



SENATOR ABRAHAM BERNSTEIN, PS 105

2008-2009

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (11/ BRONX/PUBLIC SCHOOL 105)
ADDRESS: 725 BRADY AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 105 **SCHOOL NAME:** Senator Abraham Bernstein

DISTRICT: 11 **SSO NAME/NETWORK #:** 2

SCHOOL ADDRESS: 725 Brady Avenue, Bronx, NY 10462

SCHOOL TELEPHONE: (718) 824-7350 **FAX:** (718) 828-4531

SCHOOL CONTACT PERSON: Christopher Eustace **EMAIL ADDRESS:** ceustac@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Annette Gonzalez

PRINCIPAL Christopher Eustace

UFT CHAPTER LEADER Marla Kugel

**PARENTS' ASSOCIATION
PRESIDENT** Tanya Velez

STUDENT REPRESENTATIVE
(Required for high schools) _____

Elizabeth White

COMMUNITY SCHOOL DISTRICT SUPERINTENDENT _____

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Christopher Eustace	*Principal	
Marla Kugel	*UFT Chapter Chairperson	
Tanya Velez	*PTA President	
Aston Francis	Title I Parent Representative	
Annette Gonzalez	SLT Chairperson/Teacher	
Sonia Francis	Parent	
Barbara Kardash	Parent	
	Parent	
Gayle Calimese	Teacher	
Nicole Stroud	Teacher	

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 105 is located on Brady Avenue in the Pelham Parkway section of the Bronx. There are currently 1,478 students, in grades K – 5. Included in that number are 16% special education students and 23% English Language Learner students. The community and its members are quite diverse, as evidenced by the fact that over 20 different languages are spoken by the students and parents of the school. In addition, we employ a staff that speaks over 15 different languages, which assists us in our parent communication.

The mission of our school is to provide a safe, risk free environment for children to learn and for staff to teach. To provide an environment that will produce life long learners through Standards driven and differentiated instruction, which meets the needs of the school's diverse community. Aligning instruction to the Standards and identifying the academic and social needs of children is the primary factor to achieve a path to excellence. When the needs of children are accurately "mapped" the vehicle of instruction becomes a more effective means to achievement. EXCELLENCE is the goal for every child and staff member so that improved achievement levels can be realized. For this realization, "change" in programs, the way resources are used in the organization of the school, in instructional strategies, and how parents become more effective partners in the educational process are necessary.

At PS 105 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful educational program.

In order to broaden the cultural horizons of our students, we offer many programs in both arts and enrichment.

Select classes in Grades 3 and 5, many of them ELL children, participated in Lincoln Center's Institute.

Our K – 5 population is serviced by an Art cluster teacher. We have two Music Teachers who provide one period of music instruction for every class in the school as well as providing selected youngsters with additional music instruction via Drama Club, Glee Club, Band, Orff Ensemble and solo experiences. We have an Art Club for students who show in they excel in Art. Our second graders participate in Music Outreach, a program that introduces children to the world of music. The National Dance Institute collaborates with all our fourth classes on a weekly basis. All third grade classes participate in The Bronx Dance Theatre which is an enrichment program focusing on select dance styles. Each program will perform a culminating recital. We have implemented a drama program where students within grades 2-5 will be taught a variety of performance techniques. In addition selected students will participate in a drama club which will take place during and after school where students will enact an original drama performance.

Partnerships have also been established with Horace Mann's "Summer on the Hill" program for academically gifted children identified in the winter of second grade. This is a Saturday and summer program which offers enrichment to children who have evidenced extraordinary potential. It follows the children through eighth grade. Likewise, Prep for Prep, De La Salle Academy and George Jackson Academy offer programs for academically advanced fifth graders through a highly rigorous and selective process. Several of our students have been accepted into these challenging programs. Additional community-based organizations, including Jacobi Hospital's Nurses Residence and the Kennedy Center which invites our staff to various training opportunities. The YMCA, Girl Scouts and Boy Scouts are located on our campus. Jewish Board, Soundview-Throggs Neck and Astor are agencies that are responsive to the school for family support issues, parent outreach, counseling and medical services, student tutoring and referrals to other support agencies and are vital components of the Academic Intervention Services. Mercy and Lehman College student teachers/ guidance interns are also in our school.

PS 105 has collaborated with several outside organizations in an effort to foster a healthy and safe environment for all students both during and after school.

PS 105 and Montefiore Hospital have developed an on-site comprehensive care program to help enrolled children with their medical and social emotional needs. A particular interest of this program is asthmatics enabling them to be more controlled and lose fewer days due to illness. Another targeted group is those children identified as clinically obese. The clinic is addressing their needs through nutritional counseling for parents and children. The newly established School Health Committee brings awareness to the students and parents through a variety of activities aimed at healthy eating habits and sound nutritional choices. Periodic vision and hearing screenings are conducted by the New York City Department of Health.

A YMCA TASK after school program services approximately 150 children with homework help as well as organized play from 2:45 pm to 6:00pm. In addition, Chess in the Schools and the National Dance Institute will offer a special enrichment program for selected youngsters in each of these specialty areas one day a week.

An after school sports program has been established for students in Grades 3 to 5. These students learn the basic skills, rules, and team sportsmanship of different sports such as basketball, soccer, and volleyball.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 105 Sen Abraham Bernstein						
District:	11	DBN:	11X105	School BEDS Code:	321100010105		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.9	93.0	94.1
Kindergarten	268	239	225	Student Stability - % of Enrollment:			
Grade 1	259	264	269	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	242	252	262		90.7	91.1	91.7
Grade 3	256	263	207	Poverty Rate - % of Enrollment:			
Grade 4	238	263	207	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	239	231	273		80.5	69.3	69.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		15	24	58
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		24	35	35
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	6	2	(As of October 31)	2006-07	2007-08	2008-09
Total	1502	1468	1484				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	64	66	71	Principal Suspensions	2	3	4
# in Collaborative Team Teaching (CTT) Classes	61	82	78	Superintendent Suspensions	8	5	3
Number all others	50	61	73	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	304	346	339	Number of Teachers	100	116	119

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	13	1	9	Number of Administrators and Other Professionals	12	20	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.0	68.1	76.5
				% more than 5 years teaching anywhere	62.0	57.8	62.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	91.0	84.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.3	99.0
American Indian or Alaska Native	0.5	0.5	0.5				
Black or African American	12.6	12.6	13.3				
Hispanic or Latino	63.7	64.0	64.5				
Asian or Native Hawaiian/Other Pacific Isl.	9.8	9.7	10.0				
White	13.3	13.2	11.5				
Male	52.3	52.2	51.7				
Female	47.7	47.8	48.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	7	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	88			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.6			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	50.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	12						

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

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

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) 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 highlights 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?
-

As of November 21, 2008 there are currently 1,480 students, in grades K – 5. Included in that number are 16% special education students and 23% English Language Learner students. The community and its members are quite diverse, as evidenced by the fact that over 20 different languages are spoken by the students and parents of the school. In addition, we employ a staff that speaks over 15 different languages, which assists us in our parent communication.

Instructionally, PS 105 boasts an Academic Intervention Service Department that continues to be a model and resource for a number of schools. We currently employ 14 full – time Academic Intervention providers, including an AIS team leader, that provide services to “at – risk” students, based on grade, content area and instructional need. Student referrals are generated by classroom, cluster and AIS teachers to the AIS Team Leader and Data Intervention Specialist, who monitor and track the intervention programs and individual progress of each student. In addition to the referrals, data such as potential holdover, previous holdover and assessment tracking also generates intervention services. Students who have received a variety of AIS services and who still do not show signs of improvement are referred to the Child Study Team. The CST is composed of administrators, staff developers, guidance counselors, SBST members, classroom teachers, AIS providers, an ELL specialist, a Special Education specialist and related service providers.

