC Translation Unit. For testing of students who require an oral translation, we utilize LIS translation services. A per-session bulk job will be created to provide for a translator to be present at all PTA and school events. We will utilize the Translation and Interpretation Unit for telephone and face-to-face conferences.

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

Parental notification requirements will be met by sending home written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services in accordance with Section VII or CR A-663. The information will also be posted in the PTA rooms near the entrance of the school, along with copies for parents and families of students at PS 103.

**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:	\$888,146	\$451,234	\$1,339,380
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,881		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4,512	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$44,407		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$22,561	
6. Enter the anticipated 10% set-aside for Professional Development:	\$88,814		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$45,123	

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 AND SCHOOL-PARENT COMPACT**

**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.

The Hector Fontanez School, P.S. 103, agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

1. The Hector Fontanez School, P.S. 103, will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

When school is informed by district of the dates and times for the creation of the District Parental Involvement plan, the school will circulate and advertise the pertinent information and encourage parents to participate.

2. The Hector Fontanez School, P.S. 103, will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

Announcements of PTA and SLT meetings are made regularly via fliers in book bags, calendars, and posters on the school doors.

Minutes from SLT meetings are posted.

Parents are invited to serve on subcommittees to write the CEP.

A Parent Information bulletin board is maintained.

3. The Hector Fontanez School, P.S. 103, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The School Leadership Team will promote parent participation in the Learning Environment Survey. The School Leadership Team will analyze the results and plan for changes.

4. The Hector Fontanez School, P.S. 103, will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- the State's academic content standards;
- the State's student academic achievement standards;
- the State and local academic assessments including alternate assessments;
- how to monitor their child's progress.

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

- conducting monthly parent workshops;
- hosting monthly Family Learning Nights;
- hosting monthly Children At Work (open houses followed by workshops).

The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- utilizing the services of the parent coordinator;
- using common planning time to address effective communication practices.

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

- correspondence will be sent home to parents in English and Spanish;
- posters of pertinent information will be posted on the doors of the school.

October 20, 2009

**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.

The Hector Fontanez School, P.S. 103X, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This School-Parent Compact is in effect during school year 2009-2010.

#### SCHOOL RESPONSIBILITIES

The Hector Fontanez School, P.S. 103X, will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Students will be taught by highly qualified staff.
  - Students will receive all necessary instructional materials.
  - Research-based programs in literacy and mathematics will be utilized when appropriate.
  - A curriculum map for each grade will organize the year-long curriculum and ensure that teaching is standards-based.
  - Students will be assessed frequently and provided instruction aligned to their needs.
  - Academic Intervention will be provided to students in danger of not meeting the standards.
  
- hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - November 10, 2009, 12:50-2:50 p.m. and 5:00-7:30 p.m.
  - March 16, 2010, 12:50-2:50 p.m. and 5:00-7:30 p.m.
  
- provide parents with frequent reports on their children's progress . Specifically, the school will provide reports as follows:
  - Report Cards will be distributed on November 10, March 16 and June 28.
  - Progress updates sent to parents regarding students' goals and targets.

Parents will be offered training opportunities in order to access ECLAS-2 and/or Acuity information via ARIS and/or Acuity.

- provide parents reasonable access to staff . Specifically, staff will be available for consultation with parents as follows:  
All staff members are available to conference with parents by appointment.  
Administrators are also available at arrival and dismissal times.  
Parent coordinator is available during school hours.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Parents are invited a minimum of five times each year to Children At Work.  
Families are invited a minimum of eight times each year to Family Learning Nights.  
The Parent Coordinator invites parents to become Learning Leaders.  
The PTA advertises vacancies on the SLT and PTA Executive Board and other volunteer opportunities.

#### PARENT RESPONSIBILITIES

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement.

#### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

October 20, 2009

## **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.

See pages 9-15

2. Schoolwide reform strategies that:

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

- o Increase the amount and quality of learning time after-school, weekends, and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program.
- o Are consistent with and are designed to implement State and local improvement, if any.

See pages 9-15

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Action Plans

- o Help provide an enriched and accelerated curriculum.