The analyzing of individual student data has been assessed and modified for the current school year. Over the last several years, every student in grades K –5 has had a portfolio created for them by the classroom teacher. Taking a model from the PIP portfolios mandated for all potential holdovers, the portfolio tracks a wide variety of data and records all of the services available to the individual student. While this practice remains in effect, the portfolios have been revised in order to better address the progress of each child instead of just the student's performance. A Student Assessment Management System (SAMS) has been created by the administrative team, staff developers and teachers for all classes that will monitor and track student attainment and progress in all academic areas, while also providing key information for all students including AIS services, ELL status, SE status, HO status, and other pertinent information. The creation of the Data Intervention Specialist position provides the school with a contact person for collecting, maintaining, and distributing individual student data. The implications for instruction are based on that data, accessing ARIS, facilitating the school inquiry team and monitoring and tracking the SAMS reports. The individualized, data – driven focus on all students

through the AIS program and student portfolios, assists us with tracking the needs and progress of every student in the school. It also provides a vehicle for differentiating instruction. In addition to student tracking, teacher support has been a focal point at PS 105. As of September 2008 P.S. 105 employs 3 Literacy Staff Developers (K-1, 2-3, 4-5), 3 Mathematics Staff Developers (K-2, 3, 4-5), an Academic Intervention Team Leader and a Data Intervention Specialist who support teachers in a variety of ways including facilitating workshops and grade meetings, providing information and resources and performing model lessons in their concentrated area. The administrative staff also keeps an informal record of all teaching staff and their instructional concerns and needs, in order to assure that we have provided differentiated support for all teachers. We have also created a teacher survey that will help identify specific areas of need for each teacher in order to better provide staff development that is aligned to the needs of every individual teacher. In regards to new teachers, a voluntary Teacher Support Academy is conducted every Monday after-school to provide support for our first year teachers as well as all staff. The topics of the workshops and in-class support are based on the feedback from the teachers themselves. In addition, our staff developers also serve as mentors for all first – year teachers. Voluntary after-school professional development opportunities presented by the administrative staff, in conjunction with the staff developers, are also provided throughout the year. Study groups, which will begin in November, give teachers an opportunity to explore topics of their own interest. The ELA curriculum map, which is created by the grade level teachers, under the direction of the staff developers and grade administrator, drives the monthly instructional plan for all teachers.

Parent communication is key to the success of any school. At PS 105, we provide weekly parent and student instructional workshops, every Thursday evening, from 6:00 to 7:30pm. The purpose of the workshops is to provide small group instruction to the students in grades 3 -5 in Literacy and Mathematics, while their parents or guardians work together with them. This not only provides an additional opportunity for bonding but also serves as an instruction model for parents on how to work with their children. The workshops are regularly attended by over 200 participants. In addition, there are also several morning parent workshops organized by the school parent coordinator and administrative staff that provide parents with information on a variety of instructional and informative issues. The school also welcomes and trains a number of parents to volunteer in selected classrooms through the Learning Leaders program, coordinated and facilitated by the school parent coordinator. For parents who choose to attend, Saturday English lessons are provided by the school at no cost. The lessons were given on a weekly basis last year, and will begin again on November 18th.

There have been a number of accomplishments and long – term foundations that were achieved the last two years and so far this year. While the progress of all students will continue to be a main focus throughout this year and beyond, the progress that was achieved by the special education population was significant. A number of special education students showed more than one year progress as measured by state assessments. In addition, the school – created tracking system to identify individual student progress of every child within a specific class, AIS group, extended time group and extended day group, will help focus teacher instruction and will increase accountability for all stakeholders. An increased focus on continuity of instruction and clear expectations has set the foundation for an increased level of consistency regarding the implementation of the Balanced Literacy components and Every Day Math program. There is also a clearer school-wide understanding of the expectations of data driven instruction and student progress. We have also addressed the needs of our higher attaining students, a sub-group that has often been overlooked in the pursuit of providing services and interventions to “at – risk” students. A student council and student edited school newspaper have been created, and additional opportunities for these students have been planned. We have increased our dedication to the arts continuing the Bronx Dance Theater, NDI, Lincoln Center, and Music Outreach

and continue a full – time drama position to the school. In addition, we will maintain an after-school sports program for students in grades 3-5. A continued focus regarding the master prep schedule gives more consistency to academic area instruction and provides flexibility for staff members to provide additional student support services.

There are several primary aides that assist us in our quest for continuous improvement. The wealth of materials that have been amassed over the years, provide teachers with the tools and information to provide the highest level of instruction. The variety of intervention programs, and the staff that is trained to provide instruction utilizing these programs, afford us the opportunity to match the individual needs and learning style of each student to the program that will best meet those needs. By the end of the 2008-2009 school year we will have SMART Boards in 30% of our classrooms. In addition, the quality of the staff of PS 105 reflects the dedication and knowledge needed to succeed. The assistant principals and staff developers work with the principal to create and implement the goals and vision of the school. With an even greater emphasis placed on continuity of instruction and improved communication between administration, teachers and parents, the number of misunderstandings and miscommunications has been, and will continue to be, decreased. The creation last year of the school suggestion box has provided the staff with immediate access to all supervisors, so that we can better address the needs and concerns of the staff in a more efficient and timely manner. Many of the staff suggestions of last year were crucial in the planning of the 2008-2009 school year. Based on staff suggestions many procedures and protocols have been revisited and revised, and new instructional programs such as the 100 Book Challenge which addresses independent reading and student conferencing, and the Second Step Program, which addresses character education, have been purchased and implemented in the school for the current school year. The budget of the school, driven by the number of students and our Title I eligible statues, also affords us the opportunity to dedicate so many resources, programs and staff, to the Academic Intervention Program.

Over the last two years, both our ELL and Special Education populations have made significant improvement as measured by New York State ELA and Mathematics Assessments. We attribute this progress to the improvements we have made regarding academic intervention services for these students. In addition, changes to the composition of our CTT classes have also impacted our results.

We have also taken a proactive approach regarding our lower functioning students. Intervention classes, which saturate targeted students with an array of services in all content areas, afford students the opportunity to receive services and be placed in a smaller class environment without being officially designated for Special Education services.

There are, however, a few barriers that impede our academic improvement. The first concern relates to the physical size of the school. Although there have been two extensions to the main building, and there are two temporary units in the play yard that house 8 classes each, space is still an issue. The school is currently at approximately 120% capacity. All of our classes are above, at or near the grade cap, however, we do not have the physical space to create new classes. I believe that the overall instruction is somewhat compromised in an overcrowded classroom.

The second barrier involves the procedure that mandates that all ELL students participate in state assessments after being in the country for one calendar year. In past years, students were given extensions that exempt them from state assessments for up to 5 years. With one of the largest ELL elementary populations in the Bronx, we will test approximately 350 students in grades 3, 4, and 5. Many of these students will have been in the country for less than 3 years when they take the exam in January. Finally, the population of the school is very transient, which comprises the cohesiveness that

is created when students continue from grade to grade. Just last year, we had approximately 300 new admits and 150 discharges, for a turn-around of 450 students, the size of many elementary schools. We are in the process of compiling comparative analysis of the performance and progress of students new to the school compared to those who have been in the school for an extended period of time.

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 2008-09 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.

Technology - In order to further develop the use of technology to support instruction and learning there will be an increase in the number of teachers utilizing computer-based data to differentiate instruction based on student need and increase the number of technology-based programs and resources to support instruction ongoing throughout the 2008 – 2009 school year.

Learning Environment - In order to improve all areas of the learning environment survey (academic expectations, communication, engagement, and safety and respect), PS 105's goal is to have an increase of 0.5 in each area of the 2008 – 2009 Learning Environment Survey Report as compared to the results of the 2007 – 2008 LESR.

ELA - In order to further develop the use of data to differentiate instruction in order to improve student progress in Literacy, PS 105's goal is to have a minimum increase of 3% in overall student progress on the New York State English Language Arts assessment by June 2009.

Social Studies - In order to further develop the use of data in order to maintain student performance in Social Studies, PS 105's goal is to have an increase in performance on the Grade 5 New York State Social Studies assessment by June 2009.

ELL - An increase in the percentage of ELL students demonstrating an exemplary proficiency gain on the New York State English Language Arts assessment by June 2008.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for 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.*

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In order to further develop the use of technology to support instruction and learning there will be an increase in the number of teachers utilizing computer-based data to differentiate instruction based on student need and increase the number of technology-based programs and resources to support instruction ongoing throughout the 2008 – 2009 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data:</p> <ul style="list-style-type: none"> • Creation of data specialist position that analyzes data from periodic assessments, ARIS and Scantron Performance computer adaptive internet assessments in order to provide grade 3-5 teachers with individualized strategy and skill data for all students in the class. • AWARD and Pearson Learning computer programs that provide individualized data for students in grades K-2. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Individualized instructional plan provided to all teachers that provides student data from a variety of sources which will assist in the implementation of differentiated instruction. • Additional technology – based programs to supplement daily instruction. • Utilization of additional Smart Boards to enhance instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Source: NYSTL, Title I, City Council Grant</p> <p>Development of Staff:</p> <ul style="list-style-type: none"> • Professional development opportunities provided to train additional teachers on the use of Smart Boards to supplement daily instruction. • Professional development opportunities provided to train teachers on a number of supplemental technology – based programs including AWARD and Pearson. • Professional development opportunities provided to train teachers on utilizing the ARIS and Acuity systems in order to gather data that will assist in differentiated instruction. • Professional Development opportunities offered on Staff Development Day (Election Day) to all staff members regarding using portable WILLOW lap top carts in the classroom and using web-based information such as ARIS and Acuity in order to differentiate instruction. <p>Use of Resources:</p> <ul style="list-style-type: none"> • Purchase of additional technology – based materials including: Smart Boards, LCD projectors, WILLOW carts with lap tops and printer.

	<ul style="list-style-type: none"> Utilization of several web – based programs including AWARD, ARIS, Acuity and Scantron. <p>Personal Leadership:</p> <ul style="list-style-type: none"> Administrative Team meets weekly with both Data Specialist and technology teacher to assess the school needs in regards to technology and web-based data.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Teacher surveys (pre and post) Workshop agendas and sign-in sheets Walk-throughs (pre and post) Log of students use of computer lab Log of students use of WILLOW carts Principal screen on ARIS to monitor usage by staff Scantron Performance Series Reports

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Funding Source: Tax Levy

Development of Staff:

- Creation of committees based on data from the learning environment survey. Beginning in September 2008 the following committees are new to PS 105: Parent and Staff Communication Committee, Enrichment and Arts Committee, Grade Leaders, Discipline Committee and Recycling Committee. Each grade and out-of-class position is represented on each committee. The committees give teachers the opportunity to have direct input regarding crucial school decisions. The information that is discussed at each of the meetings is then directly communicated to each constituency during weekly grade – level professional development meetings. Committees such as the School Leadership Team, Professional Development Committee and School Safety Committee continue to function.
- Continuing to encouraging staff feedback and suggestions through direct communication with the administrative team or grade leader, or through the school suggestion box.
- Teacher needs assessments distributed twice a year.
- Staff led service - based activities which involve the entire school community, including food drives, Penny Harvest and care packages to US Troops in Iraq.
- Team Building activities during PD days.
- After - school staff activities including:
 - Fitness Friday group
 - Volleyball
 - Sky diving
 - Running group
 - Staff members marching together at the “Making Strides” walk-a-thon in October.
 - Staff members marching together at the Morris Park Columbus Day Parade.
- Grade leader meetings to discuss grade concerns and to build cohesiveness amongst grades.
- A greater focus on the use of teacher email to increase administrator – teacher communication.
- A greater focus on the use of parent email to increase school – home communication.

Use of Resources:

- Continuation of weekly parent workshops in ELA, Math, Social Studies, Science and ELL.
- PTA planned events that involve parent and teachers (POT luck night).
- Create school events to promote academic learning and parental involvement , including Social Studies Bees, Science Bees, Math Bees, Spelling Bees, Science Fair, Social Studies Fair, 100% attendance awards, 100 Book Challenge Awards, theme days, Talent Show, etc...
- Safety Show (addresses safety).
- Purchase of up to 25 Smartboards for the 2008 – 2009 school year.
- Creation of web page for teacher resources.

Personal Leadership:

	<ul style="list-style-type: none"> • Creation of school committees that include teachers, administrators, support staff, parents and other school personnel who identify and address the challenges noticed in the various areas of the learning survey. Subsequently these committees will assist in bridging the gap between staff members, administration and parents.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Results of staff interim surveys distributed in October 2008 and January 2009. • Results of parent interim survey to be distributed in October 2008 and January 2009. • Feedback from parent coordinator and parent representatives from the School Leadership Team and PTA Executive Board. • Feedback from Grade Leaders and grade representatives from the Parent and Staff Communication Committee. • Feedback from the school Suggestion Box. • Study group reflection sheets.

ELA

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To further develop the use of data to differentiate instruction in order to improve student progress in Literacy. A minimum increase of 3% in overall student progress on the New York State English Language Arts assessment by June 2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data:</p> <ul style="list-style-type: none">• Collection of a variety of data available on DOE database including ARIS, Acuity, Scantron, ATS, CAP, and E-CLAS results, which are then used to plan and implement individualized, data driven, differentiated instruction.• Analysis of data from school – created assessments that identify the strengths and weaknesses of each individual student in regards to measured skills and strategies.• Continued enhancement of soft data including conferencing notes, guided reading notes, and other informal observations.• Documentation of all student and teacher – based data. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none">• Continue to monitor teacher implementation of provided data and how data is used to differentiate instruction based on student strengths and weaknesses.• Continued monitoring of soft data and how that data is used to differentiate instruction based on student strengths and weaknesses.• Implementation of supplemental instructional activities in Literacy.• Continued implementation of the 100 Book Challenge program which encourages independent reading and conferencing.• Incentive “Great Adventure Program” to encourage children to read.• Development of ‘Love to Read’ Club.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Source: Tax Levy, Title I</p> <p>Development of Staff:</p> <ul style="list-style-type: none">• Ongoing training of web – based and program – based technology data including: ARIS, Acuity, Scantron, AWARD, etc...• Professional development trainings on conferencing and guided reading notes.• Two staff members attending workshop series in Balanced Literacy presented by the Leadership Learning Support Organization. Follow- up in-school support also provided to staff members who are attending the workshops.

	<ul style="list-style-type: none"> • Professional Development period and optional weekly Monday after-school Teacher Support Academy workshops on various topics pertaining to using data to differentiate instruction and raise student achievement in Literacy. • Election Day workshops presented on the following topics: Using Data to Differentiate Instruction during the Balanced Literacy Block, using ECLAS results to differentiate instruction and using a Student's IEP to differentiate instruction. <p>Use of Resources:</p> <ul style="list-style-type: none"> • Tracking the usage of web – based and program – based technology data including: ARIS, Acuity, Scantron, AWARD, etc... • Ordering of additional 100 Book Challenge materials. • Additional computers have been placed in the Literacy Teacher Resource Lab. • Use of newly purchased Smartboards to increase student engagement and increase academic performance. <p>Personal Leadership:</p> <ul style="list-style-type: none"> • Administrative team meets frequently with data specialist and utilizes teacher feedback to monitor and adjust how data is used within each classroom and the implications that data has on instruction. • Administrative observations, formal and informal, focusing on data – driven instruction and the how data is used to differentiate instruction.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data provided to teachers from Acuity, Scantron, ARIS, AWARD, etc... • Classroom observations. • Walkthroughs (pre and post). • Results from the 2008 – 2009 English Language Arts assessment.