Students participate daily in enrichment opportunities to extend their experiences, explore talents, and discover learning strengths.

- o Meet the educational needs of historically underserved populations.

See Action Plans

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Action Plans

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

See Action Plans

3. Instruction by highly qualified staff.

100% of teachers are highly qualified

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

See Action Plans

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

100% of teachers are highly qualified

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

See Parent Involvement Policy and School Parent Compact

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.

Continue relationship with neighboring pre-K and K programs. Continue to have kindergarten orientation in the Spring and the Fall semesters.

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.

SLT involvement, AIS team, and monthly grade team meetings.

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

See Action Plans (page 13 and 14, 19 and 20)

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.

See Action Plans (pages 20 and 21)

#### **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.

n/a

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

n/a

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;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

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

n/a

7. Provide strategies to increase parental involvement; and

n/a

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

n/a

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**

**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:**

**Corrective Action-Focused**

**SURR 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.

ELA and SCIENCE– SWD

Although subgroups have shown an increase in students performing in levels 3+4 and decrease in students performing in level 1, we have not met AMO in this subgroup.

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.

See school goals that address SWD subgroups.

**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.

The 10% professional development allocation has been dedicated to support 1.5 positions. One full-time team leader (staff developer) provides essential coaching and strengthening of teaching techniques. One part time teacher serves supports the formative and summative testing, measurement, and data analysis to provide teachers with the necessary information about student performance and implications for teaching. Title I funds provide teachers with individual coaching and small group professional learning communities. This targeted professional work will focus on intervention and prevention in the instructional programs of students suspected of being SWD, ELL new-comers, long-term ELLs, and students identified as SWD.

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

Four full time team leaders provide high-quality professional development to teachers aligned to the Professional Teaching Standards. There are no new teachers requiring first-year mentoring in 2009-2010. Therefore, we will provide teachers with cyclical opportunities for mentoring throughout the year. All teachers will continue to learn about the New Teacher Professional Teaching Standards and will receive teacher coaching based on the PTS.

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

We will follow the NYCDOE timeline for notification and send out letters and hold meetings for all students. All staff has been informed of the status and have been instructed to provide information to parents when asked, or refer to administrator or parent coordinator if necessary. Letters are sent to parents indicating our school status, copies of the NYC Progress Report (which contains the designation) are distributed and posted throughout the school, at the first Children At Work a meeting was held with parents at which time Title I and SINI status were presented.

## **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)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

#### **-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.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

As a learning community, we continuously evaluate our resources in the areas of English language Arts in order to ensure that teachers have the tools and materials to be able to meet the strengths and areas of need of our students. We engage monthly in the process of evaluating and updating our most valuable living document: our curriculum maps.

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?

At P.S. 103 we utilize all available resources to ensure academic success for all of our students. The following evidence supports our conclusion that this finding is not applicable to our school:

- We employ AIS teachers and a certified ESL teacher on a regular schedule in order to support our ELL population.
- Team Leaders provide push in sessions that directly address best teaching practices in ELA. These push in sessions address the need for differentiated instruction and the use of informal and formal data to inform instruction, as well as other interventions to support our students across the board, including English Language Learners and SWDs.
- Our curriculum maps for ELA addresses the NYS standards for ELA and instruction is planned based on assessments that directly link to the standards and the strengths and needs of our students.

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

## **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.

P.S. 103 continuously evaluates and improves our pacing calendar to reflect NYS Standards in Mathematics. The instruction emphasizes the urgency we feel in supporting our students to meet these standards and be able to apply their mathematical knowledge on problem solving, reasoning and proof, communication, connections, and representation across subjects and in their daily lives. Looking at formal and informal data collected by the school and teachers to identify patterns across the grades, within the grades, and individual students has been critical in the process of putting systems in place to support those students that have demonstrated mastery as well as the ones that are in need of improving.

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?

- A continuous rise in our students' performance on the NYS Mathematics Exams.
- 80% of our students have achieved state standards in mathematics

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.