Social Studies

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further develop the use of data in order to maintain student performance in Social Studies. An increase in performance on the Grade 5 New York State Social Studies assessment by June 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data:</p> <ul style="list-style-type: none"> • Administer pre-assessments in Social Studies and analyze data to drive instruction. • Utilize data from previously administered Social Studies state assessments in order to gain initial information regarding school-wide areas of need. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Continue to monitor, and observe teacher lessons in Social Studies. • Continue to monitor, and observe lessons of the 2 school Social Studies cluster teachers. • Implementation of supplemental instructional activities in Social Studies, including a Social Studies bee and Social Studies fair. • Teachers schedule inter-visitations to share various strategies to teach Social Studies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources: Tax Levy, Private Grant</p> <p>Development of Staff:</p> <ul style="list-style-type: none"> • Two staff members attending workshop series in Social Studies presented by the Leadership Learning Support Organization. Follow- up in-school support also provided to staff members who are attending the workshops. • Professional Development period and optional weekly Monday after-school Teacher Support Academy workshops on various topics pertaining to using data to differentiate instruction and raise student achievement in Social Studies. PD periods are used for teachers to model lessons, share ideas and best practices. • Staff members are taking part in the “Teaching American History through Art & Artifacts” Institute. This professional development is in conjunction with Museum of the City of New York, The New-York Historical Society, the Brooklyn Museum, the Bronx County Historical Society and the Bartow-Pell Mansion Museum. <p>Use of Resources:</p> <ul style="list-style-type: none"> • Use of Rand McNally classroom online as a supplemental resource for Social Studies instruction. • Grant — Picturing America • Utilizing the new 4th grade curriculum of the trade book set for 4th grade.

	<p>Personal Leadership:</p> <ul style="list-style-type: none"> • Administrative Team meets with Social Studies cluster teachers to plan Social Studies bees & fairs. <p>Administrative Team meets frequently to discuss curriculum and various methods to implement instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Results of classroom assessments. • Results of 2008 Grade 5 New York State Social Studies exam. • Observations of Social Studies bees and fairs. • Classroom observations. • Walkthroughs (pre and post).

Subject/Area (where relevant):

ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>An increase in the percentage of ELL students demonstrating an exemplary proficiency gain on the New York State English Language Arts assessment by June 2009.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data:</p> <ul style="list-style-type: none">• Using the results of Acuity and other data sources, to plan instruction for all students, including English Language Learner students.• Inquiry Team will focus on 17 grade 4 ELL students in the area of vocabulary and on 18 grade 5 ELL students in the areas of comprehension (some of the above mentioned students are also members of 1 or more additional sub-groups). Successful procedures will be implemented school-wide as the year progresses.• Conduct comparative data analysis of the progress and performance of sub-groups on a series of periodic and school created assessments that are aligned to the grade level ELA, Math and NYSESLAT exams. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none">• New AIS model that targets all students, creating more articulation time for AIS or Literacy Support staff and the teachers. Model also assures that all students benefit from small – group, skill - based differentiated instruction, including higher achieving students who demonstrate difficulty in a particular skill or strategy.• Data – driven differentiated instruction and individualized instructional plan for all students.• AWARD, Pearson and other computer based ELA programs focusing on ELL students. Results from computer based assessments are used to differentiate instruction based on individual student need.• Continued use of WILLOW carts and Smartboards (in some classes) to integrate technology into daily lessons.• LSO Workshops on Differentiated Instruction and Project Based Learning.• After – school programs for ELL students to focus on strategies for taking the New York State English Language Arts and NYSESLAT assessments.• Saturday programs for ELL students focusing on language acquisition.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Source: Tax Levy, Title I, Title III, SINI Grant</p> <p>Development of Staff:</p> <ul style="list-style-type: none"> • Professional development on AWARD and Pearson programs. • Study Groups for staff members involved in the education of ELL students using ELL – based materials and resources. • SINI Grant Allocation utilized to provide additional professional development opportunities for teachers of ELL students. • Two staff members attending workshop series on teaching strategies for ELL students, presented by the Leadership Learning Support Organization. Follow- up in-school support also provided to staff members who are attending the workshops. • Professional Development period and optional weekly Monday after-school Teacher Support Academy workshops on various topics pertaining to utilizing differentiated instruction strategies to address the needs of all students. • Common preps for ELL teachers to plan collaboratively and share best practices. • Workshops provided by Fordham University focusing on strategies for ELL students, attended by ELL providers. Staff members turnkey information to additional relevant staff members. <p>Use of Resources:</p> <ul style="list-style-type: none"> • Surplus of materials committed to ELL students. • Funds from SINI grant used to purchase additional resources and materials for ELL students. • Expanded use of Smartboards to increase student engagement and academic performance. • Laptops for both student use and staff use. • Purchase of a variety programs for student use: BrainPop, BrainPop Jr. BrainPop Espanol, Discovery, Reading A to Z. <p>Personal Leadership:</p> <ul style="list-style-type: none"> • Administrative staff will research additional materials, programs and procedures that can be implemented by ELL self – contained classroom teachers, and general and special education classroom teachers who have ELL students in their classes.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Closing the Achievement Gap Exemplary Gains section of the 2008 – 2009 School Progress Report. • Materials from Inquiry Team meetings. • Classroom observations. • Walkthroughs (pre and post). • Data Intervention plans. • SINI spending plan. • SAMS sheets. • AWARD assessments (pre and post).

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	61	47	N/A	N/A	53	1	19	
1	53	45	N/A	N/A	61	2	27	
2	56	77	N/A	N/A	45	2	18	
3	239	100	N/A	N/A	50	3	22	
4	193	86	60	75	47	2	11	
5	131	56		80	62	1	15	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p>	<p>AIS Differentiated Instruction in ELA Targets All At-Risk Students including SWDs The effectiveness of these programs will be determined by constant monitoring of both hard and soft data.</p> <ul style="list-style-type: none"> • <u>Wilson:</u> grades 3 – 5, small group, during school at least three - forty-five minute periods per week • <u>Fletcher’s Place:</u> selected Kindergarten classes, small and whole class instruction, during school, daily • <u>Reading Revolution:</u> selected first grade classes, small and whole group class instruction, daily, in school • <u>Fundations:</u> selected first and second grade classes, small and whole group class instruction, daily, in school • <u>Early Childhood Reading:</u> small group differentiated instruction, grades K – 2, during school, at least three – forty five minute periods per week • <u>Title I:</u> grades 3 – 5, small group differentiated instruction based on students academic needs determined by both hard and soft data, during school, at least three – forty five minute periods per week • <u>My Sidewalks On Reading Street Intensive Intervention Program:</u> grades 1 and 2, small group, four – forty-five minute periods per week • <u>PD Tutorial:</u> grades 3 – 5, small group differentiated instruction, during school • <u>Early Literacy After School:</u> second grade, small and whole group instruction, after school • <u>After School Reading Test Prep:</u> grades 3 – 5, small/whole group, two – ninety minute periods per week, after school from September to January <p>AIS in ELA for English Language Learners</p> <ul style="list-style-type: none"> • <u>Wilson:</u> grades 3– 5, small group, during school at least 3 forty-five minute periods per week • <u>Awards:</u> grades 1 and 2, whole class, daily forty five minute periods • <u>BETLA:</u> grades K – 5, small group, two – forty-five minute periods per week • <u>Pearson Success Maker:</u> grades 3 – 5, three – forty-five minute periods per week • <u>ELL After School:</u> grades 3 -5, small/whole group, two – ninety minute periods per week

	<ul style="list-style-type: none"> • <u>My Sidewalks On Reading Street Intensive Intervention Program:</u> grades 1 and 2, small group, four – forty-five minute periods per week • <u>Saturday Academy:</u> grades K – 5, whole group instruction, twenty – three hour sessions per academic year
Mathematics:	<p>AIS Differentiated Instruction in Math Targets All At-Risk Students including SWDs The effectiveness of these programs will be determined by constant monitoring of both hard and soft data.</p> <ul style="list-style-type: none"> • <u>Early Math Intervention:</u> grades K – 2, flexible small differentiated groups focusing on New York State Process and Content Strands, during school, at least three – forty-five minute periods per week • <u>Title I Math:</u> grades 3 – 5, flexible, small differentiated groups, focusing on New York State Process and Content Strands, at least three – forty-five minute periods per week, during school • <u>Professional Development Tutorial:</u> grades 3 – 5, small group differentiated instruction, during school, one – forty –five minute period per week • <u>After School Math Test Prep:</u> grades 3 – 5, small group differentiated instruction, two – ninety minute periods per week, after school from January to March
Science:	<ul style="list-style-type: none"> • <u>Professional Development Tutorial:</u> grade 4, small group differentiated instruction • <u>After School Science:</u> grade 4, small group instruction, two – ninety minute periods per week
Social Studies:	<p><u>ETS Tutorial:</u> grade 5, small group differentiated instruction, ETS from September to November</p>
At-risk Services Provided by the Guidance Counselor:	<p>At-risk services are continuously provided throughout the school year on an “as needed basis”. Assessments of students, families, and situations are made based on referrals by teachers, parents, and administrators. A determination is made as to the number of weeks and kind of counseling to address the situation.</p>
At-risk Services Provided by the School Psychologist:	<p>There is a ten week intervention program which can be extended for an additional ten weeks. Service is provided by Social Workers and Psychologists on the School Based Support Team as an intervention for children with severe emotional and social problems.</p>
At-risk Services Provided by the Social Worker:	<p>At-risk services are continuously provided throughout the school year on an “as needed basis”. Assessments of students, families, and situations are made based on referrals by teachers, parents, and administrators. A determination is made as to the number of weeks and kind of counseling to address the situation.</p>

At-risk Health-related Services:

On-site Montifore Children's Clinic which offers weekly counseling, therapy, and family therapy throughout the calendar year by Clinical Psychologist. The clinic makes referrals to psychiatrists.

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 (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** 359
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Our school offers ESL, K-5, in 3 models: 9 freestanding classes in K-5; a push-in model in K-5; and a pull-out model in K-5. All instruction is in English. Our ELLs program uses the following instructional strategies to support second language literacy development, mathematics, and interdisciplinary content area instruction: modeling, print-rich environments, scaffolding techniques, schema-building, collaborative classroom environments, predictable texts, realia, and self-selected reading from our 100-Book Challenge Program. To support our instructional strategies, the following standards-based materials are used: Into English, English to a Beat, On Our Way to English, Hampton Brown’s The Basics Bookshelf, Houghton Mifflin Leveled Readers series, Foundations, Wilson, Scott Foresman Social Studies, and Harcourt Science. Computers are also available to facilitate the use of technology in every classroom, including WILLOW carts for completing individual projects. Some classes in first and second grade employ the AWARDS program and 2 classrooms (2nd and 4th) access their SMART Boards to augment delivery of instruction. Students’ progress is measured via ongoing assessments. Assessment results are utilized to plan instruction and meet the needs of individual students. Students in freestanding classes grades 3 – 5 receive additional intervention through the Pearson Success Maker.

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The Balanced Literacy approach using the Point of Entry Model is implemented during the ESL, ELA, and content area instructional time. This approach is supported by the above-mentioned programs. The Everyday Mathematics program is used for math instruction, also using the Point of Entry Model. Our ELLs participate in all programs. Additionally, supplemental programs include ELLs after school program targeting grades 3-5, push-in math teacher, and a Saturday Academy program for ELLs in all grades and their parents.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Our ELLs participate in the following extracurricular activities: SWAT National Dance Institute After School, Bronx Dance Institute, Chess in the School, Boy Scouts, Girl Scouts, and the After School Sports Program.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

- Meet-and-Greet sessions are conducted on all grades to visit students' classrooms as well as to meet teachers, administrators, and special service teachers.
- Parent Orientation Meetings for parents of newly admitted ELLs in Grades K-5
- Parent workshops regarding ELA and Math tests in Grades 3-5.
- Series of ELA Read Aloud workshops with parents of ELLs.
- Native Language Lending Libraries in English translated in nine languages to support home literacy.
- Series of Nutrition Workshops for parents of ELLs given by PS 105 nutritionist

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Not Applicable

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

- Workshops sponsored by LSO regarding ESL instruction.
- Workshops sponsored by ESL Coordinator and ELA Staff Developers.
- Workshops facilitated by ESL Coordinator and ESL teachers.
- Turn key sessions during weekly on-grade professional development periods addressing current ESL strategies and methodologies and NYSESLAT student performance expectations.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Support services that are in place and available to ELLs include: push-in services to improve mathematics and literacy, as well as additional staff to support 50-minute extended day 3 times per week.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Not Applicable

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Senator Abraham Bernstein School – P.S. 105x District 11

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	13				1	14

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 ESL- FIRST GRADE

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

School District: 11

School Building: Sen. Abraham Bernstein P.S. 105X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15 To: 9:00	Subject (Specify) Social Studies	Subject (Specify) Reading Workshop	Subject (Specify) Science - ESL	Subject (Specify) Writing Workshop	Subject (Specify) Reading Workshop
2	From: 9:00 To: 9:45	Subject (Specify) Science ESL	Subject (Specify) Reading Workshop (ELA)	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop (ELA)
3	From: 9:45 To: 10:30	Subject (Specify) Reading Workshop -	Subject (Specify) Social Studies - ESL	Subject (Specify) Reading Workshop – (ELA)	Subject (Specify) GYM	Subject (Specify) Math
4	From 10:30 To: 11:15	Subject (Specify) Reading Workshop (ELA)	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Reading Workshop (ELA)	Subject (Specify) Storytelling
5	From: 11:20 To: 12:05	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Social Studies – ESL	Subject (Specify) Science
6	From: 12:10 To: 12:55	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Writing Workshop	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:05 To: 1:50	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 1:55 To: 2:35	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Writing Workshop

SAMPLE STUDENT SCHEDULE 2008-09 ESL- SECOND GRADE

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

School District: 11

School Building: Sen. Abraham Bernstein P.S. 105X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:00	Writing Workshop	Writing Workshop ESL	Writing Workshop ESL	Writing Workshop ESL	Writing Workshop
2	From: 9:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:45	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
3	From: 9:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:30	Reading Workshop	Reading Workshop	Reading Workshop	Storytelling	Math
4	From 10:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:15	Gym	Math	Math Games	Music	Reading Workshop
5	From: 11:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:55	Math	Math	Math	Science	Social Studies ESL
7	From: 1:05	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:50	Math	Science	Math	Math	Math
8	From: 1:55	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:35	Social Studies ESL	Social Studies ESL	Science ESL	Math	Science ESL

SAMPLE STUDENT SCHEDULE 2008-09 ESL-FOURTH GRADE

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

School District: 11

School Building: Sen. Abraham Bernstein P.S. 105X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:15 To: 9:00	Subject (Specify) Social Studies	Subject (Specify) Reading Workshop	Subject (Specify) Science - ESL	Subject (Specify) Writing Workshop	Subject (Specify) Reading Workshop
2	From: 9:00 To: 9:45	Subject (Specify) Science ESL	Subject (Specify) Reading Workshop (ELA)	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop	Subject (Specify) Reading Workshop (ELA)
3	From: 9:45 To: 10:30	Subject (Specify) Reading Workshop -	Subject (Specify) Social Studies - ESL	Subject (Specify) Reading Workshop – (ELA)	Subject (Specify) GYM	Subject (Specify) Math
4	From 10:30 To: 11:15	Subject (Specify) Reading Workshop (ELA)	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Reading Workshop (ELA)	Subject (Specify) Storytelling
5	From: 11:20 To: 12:05	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Social Studies – ESL	Subject (Specify) Science
6	From: 12:10 To: 12:55	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Writing Workshop	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:05 To: 1:50	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 1:55 To: 2:35	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Writing Workshop

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) K – 5 **Number of Students to be Served:** 188 **LEP** 0 **Non-LEP**

Number of Teachers 14 **Other Staff (Specify)** One Supervisor

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.

Language Instruction Program –

Language Instruction Programs utilize numerous instructional strategies to support second language literacy development, as well as language development related to math and interdisciplinary content area instruction. The various strategies employed include: modeling, print-rich environments, predictable texts and the use of realia.