At P.S. 103, data is collected through classroom observations, as well as data talks with immediate supervisors. Our focus on best teaching practices and differentiated instruction provide our teachers with increased opportunities to identify students' academic strengths and needs, and with multiple opportunities to serve students accordingly, both in and out of the classrooms. At our school, we provide teachers with time to

analyze student academic data, which gives teachers the opportunity to collaborate with other support personnel. In turn, teachers can plan for strategic interventions to support students in the mastery of foundational skills to meet the high expectations by NY State and our learning community.

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?

Two daily workshops are implemented, one in reading and one in writing. Instructional expectations indicate a 15 minute minilesson which is teacher directed, followed by independent, paired, and guided practice.

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 (SOM<sup>3</sup>)* 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.

The administrative team at P.S. 103 assesses data collected from formally and informally observing teachers and instructional practices taking place across the grades, and plans professional development opportunities based on the findings. We provide time for teachers to analyze student academic data and teachers, with the help of other support personnel, plan for strategic interventions to support student in the process of mastering foundational skills and increasing their ability to meet our high expectations required by the State.

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

Applicable  Not Applicable

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

A teacher-directed lesson begins the Everyday Mathematics program followed by independent, paired and guided practice using manipulatives.

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.

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) 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.

### **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.

At P.S. 103 we continuously work to establish and enhance our professional community by ensuring opportunities for teachers to take responsibility in many areas of concern and become active participants in the decision making of the school. We provide teachers and other staff members multiple opportunities for professional growth and development, and we position teachers and staff members as stakeholders in our school community.

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

Applicable  Not Applicable

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

This year we have no first year teachers.

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

### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

Examining the teaching practices being utilized to support English Language Learners as well as the professional strengths and needs of those in charge of providing the opportunities for these students to master English as a Second Language is one of the most crucial aspects of our learning community to meet expectations for this school population. A great effort is made in planning for professional development that will support the best teaching practices that are researched based and proven to meet the needs of our ELLs. We developed and disseminated a survey asking teachers of their awareness of PD opportunities during the school year. These surveys allowed us to develop specific professional development opportunities to meet the stated needs of our teachers.

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?

Teachers of ELLs participate in professional development in school with team leaders, in school with consultants, in school with administrators, and out of school at workshops.

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 community engages in the analysis of student data collected formally through the NYSESLAT scores, ELA NYS Test, periodic assessments, and teacher's assessments to identify individual patterns. We use Excel to create a class data profile to disaggregate data by

proficiency levels, student's time in the US, type of program (i.e. TBE, ESL), admission date, Home language, years of service, etc. We also provide PD to teachers who provide ELL services on analyzing 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?

All teachers were provided with NYSESLAT scores in September. In addition, they use ELA formative tests to analyze student growth.

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.

At P.S. 103 we have taken a closer look this year at the purpose of the IEP in a student life, both in and beyond the classroom. We have designed new approaches to how classroom teachers report students to the IEP and Child Study team, and we have set up steps to ensure that all resources are available for classroom teachers, and that they are familiar with them. We are looking at the individual components of the IEP and sharing this information with our school community through circulars and individual meetings with immediate supervisors.

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?

Child Study team, Inquiry Team, Data Talks, and IEP Team.

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.

P.S. 103 has, and will continue to, engage in the process of revising students' IEPs to ensure that all accommodations and/or modifications are taken into consideration when planning instruction and systems in the classroom to support students' needs. Disseminating this information to the professionals in charge of the education of our IEP students has been critical to ensure that their needs are served at all times. Also, P.S. 103 IEP team and the SBST, in conjunction with the teachers providing learning opportunities for these students, will continue to analyze formal and informal data generated from assessments, for academic interventions as well as the implementation of best teaching practices to support these students' progress in the process of acquiring the academic and social/emotional skills to be able to succeed in society. Furthermore, students with disabilities will take part, as permitted by their needs, in general education classes where they can have the support of their peers. The Child Study Team will provide support to general and special education teachers in the implementation of strategies across the subjects to ensure that our students are given the learning opportunities to meet and/or exceed academic standards.

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?

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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.)

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

Title I set-aside funds will be used to provide materials, glasses, and other necessities to students in need. Parent coordinator and guidance counselors will follow the progress and needs of eligible students and provide necessary interventions.

**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).

n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

n/a

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.

n/a