Our Language Instruction Programs include:

- Saturday Academy
- The Summer ESL Enrichment program for students who are able to attend in grades specified by the Region.
- The ESL After School Program for ELLs

The goal of the **Saturday Academy** is to develop listening, speaking, reading, and writing skills with a focus on developing cross-cultural knowledge and understanding. In addition, field trips to cultural institutions are planned for the purpose of increasing the awareness of the American immigrant experience. The Program serves approximately 100 students and meets on Saturdays, from October to April.

The **Summer ESL Enrichment Program** uses programs specifically designed for ELLs students.

The goal of the **ESL After School Program** is to emphasize the four areas of language acquisition (listening, speaking, reading and writing). In order to meet our goal, ESL methodologies and scaffolding strategies are implemented. The programs serves approximately 80 students and meets twice a week during the months of October – April.

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.

Our professional development activities offered to staff:

- Weekly Teacher Support Academy

- Saturday Academy Staff Development

The existing **Weekly Teacher Support Academy** offers a varied menu of approximately 12 topics including Assessment Analysis and Implementing Successful ESL Strategies across the content areas. Common PD (professional development) meetings are held for each grade to support staff in their knowledge of second language development.

Staff that participates in delivering Saturday Academy instruction meets to discuss strategies and themes to address the needs of our beginner ELL population utilizing the Making Meaning Program.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$48,718.93	<ul style="list-style-type: none"> • .5 for ESL/AIS Provider
Purchased services such as curriculum and staff development contracts	—	
Supplies and materials	\$4,761.00	All consumable materials (Options Just Right and Connecting Vocabulary, Steck-Vaughn Think Alongs, trade books, NYSESLAT materials, and arts and crafts)
Travel	—	
Other	—	
TOTAL	\$53,479.93	

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 conducted our assessment of written translation needs by reviewing necessary written communication to parents generated through our ESL Department, the school Guidance Department and correspondence from the Testing and Assessment Committee. Correspondence includes, but is not limited to letters regarding ELL Parent Orientation, Meet and Greet, Parent-Teacher Conference and Parent Workshops. Sixty-nine percent of our ELL parents are Native Spanish speakers. The remaining 31% include 15 lower incidence languages such as Albanian, Urdu, Russian, Vietnamese, Bengali and Arabic.

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.

We conducted our oral interpretation needs assessment by gathering statistics provided by our OTELE code list, Home Language Survey for Kindergarten and all new ELLs as well as conversations generated from our Parent Orientation meeting in October. Our Parent Coordinator has spoken in person and in telephone conversations with parents and guardians. Our classroom teachers communicate to ESL Department which parents are non English speakers and need oral interpretation regarding their students. We have many teachers who speak Spanish as well as an Assistant Principal and Testing Coordinator. Many of our ESL teachers are either native Spanish speakers or have BICs skills. In addition to Spanish we currently have teachers who speak the following languages: Albanian, Arabic, Mandarin Chinese and Russian.

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.

We have support staff, administrators and teachers who contribute to the written translation of correspondence for Spanish speaking parents/guardians. Our teaching staff has Russian, Albanian, Mandarin Chinese and Arabic speakers who can assist in translation in those languages. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meeting and conferences through our ESL teachers, Assistant Principal, Parent Coordinator and Administrative staff. We have Albanian, Russian, Mandarin Chinese and Arabic speaking teachers available for the aforementioned situations as well. We reach out to the Arabic speaking parents and other lower incident language speakers to assist us when they are present. Classroom teachers also have oral translation services provided upon request. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues.

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>.

As described above, our school has oral and written translation services for our highest percentage representation of parent/guardian home languages. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. Presently parents rely on adult or relative for language and interpretation services if they choose.

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

1. Enter the anticipated Title I allocation for the school for 2008-2009 **\$1,176,477**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$11,765**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$58,820**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **100%**
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

I. General Expectations

PS105X agrees to implement the following statutory requirements:

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS105X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: The School Leadership Team will have a parental representation which comprises a minimum of 50% of the total number of people on the team. With the assistance of these parents a Parent Advisory Committee will be created.
2. PS105X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parent survey will be conducted, results will be presented to Leadership Team, President and Vice President of PA will share results and present them to their constituency at next PA meeting
3. PS105X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: One percent of Title I funds will be used for parent involvement funds. Parent workshops will be held throughout the year to provide parents with information on Math, ELA, Social Studies, Science, middle school information, technology, etc. Saturday Academy will provide parents and their ELL children opportunities to improve their acquisition of English as well as further classes in Test Prep in ELA and Math for all Title I children.
4. PS105X will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Title 3 by: providing a Saturday Academy for ELL students and parents as well as after school ELL classes for all ELL children in Grades 1-5, 2 days a week for 1 hour from October to June.

5. PS 105X will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A yearly parent survey will be conducted by the Leadership Team. All parents are notified of monthly Parent Association meetings. The Parent Coordinator will provide outreach to all parents. All monthly Parent Association meetings will be held in our barrier free auditorium.
6. PS105X will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Ongoing parent workshops i.e. (Assessments, technology, ELL) bi-yearly conferences to discuss report cards and conferences scheduled midyear to specifically address identified children who are struggling to meet standards.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ongoing parent workshops including Literacy, Math, ELL, Princeton Review, Technology, Homework Help, Test Prep, Social Studies, Science, middle school selection process, additional ELA, Math, Science and Social Studies materials disseminated during school breaks. A carousel of interventions presented to all parents at AIS Fair in October.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: extra curricular activities including Story Telling Pajama Parties, Poem in Pocket Day, Author's Day, Reading and Writing Celebrations, Social Studies Fair, Music and Multicultural Performances, etc.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: The Parent Coordinator will create and facilitate the Learning Leaders Program.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Translated letters into the native language of parents, monthly newsletters, signs posted on all school entrance/exit doors.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes of Leadership Team meeting. This policy was adopted by the Leadership Team of PS 105 on May 30, 2006 and is in effect. The school distributes this policy to all parents of participating Title I, Part A children on or before September 30th each year.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

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 at the NYCDOE website link provided above.

PS105X, 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 2007-08.

School Responsibilities

PS105X will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide parents with timely information about all programs
 - Provide performance profiles and individual student assessment results for each child
 - Provide only certified teachers for all students
 - Provide academic intervention services to those students in need
2. 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, March and as needed with classroom teachers.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards – November, March and June
 - Progress Report – conference in January
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: November, January, March and weekly as needed or requested by parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents become school volunteers through the Parent Coordinator's Learning Leaders Program (volunteers are assigned various responsibilities as needed)
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Parents comprise 50% of the Leadership Team
 - Monthly Parent Association meetings are attended by parents, Parent Coordinator, teachers and administrators to address concerns.
 - A Parent Advisory Committee will represent all parents in decision making for parent needs to be addressed (i.e. Workshops, disseminating information, developing programs that support parent participation.)
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way. The Leadership Team, which meets bi-monthly and is comprised of 50% parents, will be responsible for all decision making.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - Academic Intervention Teachers on each grade level inform parents and students in need of services, what is available and what will be provided
 - An overview of the Academic Intervention Programs is explained to all parents in September at the monthly Parent Association meeting.
 - In October, parents are invited to attend the Academic Intervention Fair (a carousel of AIS programs implemented at PS 105)
 - Letters are sent home to parents of children requiring Academic Intervention Services
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. All information is sent home translated in the native language whenever possible.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. Numerous parent workshops are conducted throughout the year to inform parents about curriculum, standardized tests and assessments, ESL and how to help their child.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. All parents are encouraged to contact the school (Parent Coordinator, teachers, administrators, etc.) to voice their concerns, opinions, suggestions and any questions. Monthly Parent Association meetings are held and attended by the Parent Coordinator, teachers, administrators and parents to address any concerns and inform parents of school related matters.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. A copy of the students' standardized test results is sent home as soon as the results are sent to the school. Teachers and administrators are available to explain and address any questions voiced by the parents.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- o Arrive prepared for school on time everyday.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

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.
 - SMART Boards
 - Enrichment Arts Program (NDI, Lincoln Center, Music Outreach)
 - To continue PIP classes in grades 1 through 5
 - Professional Development for 100 Book Challenge
 - After School Programs and materials for programs

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Title I Reading (Grades 3 – 5)
 - Title I Math (Grades 3 – 5)
 - Early Childhood Reading (Grades K – 2)
 - Early Childhood Math (Grades K – 2)
 - Wilson (Grades 3 – 5 PIP classes and ELLs population)
 - Small grouping tutoring (Grades K – 5)
 - Reading Revolution (Grade 1)
 - Fletcher's Place (Grade K)
 - Foundations (Grades K – 2)

 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Extended Time Session (Grades 1 – 5)
 - Saturday Academy (ELLs students and parents in Grades K – 5)
 - ELL After School Program (Grades 3 – 5)
 - ELA and Math After School Program (Grades 3 – 5)

- ELA and Math Family Night Workshops (Grades 3 – 5)
 - After School Hands On Science Program (Grade 4)
 - Second Grade Early Literacy Program
 - Sports Program (Grades 3 – 5)
- Help provide an enriched and accelerated curriculum.
 - Challenge Class (Grades 2 – 5)
 - Chess in the School Program (Selected Classes in Grades 2 -5)
 - Partnerships have also been established with Horace Mann’s “Summer on the Hill” program for academically children identified in the winter of second grade.
 - Likewise, Prep for Prep, De La Salle Academy, and George Jackson Academy offer programs for academically advanced fifth graders through a highly rigorous and selective process. Several of our students have been accepted into these challenging programs.
 - National Dance Institute (Grade 4)
 - Bronx Dance Theatre (Grade 3)
 - SWAT National Dance Institute After School Program (Grades 4 – 5)
 - Music Outreach (Grades 2 – 3)
 - Drama Club (Grades 3 – 5)
 - Art Club (Grades (3 -5)
 - Lincoln Center (Selected Classes Across the Grades)
- Meet the educational needs of historically underserved populations.

The Data Intervention Specialist will identify the needs of subgroups to ensure all students are exposed to the same level of education. She will collect, organize, and analyze information to give teachers strategies to enhance instruction within the classroom. She will work closely with Staff Developers, teacher support providers, and Academic Intervention Team Leader.
- 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.
 - **Staff Members who will offer Academic Support Services**
 - Academic Intervention Team Leader
 - Data Intervention Specialist
 - Three Literacy Staff Developers (K - 1, 2 – 3, 4 – 5)
 - Three Math Staff Developers (K – 2, 3, 4 – 5)
 - Literacy Teacher Support Providers (Grades K – 5) will provide service at least 4 times a week.
 - Math Teacher Support Providers (Grades K – 5) will provide service at least 4 times a week.
 - **Programs**

- Wilson (Grades 3 – 5 PIP classes and ELLs population)
- Foundations (Grades K – 2)
- Reading Revolution (Grade 1)
- Fletcher’s Place (Grade K)
- Voyager (Selected Grades)

- **Classes**

- Self Contained ELL Classes across the grades
- PIP classes (reduced class size) in grades two through five (Comprised of at-risk students)
- Maintain number of Collaborative Team Teaching

- **After School and Parent Programs**

- ELL After School (October – April)
- ELL Saturday Academy (October – April)
- After School ELA and Math Test Prep (October – March)
- After School Hands On Science (April – May)
- Second Grade Early Literacy Program
- Family Literacy and Math Workshops
- Second Grade Family Night to introduce parents to third grade standardized assessments and curriculum
- Middle School Orientation for parents and students (January)

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

3. Instruction by highly qualified staff.

- PS 105 participates in the Teaching Fellows Program
- PS 105 will maintain a partnership with Mercy College Teachers for complete certification
- Recruit student interns from neighboring universities: Mercy, Lehman, Fordham, Iona, College of New Rochelle, and Manhattan College to serve as interns in K to 5 classrooms.
- The Principal and Assistant Principal will ensure that only certified teachers are hired to fill vacancies.
- 84 % of Professionals with Master’s Degree or higher

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.

- PS 105 will continue to utilize our Professional Development Team comprised of administrators, teachers, and support staff to implement best practices incorporating Principles of Learning.
- PS 105 will provide professional development in literacy and mathematics for all staff members primarily through the onsite Literacy Staff Developers and Math Staff Developers as well as the members of the Literacy and Math Teams.
- Teachers will receive professional development in analyzing and assessing school achievement data generated from standardized assessments as well as assessments developed by literacy and math teams.

- The Data Intervention Specialist will analyze the data and provide professional development on how to provide differentiated instruction on various assessments.
- Teachers will visit other classrooms to observe the implementation of best practices utilizing the Principles of Learning.

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

The principal will make certain that instruction is provided by highly qualified teachers during regular and extended school time. Efforts to recruit certified teachers will include:

- Attending borough and citywide job fairs
- Developing university partnerships to develop of student teachers trained in best practices
- Developing a cadre of student teachers

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

- Continue our “Meet and Greet” at the beginning of the school year to familiarize parents with curriculum and individual classroom policies
- Continue parent meeting focusing on Comprehensive Literacy and Everyday Math
- Continue to provide parents with standards based Literacy and Math activities during family workshops
- Parent Teacher Association will continue conducting meetings once a month
- Parent Coordinator will to be the liaison between the school and the community
- Continue Saturday Academy for ELL parents
- Continue Middle School Workshops
- Continue Learning Leader Program
- Continue Social Studies Parent Workshop
- Continue special grade level assembly programs with parent participation
- Continue 100% Attendance Celebrations
- Continue Author’s Day Celebrations across the grades
- Continue Story Telling Pajama Days for the lower grades
- Continue Mother’s Day plant sale
- Continue Scholastic Book Fair
- Continue National Dance Institute event of the year
- Continue Bronx Dance Theatre Dance Program Finale
- Continue Winter and Spring concerts
- Continue ESL Read-Aloud together
- Continue Annual Talent Show event
- Continue Annual Fashion Show event
- Continue Career Day
- Continue Health Fair
- Continue Annual Bake-Sale
- Continue 4th and 5th grade Social Studies Bee
- Continue 4th and 5th grade Spelling Bee

- Implement 4th and 5th grade Math Bee
- 4th Grade Black History Celebration
- 5th Grade Theme Days

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.

Pupil personnel secretary contacts all preschool that have children zoned for our school. Registration is conducted from April through June at which time parents are apprised of schools' code of conduct, schools uniform policy, curriculum and bus services. Parent orientation meetings are held to familiarize parents with school settings, curriculum and other school policies. At this time parents can set up appointments to tour the school and observe the instructional programs. At the beginning of the school year, Kindergarten teachers conduct orientation reflecting the research based practices that will be implemented. Parents receive curriculum-based materials to reinforce skills that are taught throughout the year. During the few days of the beginning of the school year, parents accompany children to the class and remain there to assist teachers to help children make the transition from a small preschool environment to a larger school setting. This helps to lessen the anxiety a child often feels on his first day of Kindergarten in a very large school.

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.

Various assessments are conducted within specified grade levels within all curriculum areas. Simulation assessments are conducted in both ELA and Math. When results are generated, teachers view individual student scores, focus on strengths and weaknesses and decide on how to drive instruction based on their analysis. Professional development is provided to assist in the scoring, analysis, and implications for instruction. Teachers are provided with state results in both literacy and math in grades 3-5. Upon receiving the New York State Math and ELA Assessments professional development is conducted to first analyze the results and then differentiated instruction is planned using this information to support the LCM and EDM program.

P.S. 105 uses the Rigby PM Benchmark Kit to assess students' progress in comprehension. All grades are provided with professional development focusing on how to administer this assessment as well as analyzing and planning individual or group instruction.

ECLAS-2 is another assessment that is used to support the instruction of our K-3 students. Teachers use the information from all the strands in order to group their students for literacy instruction. Teachers within each grade view results as a whole and determine strengths and weaknesses. Discussions focus on activities that can be conducted in the classroom which promote success in each of the skills assessed.

As part of our professional development, grade level teachers plan together to support our Literacy Curriculum Map. Teachers share their ideas and resources during their common planning sessions. Within this planning process, we are always looking at data to differentiate and drive our instruction.

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

Students who experience mastering the proficient or advanced levels of academic achievement are provided with effective, timely additional assistance by the end of the first month of the new school year at PS 105.

Within this first month, we identified the targeted students by looking at the results of the NYS ELA and Math Assessments for students in grades 4 and 5. This information assists our Academic Intervention Team when placing and/or servicing students into appropriate programs.

Within this first month, we identify our K – 3 targeted students by administering ECLAS-2 and various running records to all students. This information is analyzed and intervention groups are formed. These groups are flexible and constantly changing depending on individual student needs.

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.

Assumption is made that Title I services will be coordinated out of the school funded department. All programs are designated for specific populations and are closely monitored as to whether school wide performance strategies are consistent with and are implementing State and local improvement plans. Instructional leaders and their staff will oversee individual programs such as those for children with limited English proficiency and will meet regularly to discuss program coordination with State and local improvement plans. Assumption is made that the principal's meetings will be held to inform them of pertinent Title I legislation that would affect the implementation of school wide reform strategies within their schools. All school wide, reform strategies are aligned with Title I legislation and are reflected in the State and local improvement plans. Regional Title I compliance issues will be closely aligned with all our instructional staff.

Local resources and programs that are in partnership with PS 105 include but are not limited to: Montefiore Hospital Clinic, YMCA, Girl Scouts, Boy Scouts, Jewish Board, Astor Counseling, Jacobi Hospital Nurses Residence, Visiting Nurse Association, Einstein Hospital's Fisher Landau Center for Children with Disabilities, Rose Kennedy Center for Children, Ferkauf Graduate School, various religious organizations as well as the Van Nest Public Library. We have partnerships with the Bronx Zoo, Botanical Gardens, Lincoln Center, National Dance Institute, Bronx Dance Theatre, and Music Outreach.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: SINI Year 1 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

<http://schools.nyc.gov/SchoolPortals/11/X105/AboutUs/Statistics/default.htm>

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

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school did find this finding to be relevant in the past. As a result, we formed a committee with representatives from all grade levels, administrators, and staff developers. This committee analyzed data and looked at state standards to align the curriculum and decrease the gaps in curriculum across the board.

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?

This is no longer applicable because our school has made steps to change this finding. The committee that was formed met and created Literacy Curriculum Maps for each grade, student portfolios, rubrics that are both generic and task specific, and classroom environment checklists. Portfolios have specific tasks based on grade level standards. Professional Development was and continues to be available to all teachers. With flexibility in the ELA curriculum, teachers are encouraged to incorporate standards to students needs. Each year, our school adds new materials that are available to the teachers and students. Some examples are: 100 Book Challenge, Wilson, Foundations, Reading Revolution, and Fletcher's Place. We have self-contained ELLs programs as well as three ELLs service providers.

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

Our school did find this to be applicable in the past. In the past few years we have added more math staff developers. These staff developers aligned the EDM curriculum with the New York State pre and post March standards. Our school has supplemented the EDM curriculum with other materials such as Math Steps, McGraw-Hill, Coach, and teacher developed tasks and activities.

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?

This is no longer applicable to our school because our Math Staff Developers aligned the EDM curriculum to both the process strands and content strands. Staff developers and math team have created detailed pacing schedules for each EDM unit and adds supplementary materials when necessary. With the help of math support providers, differentiated instruction is taking place in all classrooms based on student needs. Student needs are determined based on student data and articulation between teachers and math support providers. Staff developers have also created portfolio tasks that meet both process strands and content strands.

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

Our school found this finding to be true in the past and has taken steps to change the delivery on instruction. We continue to have high academically focused class time. A team of administrators, teachers, staff developers, and parents, both internally and externally, conducted learning walks to adopt best practices. A committee has been formed that creates, distributes, and analyzes staff surveys.

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?

This is no longer applicable because to our school because we have taken steps to change instruction in our classroom. Some of the best practices we have implemented to improve the quality of instruction are:

- Differentiated groups which are skill based driven
- Flexibility within the Balanced Literacy

- SMART Boards are currently in 20% of our classrooms. The anticipation is to purchase more SMART Boards within the next year.
- We are currently taking steps to introduce Project Based Learning in our classrooms.

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

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Our school found this finding to be true in the past and has taken steps to change the delivery of instruction. We continue to have high academically focused class time. A team of administrators, teachers, staff developers, and parents, both internally and externally, conducted learning walks to adopt best practices. Observations are happening more frequently. Surveys have also been given and analyzed to improve best practices in the classroom.

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?

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

These findings are no longer applicable because steps have been taken to change instruction. Some of the best practices we have implemented to improve the quality of instruction are:

- Focusing on implementing more EDM project based activities
- Differentiated instruction that allows for independent instruction, collaborative groups, and hands-on learning
- SMART Boards, Willow Carts, as well as the Computer Labs equipped with EdPerformance and Success Maker

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school found this to be true in the past. We have analyzed surveys, report cards, and Quality Review findings.

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?

Through analyzing surveys, school report cards, and the findings of the Quality Review, our school found that teacher turn-over has decreased over the years. We also found that our retention rate on new teachers has improved over the past few years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL

(Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Learning Acquisition Policy Committee and Inquiry Team have been utilized to assess the relevance of this finding.

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?

Through the Language Acquisition Policy Committee (LAPC) and the Inquiry Team, our school has identified what staff development needs to be given to our staff for our ELLs population. Training is given to staff before implementation of new programs and intervention tools. Training is given to teachers in the Pearson Success Maker. ELLs professional development is conducted during Teacher Support Academy given by the ELL coordinator. New materials, resources, and publications are constantly updated with the latest trends.

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

Through Professional Development Needs Assessment and staff surveys, staff members were given the opportunity to voice their concerns on what was needed. Our findings indicated that there is ample monitoring of ELLs academic progress.

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?

As soon as scores are in, administrators, Data Specialist, Academic Support Intervention Team Leader, service providers, and ELLs coordinator analyze and interpret the data and the results are promptly given to all key staff members who provide service to the ELLs population. The data is then used to see what services our ELLs population needs. Some of the best practices implemented to monitor ELLs instruction are:

- ELLs self-contained classrooms are open to our beginner and intermediate population
- ELLs after school is available to our ELLs population based on proficiency levels
- Saturday Academy is also available to both students and parents of beginner ELLs students.
- Modified report cards for ELLs population
- Separate our beginners ELL population into two levels which allow for differentiated instruction

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

The administrators along with the School Based Support Team and the IEP teacher analyzed surveys and Staff Needs Assessments forms and have taken steps to correct their findings.

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?

Some of the best practices we have implemented to ensure that all teachers have sufficient understanding to fully implement a student's IEP are:

- Administration has met and collaborated with Special Education Teachers in an effort to provide them with Professional Development to better serve the special education population.
- Administration is currently in the process of restructuring the report card to be aligned with student IEP goals.
- IEP goals are being reviewed in an effort to align them with the modified promotional criteria.
- Accessibility to students IEP is available for key staff members to view
- Professional Development is given to teachers to assist them in utilizing the IEP to differentiate instruction to achieve IEP goals.

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

Both special education teachers and general education teachers approached administration and grade leaders. Meetings with administration and CTT teams were held and concerns were voiced with regard to this finding.

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?

Current IEP goals are not aligned to students modified promotional criteria or any part of grade level standards. Therefore, an IEP committee has been formed and in the process of aligning these goals and modified promotional criteria to the standards. IEP's had and will continue to include behavioral plans. One of the members of our testing committee is a Special Education teacher who ensures that accommodations and modifications are met for all students with disabilities. Special Education service providers articulate with classroom teacher to help achieve IEP goals. Special Education service providers are now utilizing the push in model more often as opposed to the pull out model in their delivery of services to students with disabilities.

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 2008-09

All schools that receive C4E funding in FY'09 must complete this appendix.

<http://www.keysurvey.com/rbr/207706/0/30552703/d752/>

Directions: Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)

- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
 No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
 No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description: