



**THE THEODORE SCHOENFELD SCHOOL  
PUBLIC SCHOOL 110**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 09X110**

**ADDRESS: 580 CROTONA PARK SOUTH  
BRONX, NEW YORK 10456**

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**UPDATED: JANUARY 20, 2010**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 09X110      **SCHOOL NAME:** The Theodore Schoenfeld School

**DISTRICT:** 09      **SSO NAME/NETWORK #:** Empowerment/CFN 10

**SCHOOL ADDRESS:** 580 Crotona Park South, Bronx, New York 10456

**SCHOOL TELEPHONE:** 718-861-0759      **FAX:** 718-861-2750

**DPEREZ@SCHOOLS.NYC.GOV**

**SCHOOL CONTACT PERSON:** Daisy Perez      **EMAIL ADDRESS:** \_\_\_\_\_

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Nicole Mangiere

**PRINCIPAL**      Daisy Perez

**UFT CHAPTER LEADER**      Erinetta Long

**PARENTS' ASSOCIATION  
PRESIDENT**      Robin Jackson

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Dolores Esposito

**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
Daisy Perez	*Principal or Designee	
Erinetta Long	*UFT Chapter Chairperson or Designee	
Robin Jackson	*PA/PTA President	
Tyra Greene	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Eduardo Vasquez	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Shanieka Gatlina	Parent	
Aisha Daughter of Essie	Parent	
Carmenata Tirado	Parent	
Nicole Mangiere	Teacher, SLT Chair	
Annette Johnson- Williams	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.

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Public School 110 is currently a Pre-K to Grade 5 elementary school. There are 390 students currently enrolled in our school. There are: 16 general education classes, 2 collaborative team teaching classes, and 5 special education classes of which two are bilingual. Most of our general education students are home zoned for Public School 110. None of our special education students are home zoned for our school. Almost all of the special education students are bussed to our school from all over district 9 and 10.

Our student population represents many cultures, 49.31% are African Americans, 49.09% are Hispanic, .90% is White, and other ethnic backgrounds. Although there are English language learners (ELL) throughout the grades, there are insufficient numbers of ELLs to form classes beyond the ones that exist. Students not enrolled in a bilingual (Spanish/English) self-contained program receive ESL instruction through a pull-out/push-in program. Students in general education classes recommended for Special Education Teacher Support Services receive the services from 1 SETSS Teacher. One other special education teacher services additional SETSS students one period per day. A multitude of related services providers include: speech, occupational therapy, physical therapy, adaptive physical education, counseling, and bilingual counseling. Our school faculty is comprised of 3 school administrators, 49 teachers, support personnel, and school aides.

The school is organized to provide instruction in what has proven to be the most effective way. Most classes are grouped in a heterogeneous fashion to allow for effective grouping and peer mentoring. There is a top class in each grade beginning at grade 2. All ELL students enrolled in monolingual classes are placed in one class within the grade in order to facilitate English As a Second Language services. Since the area of greatest need is literacy, many additional resources are devoted to that curriculum area. Every classroom has a purposeful learning environment with leveled content area libraries. Many instructional, technological, and curriculum resources are available to support effective instruction.

### **School Vision**

As you enter The Theodore Schoenfeld School –Public School 110 you see a community of learners committed to achieving academic excellence in a safe and nurturing environment. Students accept their roles in education to become active participants in their educational continuum. They have the necessary tools and skills that will allow them to adapt and meet the demands of an ever-changing society.

### **School Mission**

Our school community is committed to provide our students with a rigorous comprehensive education by offering a wide variety of educational programs to ensure that each child reaches his/her potential. A safe and orderly environment will ensure the success of our school mission.

## 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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20<sup>th</sup> edition of "Principals' Weekly.")

### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 110 Theodore Schoenfeld								
<b>District:</b>		9	<b>DBN:</b>	09X110	<b>School BEDS Code:</b>	320900010110				
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	35	34	34		90.4	91.8	92.9			
Kindergarten	56	51	34	<b>Student Stability - % of Enrollment:</b>						
Grade 1	74	65	60	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	71	68	60		92.1	92.7	88.8			
Grade 3	83	66	68	<b>Poverty Rate - % of Enrollment:</b>						
Grade 4	70	66	68	(As of October 31)	2006-07	2007-08	2008-09			
Grade 5	102	64	61		81.1	90.4	95.8			
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>						
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 8	0	0	0		14	7	23			
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>						
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		6	0	1			
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	14	21	13	(As of October 31)	2006-07	2007-08	2008-09			
Total	505	440	379							
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	89	68	50	Principal Suspensions	2	1	6			
# in Collaborative Team Teaching (CTT) Classes	21	26	15	Superintendent Suspensions	3	3	4			
Number all others	26	26	29	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09			
<b>English Language Learners (ELL) Enrollment:</b>					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	<b>Number of Staff - Includes all full-time staff:</b>						
# in Transitional Bilingual Classes	60	34	15	(As of October 31)	2006-07	2007-08	2008-09			
# in Dual Lang. Programs	0	0	0	Number of Teachers	47	47	42			
# receiving ESL services only	28	30	33							

**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	54	4	7	Number of Administrators and Other Professionals	10	19	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	6
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	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	97.9	100.0	100.0
				% more than 2 years teaching in this school	66.0	70.2	76.2
				% more than 5 years teaching anywhere	78.7	83.0	78.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	94.0	96.0	95.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	98.5
American Indian or Alaska Native	0.6	0.4	0.3				
Black or African American	47.3	49.6	45.6				
Hispanic or Latino	51.3	48.9	53.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.2	0.5				
White	0.8	0.9	0.5				
<b>Male</b>	49.9	49.8	52.2				
<b>Female</b>	50.1	50.2	47.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

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

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

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	88			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	12.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	23.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	48.2						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3.8						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				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?

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### What student performance trends can you identify?

Current performance trends indicate a positive trend in overall academic achievement. The English Language Arts data demonstrates a reduction in the number of students performing in level one and an increase of students performing in levels 3 and 4. Scores indicate that 66.7% of our students are performing on or above grade level. Recent Social Studies scores for 2009 indicate a continued upward trend with 65% of students performing in levels 3 and 4. In addition, Developmental Reading Assessment results for all grades (K – 2) demonstrated significant gains. Furthermore, the results of the Grade 3, 4 and 5 Mathematics State Test indicate a positive trend in the reduction of the number of students performing at level one and an increase to 87.9% of students performing at levels 3 and 4.

#### English Language Arts All Students (Grades 3-5)

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2007	47	20.3	109	47	73	31.5	3	1.3	76	32.8
2008	20	10.8	71	38.2	94	50.5	1	0.5	95	51.1
2009	9	5.3	48	28.1	109	63.7	5	2.9	114	66.7

#### Math All Students (Grades 3-5)

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2007	40	16.9	75	31.6	107	45.1	15	6.3	122	51.5
2008	10	5.5	39	21.3	113	61.7	21	11.5	134	73.2
2009	2	1.2	19	11	119	68.8	33	19.1	152	87.9

### What have been the greatest accomplishments over the last couple of years?

Our greatest accomplishment is the increase in our standardized state test results in the past three years resulting in a change in the classification of the school from a School in Need of Improvement Year 2 to "a School in Good Standing." Our English Language Arts standardized state assessment data reveal a positive trend in overall academic achievement. The data demonstrates a reduction in the number of students performing in level one and an increase of students performing in levels 3 and 4. This

indicates that 66.7% of our students are performing on or above grade level in the area of ELA. Recent Social Studies scores for 2009 indicate a continued upward trend with 65% of students performing in levels 3 and 4. In addition, DRA results for all grades (K – 2) demonstrated significant gains. This is attributed to the use of data to inform instruction, the implementation of the citywide balanced literacy approach combined with Month-By-Month Phonics, and additional guided reading support in grades 3 thru 5 classes by qualified teachers, individual conferences with a focus on clear goals with continuous monitoring of progress, on-going teacher evaluations and feedback, in addition to structured professional development. Furthermore, the results of the Grade 3, 4 and 5 Mathematics State Test indicate a positive trend in the reduction of the number of students performing at level 1 and an increase to 87.9% of students performing at levels 3 and 4 in the past three years. This is attributed to the use of data to inform instruction, the implementation of the workshop model in Mathematics, the integration of the principles of learning, the implementation of a citywide Mathematics Program with a focus on the conceptual understanding of Mathematics, problem-solving skills, and the support of structured professional development.

Another important accomplishment is the focus on a clear vision, mission and school goals of teaching and learning, collaborative work, and the use of data to drive instruction. Teachers meet in weekly grade level meetings to use data for curriculum planning. Standard-based rigorous units of study are developed in the area of literacy and mathematics. The implementation of a strategic school-wide professional development plan continues to strengthen research-based effective teaching practices in the classrooms as well as improvement in student academic performance. Differentiated professional development is provided throughout the year to meet the individual needs of all teaching staff.

### **What are the most significant aids or barriers to the school's continuous improvement?**

The most significant aids to the school's continuous improvement is the building of a collaborative professional learning community committed to learn the most effective teaching practices that will promote student achievement. Administrative staff provides strong instructional leadership through modeling, promoting professional development and providing clinical supervision and continuous teacher feedback. Literacy and math coaches and grade leader teachers support grade level planning sessions, collaborative learning, inter-class visitations, and sharing of effective teaching pedagogy. Our school-wide professional development plan is purposeful and aligned with grade level curriculum. Special Education and English Language Learners Network Instructional Support Specialist provide professional development in research-based teaching practices to better meet the needs of our special education and English Language Learners students. We are also supported by citywide and Children First Network 10 professional development offered in the areas of literacy, mathematics, content areas, special education, English Language Learners, technology, physical education, and the arts. Also, a Math and a Literacy consultant from AUSSIE support a cohort of new teachers as well as teachers in need of additional support. Collaboration and teamwork in the sharing of best teaching practices is promoted throughout the school. Inquiry team work focuses on student learning needs in the area of literacy and academic rigor. Curriculum, instruction, and assessment are adjusted based on the analysis of student assessment data. A school-wide assessment system promotes the use of standard-based data to inform instruction and collaborative planning. Furthermore, a differentiated instruction approach to learning will ensure the academic progress of all our students.

The barriers to school improvement although it is not evident in our standardized test scores during the academic school year 2008-2009, we hope that the continued reduction of our Academic Intervention personnel and After-School Programs do not have a negative impact on our continuous improvement. Furthermore, the continuous influx of special needs students from other community schools performing three to four years below grade level is a challenge for the school and our limited resources.

## **0. SECTION V: ANNUAL SCHOOL GOALS**

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

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

1. By June 2010, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.
  
2. By June 2010, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS Math assessment.
  
3. By June 2010, students in grade four will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS Science assessment.
  
4. By June 2010, students in grade five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS Social Studies assessment.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Reading and Writing

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• The administration of literacy assessments throughout the year allowed all teachers to address the needs of the students. The results of these assessments informed daily instruction and our professional development.</li> <li>• The school-wide data driven plan including a data-based management system and reading tracking sheets has been instituted to monitor students’ progress and ensure achievement of our goal by June 2010.</li> <li>• The teachers gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.</li> <li>• The use of disaggregated data by genders and ethnicity has allowed all staff members to address the needs of different subgroups.</li> <li>• The implementation of the following school-wide binder systems has provided all teachers with an organized and systematic way of using data to inform instruction:             <ul style="list-style-type: none"> <li>▪ Data Performance binders</li> <li>▪ Literacy Curriculum binders</li> <li>▪ Differentiated instruction binders</li> <li>▪ Individual conferences binders</li> </ul> </li> <li>• The implementation of school-wide color-coded student work folder and notebook systems in reading and writing has allowed us to track student</li> </ul>

academic progress in literacy.

- The continuous updating of data has allowed teachers and administrators to monitor student progress and plan further intervention to meet the needs of individual students.
- The curriculum teams composed of administrative staff, coaches, and grade leaders will be established with the purpose of analyzing grade level data in alignment with curriculum and goals.

### **Curriculum and Instruction**

- Two hours (one for reading and one for writing) will be devoted every day for literacy. The Readers Workshop and the Writers Workshop will be implemented everyday following the Workshop Model. The Workshop Model will include a mini-lesson, Independent Period, and Share.
- The Teachers College Reading and Writing Project curriculum will be implemented during the Reading and Writing Periods in all grade levels.
- The implementation of Bloom's Taxonomy will be used to infuse high order thinking skills in curriculum and instruction.
- The alignment of the reading and writing curriculum calendars with NYS English Language Arts Standards will ensure a rigorous standard-based curriculum addressing grade level benchmarks and expectations.
- Grade level collaborative planning sessions will be devoted to plan genre- based units of study incorporating the suggested Teachers College curriculum maps and the use of data to plan standard-based lessons and address student needs.
- The use of a school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school.
- Weekly grade level meetings will provide us with valuable information in aligning, data, instructional strategies to needs and goals.
- The implementation of grade level pacing calendars provide consistency and coherence across grade levels
- The integration of technology, such as the use of the Renzulli Program, the Internet and books on CD-ROMs, supports classroom instruction, and literacy development.
- The use of genre- based criteria charts, rubrics, writing exemplars' charts, and mentor texts promote writing development.
- The formation of guided reading groups based on reading levels and ability

promote accelerated reading development. Flexible grouping is based on student performance.

- The formation of reading skills' groups based on identified reading skills also promote reading comprehension and reading development.
- Guided writing and individual conferences lessons based on the stages of the writing process and the qualities of good writing promote writing development.
- The monitoring of active student engagement throughout the lesson and assessing students' work raises student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The sharing of goals and curriculum with parents promotes parental involvement and literacy development.

#### **Align Capacity Building**

- Data gathered from teacher goal-setting meetings in September, January, and June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers in alignment with our school goals and student learning and emotional needs.
- On going informal and formal observations throughout the course of the year will provide us with information to assess pedagogues' strengths and weaknesses in order to build capacity and plan school-wide, grade level professional development as well as individual coaching cycles.
- Implementation of the professional teaching standards (Effective Environment, Organizing Subject Matter, Planning Instruction, Assessing Learning, and Developing as a Professional) will allow administrative staff to evaluate effectiveness in pedagogy.
- Professional Development will be provided in the components of the Readers and Writers Workshop for all new and experienced teachers in need of additional support in this area.
- A Literacy AUSSIE consultant will provide individual coaching cycles to targeted teachers in order to enhance the quality of instruction and build capacity.
- The inquiry model will be used to engage in professional collaboration around the area of writing in order to improve student learning outcomes.

- Teacher leaders conduct model lessons in an effort to build capacity and promote quality of instruction.
- The sharing of research-based best teaching practices are promoted during monthly grade level meetings.
- Lunch and Learn Sessions will provide all staff with the opportunity to strengthen all components of the Readers and Writers Workshop model.
- School Technology sessions will be offered to all teachers on the implementation of the Renzulli differentiated instruction technology program.
- New teachers will attend Acuity/ARIS System Training sessions in order to facilitate the access to valuable data from predictive and instructionally targeted assessments for planning and teaching. Inquiry team members and all teachers will continue to use the collaborative tools in the Acuity/ARIS System.
- Grade level study groups on the book: *Strategies That Work* by Stephanie Harvey will promote collaborative learning and strengthen the teaching of reading comprehension.
- Scheduling grade level common planning time has allowed us to meet by grade levels using data for instructional planning.
- Individual coaching cycles using the professional teaching standards will be offered to all new teacher and all experienced teachers in need of additional support.
- Administrative staff will provide training and continuous feedback to all teachers to promote professional growth.
- Teacher participation in the School-wide Enrichment Model Program for gifted and talented students has provided teachers with a foundation to raise teaching standards for all students.
- Training sessions during Monthly Faculty conferences will provide teachers with the opportunity to evaluate school goals, understand the School's Progress Report and the School's Quality Review.

**Target Population:**

- Kindergarten – Grade 5

**Responsible Staff Members**

- Principal

	<ul style="list-style-type: none"> <li>• Assistant Principals</li> <li>• Literacy and Math Coach</li> <li>• ESL Teacher</li> <li>• Academic Intervention Teachers</li> <li>• Classroom and Cluster Teachers</li> <li>• Related Service Providers</li> </ul> <p><b>Implementation Timelines:</b></p> <ul style="list-style-type: none"> <li>• September 2009-June 2010</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>• The Extended Day Program has provided targeted students with an additional 50 minutes (Monday thru Wednesday) of small group literacy instruction in order to promote literacy development. Two groups have been targeted in grades 3 thru 5 for this purpose- Enrichment (high level 2s and 3s) and Tutorial (level 1s and low level 2s). In kindergarten thru grade 2 students are targeted based on academic needs.</li> <li>• Academic Intervention teachers support flexible grouping and small group instruction during the literacy periods. Additional Intervention Programs have been purchased to support targeted AIS students.</li> <li>• Genre-based leveled independent reading books will continue to be purchased to replenish old used books and to ensure that each class has a well-stocked library to support independent reading and reading at home.</li> <li>• Mentor texts will continue to be replenish to support reading and writing development in alignment with genre -based units of study.</li> <li>• NYSTL funds and grants will support the technology component of our Literacy Program.</li> <li>• NYSTL software funds have been allocated to support differentiated instruction though the Renzulli Program.</li> <li>• Title 1 Professional Development funds will be allocated to support the outside professional development for teachers and coaches in literacy development.</li> <li>• A literacy AUSSIE consultant and a literacy coach support all teachers in strengthening the teaching of the Readers and Writers Workshop Model.</li> <li>• Title 1 and Children First Funds will be allocated for After-School Programs and</li> </ul>

	<p>Saturday Programs to strengthen literacy skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program and students who are meeting the standards are invited to our Enrichment After-school Program. Special needs and English Language Learners will also support in our After-School Programs.</p> <ul style="list-style-type: none"> <li>• Instructional materials will be purchased to support test preparation in all component of the NYS English Language Arts test.</li> <li>• School-wide attendances systems, as per our attendance plan, will ensure that all students meet the 94% attendance goal.</li> <li>• Title III Funds will be allocated to support ELL students in the development of literacy.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• Implementation of school-wide data systems (Literacy Student Assessment Management System and Reading Tracking Sheets)</li> <li>• Data Performance Binders with evidence of Literacy assessments</li> <li>• Agendas and data analysis forms generated in curriculum and grade level meetings</li> <li>• Literacy Curriculum Binders with standards and units of study</li> <li>• Differentiated Instruction Binders</li> <li>• Reading and Writing individual student conference binders</li> <li>• School-wide color-coded student work folder and notebook systems in reading and writing.</li> <li>• Monthly monitoring of all data collection systems through the use of checklists and teacher feedback.</li> </ul> <p><b>Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>• Grade level daily schedules</li> <li>• Individual Teacher's curriculum binders with the Teachers College Reading and Writing Project curriculum</li> <li>• Grade level curriculum maps and grade level pacing calendars in alignment with the NYS English Language Arts Standards</li> <li>• Grade meetings' agendas</li> <li>• Circular 6 Grade Planning Meetings –agendas and sign in sheets</li> <li>• School-wide analysis of student work protocol</li> <li>• Computer-based projects</li> </ul>

- Guided reading/skills groups planning sheets
- Lesson plan books
- Student's reading and writing notebooks and work folders
- Student's portfolios
- Teacher/Student goal setting worksheet

**Align Capacity Building and Professional Collaboration**

- Beginning of the year goal-setting meetings in September, mid-year evaluation of goals in January, and end of the year evaluation of goals in June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers.
- Informal and formal observation reports integrating the professional teaching standards to evaluate school-wide instructional practices and implement strategies that promote professional growth and reflection.
- Individual coaching cycles logs integrating the professional teaching standards
- Agendas of professional development sessions
- A Literacy AUSSIE consultant support binder with agendas and logs
- Lunch and Learn Sessions agendas and handouts
- Technology sessions agendas
- Acuity System Training sessions agendas
- Lunchtime study groups' agendas
- Cabinet, curriculum, and faculty conferences agendas
- Circular 6 Grade Planning Meetings to promote independent and shared reflection, opportunities for leadership growth to enable teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.
- Inquiry team uses the inquiry approach to promote shared leadership that focuses on improved student learning.

**Interval of Periodic Review**

- Itemized Test Analysis (ITA) November 2009
- Predictive Assessment February 2010
- NYS Sampler Assessment March 2010

**Projected Gains**

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|  | <ul style="list-style-type: none"><li>• Grade 3 – 5 students will demonstrate a 2% increase in the number of students performing at level 3 and 4 on the ITA administered November 2009.</li><li>• Grade 3 – 5 students will demonstrate an additional 2% increase with a total increase of 4% of students performing at level 3 and 4 on the Predictive Assessment administered February 2010.</li><li>• Grade 3 – 5 students will demonstrate an additional 1% increase with a total increase of 5% of the number of students performing at level 3 and 4 on the NYS Sampler Assessment administered March 2010.</li></ul> |
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**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS Math assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• The administration of Mathematics assessments throughout the year will allow all teachers to address the needs of the students. The results of these assessments inform daily instruction and our professional development.</li> <li>• A school-wide data driven plan including a data-based management system in Mathematics has been instituted to monitor students’ progress and ensure achievement of our goal by June 2010.</li> <li>• The teachers gather and analyze data of sub-groups (grades, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.</li> <li>• The use of disaggregated data by genders and ethnicity has allowed all staff members to address the needs of different subgroups.</li> <li>• The implementation of the following school-wide binder systems has provided all teachers with an organized and systematic way of using data to inform instruction:             <ul style="list-style-type: none"> <li>▪ Data Performance binders</li> <li>▪ Differentiated instruction binders</li> <li>▪ Individual conferences binders</li> </ul> </li> <li>• The implementation of school-wide color-coded student work folder and notebook systems in Mathematics has allowed us to track student academic</li> </ul>

progress and their performance in Math units of study.

- The continuous updating of data has allowed teachers and administrators to monitor student progress and plan further intervention to meet the needs of individual students.
- The curriculum teams composed of administrative staff, coaches, and grade leaders with the purpose of analyzing grade level data in alignment with curriculum and goals.

### **Curriculum and Instruction**

- Ninety minutes will be devoted every day for Mathematics. The Mathematics Workshop will be implemented everyday following the Workshop Model.
- The Everyday Math City-wide standard-based pacing calendar will be used for planning and teaching.
- The monthly grade level meetings will provide us with valuable information in aligning, data, instructional strategies to needs and goals.
- The implementation of Bloom's Taxonomy will be used to infuse high order thinking skills in curriculum and instruction.
- The implementation of grade level pacing calendars provide consistency and coherence across grade levels
- The integration of Math software, the Renzulli Program, and the Internet will allow students to strengthen their Mathematics skills and support classroom and differentiated instruction.
- The use of problem-solving strategies and rubric assessment allow students to understand standard based responses and meta-cognitive thinking.
- The alignment of the Math curriculum calendar with the NYS Math standards will ensure a rigorous standard-based curriculum addressing grade level benchmarks and expectations.
- The formation of Mathematics focus groups based on identified Math skills will promote Mathematics progress in students in need of additional support. Flexible grouping is based on student performance.
- "Kid-watching" and individual conferences will allow teachers to assess individual needs and provide data for future planning and intervention.
- The monitoring of active student engagement throughout the lesson and assessing students' work will raise student accountability for producing quality work.

- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The introduction of lessons in real life context and the use of Math manipulatives will promote the conceptual understanding of Mathematics.
- Writing reflections in Mathematics will promote reflection and meta-cognitive thinking.
- The explanation of different strategies to solve word problems during the Share component of the Math Workshop Model will promote accountable talk and comprehension in Mathematics.
- The sharing of goals, curriculum, and assessment results with parents promote parental involvement and Mathematics development.

**Align Building Capacity and Professional Collaboration**

- Beginning of the year goal-setting meetings in September, mid-year evaluation of goals in January, and end of the year evaluation of goals in June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers.
- Informal and formal observation reports integrating the Professional Teaching Standards to evaluate school-wide instructional practices and implement strategies that promote professional growth and reflection.
- Individual coaching cycles logs integrating the professional teaching standards
- Agendas of professional development sessions
- Lunch and Learn Sessions agendas and handouts
- Technology sessions agendas
- Acuity System Training sessions agendas
- Cabinet, curriculum, and faculty conferences agendas
- Circular 6 Grade Planning Meetings to promote independent and shared reflection, opportunities for leadership growth to enable teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.
- A Math coach supports teachers in the teaching of the conceptual understanding of Mathematics and in strategies to teach real Mathematics.
- Model lessons will be provided to teachers based on individual needs.
- Acuity and ARIS System Training sessions will continue to be provided to all teachers in grades three thru five and AIS providers in order to facilitate the

	<p>access to valuable data from predictive and instructionally targeted assessments for planning and teaching.</p> <ul style="list-style-type: none"> <li>• Scheduling grade level common planning time will allow us to meet by grade level using data for instructional planning.</li> <li>• Individual coaching cycles using the professional teaching standards will be offered to all new teacher and all experienced teachers in need of additional support.</li> <li>• Administrative staff provides training and continuous feedback to all teachers to promote professional growth.</li> <li>• Teacher participation in citywide training sessions will enhance the teaching of Mathematics for new teachers.</li> <li>• Math coach will continue to participate in Network wide Math calendar days.</li> </ul> <p><b>Target Population:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten – Grade 5</li> </ul> <p><b>Responsible Staff Members</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Math Coach</li> <li>• ESL Teacher</li> <li>• Academic Intervention Teachers</li> <li>• Classroom and Cluster Teachers</li> <li>• Related Service Providers</li> </ul> <p><b>Implementation Timelines:</b></p> <ul style="list-style-type: none"> <li>• September 2009-June 2010</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The Extended Day Program will provide targeted students with an additional 50 minutes of small group Mathematics instruction in order to promote Mathematics skills. Two groups have been targeted for this purpose- Enrichment (3s and 4s) and Tutorial (level 1s and low level 2s)</li> <li>• Academic Intervention teachers support flexible grouping and small group instruction during the Mathematics periods. Additional Intervention Programs will be purchased to support targeted AIS students.</li> <li>• In order to integrate technology in our Mathematics Program, Grant funds will be</li> </ul>

	<p>allocated to purchase SMART Boards for each classroom to enhance classroom instruction.</p> <ul style="list-style-type: none"> <li>• School funds will be allocated for city-wide professional development for teachers and coaches in Mathematics development.</li> <li>• A Math coach supports all teachers in strengthening the teaching of the Math Workshop Model.</li> <li>• Title 1 and Children First Funds will be allocated for After-School Programs and Saturday Programs to strengthen Mathematics skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program and students who are meeting the standards are invited to our Enrichment After-school Program. Special needs and English Language Learners will also be supported in our After-School Programs.</li> <li>• Instructional materials will be purchased to support Mathematics test preparation.</li> <li>• Our attendance committee evaluates effective procedures to ensure that all students meet the 90% attendance goal in order to improve our school's daily attendance. A school funded family worker supports this initiative.</li> <li>• School Budget and school funds will be allocated for awards and celebrations acknowledging outstanding achievement in academics, effort, attendance, and behavior.</li> <li>• An ESL teacher supports all English Language Learners providing mandated services as per Commissioner Regulation Part 154.</li> <li>• All special needs students meet their Math goals as per their individualized educational plan.</li> <li>• Title III allocated funds for After-School Programs support ELL students in the development of Mathematics.</li> <li>• The Pupil Personnel Committee evaluates and discusses all students not meeting grade level standards at monthly meetings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• School-wide data systems in Mathematics</li> <li>• Data Performance Binders</li> <li>• Agendas and data analysis forms</li> <li>• Differentiated Instruction Binders</li> </ul>

- Individual student conference binders
- School-wide color-coded student work folder and notebook systems in Mathematics

### **Curriculum and Instruction**

- Grade level daily schedules
- Common planning scheduled time
- Grade level pacing calendars in alignment with the NYS Mathematics Standards
- Grade meetings' agendas
- Lesson plan books
- Student's Mathematics notebooks and work folders
- Student Math goal setting worksheet

### **Development of Staff**

- Goal-setting meetings, mid-year evaluation of goals, end of the year final evaluation of goals' conference forms
- Informal and formal observations' reports
- Individual coaching cycles logs
- Agendas of professional development sessions
- Lunch and Learn Sessions agendas and handouts
- Technology session agendas
- Cabinet, curriculum, and faculty conferences agendas

### **Use of Resources**

- The Extended Day Program differentiated instruction planning sheets
- Lesson plan books
- Personal Intervention Plans for all students receiving AIS services
- AIS Meetings agendas and logs
- Instructional materials to support students in AIS Programs
- Individual educational plan for all students with special needs
- Math centers with manipulatives
- Computers, printers, and standard-based Math software in every classroom
- After-School Program's attendance and lesson plans
- Test preparation instructional materials
- Teacher's attendance binders, parent outreach logs, monthly letters to parents, monthly certificates and awards

	<ul style="list-style-type: none"> <li>• Monthly assemblies' flyers and programs</li> <li>• ESL teacher's lesson plans and resources</li> <li>• Pupil Personnel Committee Meetings' agendas and logs of cases</li> <li>• Safety Meetings agendas and logs</li> </ul> <p><b>Interval of Periodic Review</b></p> <ul style="list-style-type: none"> <li>• Itemized Test Analysis (ITA) November 2009</li> <li>• Predictive Assessment February 2010</li> <li>• NYS Sampler Assessment March 2010</li> </ul> <p><b>Projected Gains</b></p> <ul style="list-style-type: none"> <li>• Grade 3 – 5 students will demonstrate a 2% increase in the number of students performing at level 3 and 4 on the ITA administered November 2009.</li> <li>• Grade 3 – 5 students will demonstrate an additional 2% increase with a total increase of 4% of students performing at level 3 and 4 on the Predictive Assessment administered February 2010.</li> <li>• Grade 3 – 5 students will demonstrate an additional 1% increase with a total increase of 5% of the number of students performing at level 3 and 4 on the NYS Sampler Assessment administered March 2010.</li> </ul>
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**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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

<p><b>Annual Goal 3</b> Goals should be SMART – Specific,</p>	<p>By June 2010, students in grade four will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on</p>
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*Measurable, Achievable, Realistic, and Time-bound.*

the NYS Science assessment

**Action Plan**

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

**Use of Data**

- The administration of science assessments throughout the year will allow all teachers to address the needs of the students. The results of these assessments will inform daily instruction and our professional development.
- The teachers gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The use of data will be used to plan school-wide, grade level, and class standards-based lessons.
- The use of disaggregated data by genders and ethnicity will allow all staff members to address the needs of different subgroups.
- The implementation of the following school-wide binder systems will provide all teachers with an organized and systematic way of using data to inform instruction:
  - Data Performance binders
  - Curriculum binders including a section for Science
  - Differentiated instruction binders
  - Individual conferences binders
- The implementation of school-wide color-coded student work folder and notebook systems in science will allow us to track student academic progress in science.
- Continuously updating of data will allow teachers and administrators to monitor student progress and plan further intervention to meet the needs of individual students.
- Curriculum teams composed of administrative staff, coaches, and grade leaders will be established with the purpose of analyzing grade level data in alignment with curriculum and goals.

**Curriculum and Instruction**

- A forty-five minute period daily alternating weeks will be devoted for science instruction in kindergarten through grade 2, and grade 5. Grades 3 and 4 have 4 periods of science per week to ensure that students have the conceptual

understanding and knowledge of the Science content. The Science Workshop will be implemented following the Workshop Model. The Workshop Model will include a mini-lesson, Independent Period, and Share.

- New York State Science Standards including inquiry skills, process skills, and health will be implemented in all grade levels to ensure a standard based curriculum addressing grade level benchmarks and expectations,
- Curriculum calendars are aligned with the New York City Science Scope and Sequence at all grade levels in order to provide consistency across grade levels.
- Grade level collaborative planning sessions will be devoted to plan units incorporating the New York City Science Scope and Sequence.
- All classrooms are equipped with Harcourt Science Teacher Materials and Student Materials along with Harcourt Science Equipment Kits, and Science Trade book libraries.
- Students, Teachers, and Parents also have access to the Science e-textbook and activities on-line. Parent workshops are held to assist them in gaining access to the book via the Internet.
- The use of a school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school.
- Monthly grade level meetings will provide us with valuable information in aligning, data, instructional strategies to needs and goals.
- The integration of technology, such as the use of the Internet, the use of the Renzulli Program, and books on CD-ROMs, supports classroom instruction, and science development.
- The use of Science- based criteria charts, rubrics and writing exemplars' charts promote writing in the content area.
- The formation of science lab groups based on performance levels promotes cooperative learning, inquiry skills, and hands on science investigations.
- The monitoring of active student engagement throughout the lesson and assessing students' work raises student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The sharing of goals and curriculum with parents promotes parental involvement

	<p>and science development.</p> <ul style="list-style-type: none"> <li>• Science lab stations are designed for students to experience science exploration.</li> <li>• Inquiry based units emphasize the following process skills: classifying, communication, comparing and contrasting, creating models, gathering and organizing data, generalizing, identifying variables, inferring, interpreting data, making decisions, manipulating materials, measuring, observing and predicting</li> </ul> <p><b>Target Population:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten – Grade 5</li> </ul> <p><b>Responsible Staff Members</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Literacy and Math Coach</li> <li>• ESL Teacher</li> <li>• Academic Intervention Teachers</li> <li>• Classroom and Cluster Teachers</li> <li>• Related Service Providers</li> </ul> <p><b>Implementation Timelines:</b></p> <ul style="list-style-type: none"> <li>• September 2009-June 2010</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>• The Extended Day Program has provided targeted students with an additional 50 minutes (Monday thru Wednesday) of small group science instruction in grade 4 in order to promote science development. Two groups have been targeted for this purpose- Enrichment (levels 3 and 4) and Tutorial (levels 1 and 2)</li> <li>• Academic Intervention teachers support flexible grouping and small group instruction during the science periods. Additional Intervention Programs have been purchased to support targeted AIS students.</li> <li>• Funds will be allocated to purchase science library books for all classroom libraries and leveled non-fiction guided reading books. All classroom libraries have been refurbished and enhanced with new bookcases and carpets, colorful labels and an emphasis on non-fiction texts.</li> <li>• NYSTL funds will be used to upgrade the Technology equipment. A Technology grant will be used to purchase SMART Boards for each classroom to enhance</li> </ul>

	<p>Science instruction.</p> <ul style="list-style-type: none"> <li>• Instructional materials will be purchased to support test preparation in all components of the NYS Science Assessment.</li> <li>• Our attendance committee evaluates effective procedures to ensure that all students meet the 90% attendance goal in order to improve our school's daily attendance.</li> <li>• The implementation of our Science Harcourt Program now in grades K-5 will provide consistency in curriculum and assessment across grade levels.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• School-wide data systems in Science</li> <li>• Data Performance Binders</li> <li>• Agendas and data analysis forms</li> <li>• Differentiated Instruction Binders</li> <li>• Individual student conference binders</li> <li>• School-wide color-coded student work folder and notebook systems in Science</li> </ul> <p><b>Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>• Grade level daily schedules</li> <li>• Common planning scheduled time</li> <li>• Grade level pacing calendars in alignment with the NYS Science Standards and NYC Science Scope and Sequence</li> <li>• Grade meetings' agendas</li> <li>• Lesson plan books</li> <li>• Student's Science notebooks and work folders</li> </ul> <p><b>Development of Staff</b></p> <ul style="list-style-type: none"> <li>• Goal-setting meetings, mid-year evaluation of goals, end of the year final evaluation of goals' conference forms</li> <li>• Informal and formal observation reports</li> <li>• Individual coaching cycles logs</li> <li>• Agendas of professional development sessions</li> <li>• Cabinet, curriculum, and faculty conferences agendas</li> </ul> <p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>• The Extended Day Program differentiated instruction planning sheets</li> <li>• Lesson plan books</li> </ul>

- Personal Intervention Plans for all students receiving AIS services
- AIS Meetings agendas and logs
- Instructional materials to support students in AIS Programs
- Individual educational plan for all students with special needs
- Science centers with science equipment and materials
- Computers, printers, and standard-based Science software in every classroom
- After-School Program's attendance and lesson plans
- Test preparation instructional materials
- Teacher's attendance binders, parent outreach logs, monthly letters to parents, monthly certificates and awards
- Monthly assemblies flyers and programs
- ESL teacher's lesson plans and resources
- Pupil Personnel Committee Meetings' agendas and logs of cases
- Safety Meetings agendas and logs

**Interval of Periodic Review**

- NYS Science Sampler Assessment September 2009
- NYS Science Sampler Assessment January 2010
- NYS Science Sampler Assessment June 2010

**Projected Gains**

- Grade 4 students will demonstrate a 2% increase in the number of students performing at level 3 and 4 on the NYS Science Sampler Assessment administered September 2009.
- Grade 4 students will demonstrate an additional 2% increase with a total increase of 4% of students performing at level 3 and 4 on the NYS Science Sampler Assessment administered February 2010.
- Grade 4 students will demonstrate an additional 1% increase with a total increase of 5% of the number of students performing at level 3 and 4 on the NYS Science Sampler Assessment administered June 2010.

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

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

<p><b>Annual Goal 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in grade five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS Social Studies assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• The administration of social studies assessments throughout the year will allow all teachers to address the needs of the students. The results of these assessments informed daily instruction and our professional development.</li> <li>• A school-wide data driven plan including a data-based management system and assessment folders will be instituted to monitor students’ progress and ensure achievement of our goal by June 2010.</li> <li>• The use of data will be used to plan school-wide, grade level, and class standards-based lessons.</li> <li>• The use of disaggregated data by genders and ethnicity will allow all staff members to address the needs of different subgroups.</li> <li>• The implementation of the following school-wide binder systems will provide all teachers with an organized and systematic way of using data to inform instruction:             <ul style="list-style-type: none"> <li>▪ Data Performance binders</li> <li>▪ Curriculum binders including a section for Social Studies</li> <li>▪ Differentiated instruction binders</li> <li>▪ Individual conferences binders</li> </ul> </li> <li>• The implementation of school-wide color-coded student work folder and notebook systems in social studies will allow us to track student academic progress in social studies.</li> <li>• Continuously updating data will allow teachers and administrators to monitor</li> </ul>

student progress and plan further intervention to meet the needs of individual students.

- Curriculum teams composed of administrative staff, coaches, and grade leaders will be established with the purpose of analyzing grade level data in alignment with curriculum and goals.

**Curriculum and Instruction**

- A forty-five minute period four times a week in grades K thru 5 will ensure that students have the thinking and process skills and an understanding of the Social Studies content. The Social Studies Workshop will be implemented following the Workshop Model. The Workshop Model will include a mini-lesson, Independent Period, and Share.
- New York State Social Studies Core Curriculum including content, concepts, key ideas, understandings, and performance indicators is implemented at all grade levels to ensure a standard based curriculum addressing grade level benchmarks and expectations,
- Curriculum calendars are aligned with the New York City Social Studies Scope and Sequence at all grade levels.
- Grade level collaborative planning sessions will be devoted to plan units incorporating the New York City Social Studies Scope and Sequence.
- All classrooms are equipped with Houghton Mifflin Social Studies Teacher Materials and Student Materials along with social studies classroom libraries.
- Students, Teachers, and Parents also have access to the Social Studies textbook and activities on-line. Parent workshops will be held to assist them in gaining access to the book via the Internet.
- The use of a school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school.
- Monthly grade level meetings will provide us with valuable information in aligning data, curriculum, professional development, and instructional strategies to meet needs and formulate goals.
- The implementation of grade level pacing calendars will provide consistency across grade levels
- The integration of technology, such as the use of the Internet and books on CD-ROMs, will support classroom instruction, and social studies development.
- The use of Social Studies- based criteria charts, rubrics and writing exemplars' charts promote writing in the content area.

- The monitoring of active student engagement throughout the lesson and assessing students' work will raise student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals will support student understanding of weaknesses and goals for academic improvement.
- The sharing of goals, curriculum, and assessment with parents will promote parental involvement and social studies development.
- Inquiry based units include the following skills:
  - Thinking skills
  - Research and writing skills
  - Interpersonal and group relation skills
  - Sequencing and chronology skills
  - Map and globe skills
  - Graph and globe skills
  - Graph and image analysis skills
- The ten thematic strands included at each grade level include:
  - Culture
  - Time, continuity, and change
  - People, places, and environment
  - Individual development and identity
  - Individuals, groups, and institution
  - Power, authority, and governance
  - Production, distribution, and consumption
  - Science, technology, and society
  - Global connections
  - Civic ideals and practices

**Target Population:**

- Kindergarten – Grade 5

**Responsible Staff Members**

- Principal
- Assistant Principals
- Literacy and Math Coach
- ESL Teacher

	<ul style="list-style-type: none"> <li>• Academic Intervention Teachers</li> <li>• Classroom and Cluster Teachers</li> <li>• Related Service Providers</li> </ul> <p><b>Implementation Timelines:</b></p> <ul style="list-style-type: none"> <li>• September 2009-June 2010</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>• The Extended Day Program will provide targeted students with an additional 50 minutes of small group social studies instruction in grade 5 in order to promote social studies development from September thru November. Two groups have been targeted for this purpose- Enrichment (levels 3 and 4) and Tutorial (level 1 and level 2).</li> <li>• Academic Intervention teachers support flexible grouping and small group instruction during content area genre studies.</li> <li>• In order to integrate technology in our Social Studies Program, NYSTL funds will be allocated to support the purchase of the Renzulli Program. This program promotes differentiated instruction in the content area of Social Studies.</li> <li>• School funds will be allocated for outside professional development for teachers.</li> <li>• Instructional materials will be purchased to support test preparation in all components of the NYS Social Studies Assessment.</li> <li>• Our attendance committee evaluates effective procedures to ensure that all students meet the 90% attendance goal in order to improve our school's daily attendance.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• School-wide data systems in Social Studies</li> <li>• Data Performance Binders</li> <li>• Agendas and data analysis forms</li> <li>• Differentiated Instruction Binders</li> <li>• Individual student conference binders</li> <li>• School-wide color-coded student work folder and notebook systems in Social Studies</li> </ul> <p><b>Curriculum and Instruction</b></p>

- Grade level daily schedules
- Common planning scheduled time
- Grade level pacing calendars in alignment with the NYS Social Studies Standards and NYC Social Studies Scope and Sequence
- Grade meetings' agendas
- Lesson plan books
- Student's Social Studies notebooks and work folders
- Social Studies Projects based on their grade level units

**Development of Staff**

- Goal-setting meetings, mid-year evaluation of goals, end of the year final evaluation of goals' conference forms
- Informal and formal observation reports
- Individual coaching cycles logs
- Agendas of professional development sessions
- Lunch and Learn Sessions agendas and handouts
- Cabinet, curriculum, and faculty conferences agendas

**Use of Resources**

- The Extended Day Program differentiated instruction planning sheets
- Lesson plans books
- Personal Intervention Plans for all students receiving AIS services
- AIS Meetings agendas and logs
- Instructional materials to support students in AIS Programs
- Individual educational plan for all students with special needs
- Social Studies centers with books and materials
- Computers, printers, and standard-based Social Studies software in every classroom
- After-School Program's attendance and lesson plans
- Test preparation instructional materials
- Teacher's attendance binders, parent outreach logs, monthly letters to parents, monthly certificates and awards
- Monthly assemblies flyers and programs
- ESL teacher's lesson plans and resources
- Pupil Personnel Committee Meetings' agendas and logs of cases

- Safety Meetings agendas and logs

**Interval of Periodic Review**

- NYS Social Studies Sampler Assessment September 2009
- NYS Social Studies Sampler Assessment January 2010
- NYS Social Studies Sampler Assessment June 2010

**Projected Gains**

- Grade 5 students will demonstrate a 2% increase in the number of students performing at level 3 and 4 on the NYS Social Studies Sampler Assessment administered September 2009.
- Grade 5 students will demonstrate an additional 2% increase with a total increase of 4% of students performing at level 3 and 4 on the NYS Social Studies Sampler Assessment administered February 2010.
- Grade 5 students will demonstrate an additional 1% increase with a total increase of 5% of the number of students performing at level 3 and 4 on the NYS Social Studies Sampler Assessment administered June 2010.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	At-Risk Services: Music Teacher
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	18	N/A	N/A	2	0	0	1	
1	20	20	N/A	N/A	3	0	3	0	
2	13	13	N/A	N/A	4	0	1	4	
3	17	17	N/A	N/A	0	0	1	3	10
4	21	21	21	0	3	0	1	3	10
5	12	12	0	12	1	0	3	1	10
6									
7									
8									
9									
10									
11									
12									

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> <b>After School Program</b>  <b>K- 5</b>	<b>Our kindergarten –fifth grade students will receive additional support services (reading and mathematics) in small groups three times a week from 3:45 PM until 5:45 PM. Teachers received training in the use of specialized programs to meet students’ individualized needs.</b>  <b>After School</b>
<b>At Risk SETSS (Special Education Teacher Support Services)</b>  <b>K-5</b>  <b>Day Program</b>	<b>Children in grades K-5 who have been identified through the Pupil Personnel Committee receive additional at-risk support in reading from the SETSS teacher using both the Wilson Program and Soar to Success Reading Program</b>  <b>During School</b>
<b>ELA Tutorial Program</b>  <b>K-5</b>  <b>Extended Day Program</b>	<b>Students in grades K-5 receive supplemental reading instruction, in small groups, from all instructional personnel. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</b> <b>Monday thru Wednesday</b>
<b>ELA Enrichment Program</b>  <b>3-5</b>  <b>Extended Day Program</b>	<b>Students in grades 3-5 receive reading and writing instruction, in small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques. Students in levels 3 and 4 as measured on the NYS ELA standardized test are targeted for this purpose.</b> <b>Monday thru Wednesday</b>
<b>Guided Reading Program</b>  <b>Grades 3-5</b>  <b>Day Program</b>	<b>Students in grades 3-5 receive supplemental reading instruction, in small groups, from academic intervention teachers. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</b>  <b>Day Program</b>
<b>Guided Reading Program</b>  <b>Grades K-5</b>	<b>Students in grades K-5 receive supplemental reading instruction, in small groups, from classroom teachers. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</b>

<b>Day Program</b>	
<b>ESL After School Program</b> <b>At Risk ELL Students in grades 3 – 5</b>  <b>After School</b>	<b>At risk ELL students receive small group instruction from an ESL teacher three times a week for two hours. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</b>  <b>After School</b>
<b>Mathematics:</b> <b>At Risk Students in Grades 3-5</b>  <b>Day Program</b>	<b>Students in grades K-5 receive mathematics support from the classroom teacher based on Everyday Math Unit tests data. Extra support is given using manipulatives, mathematics games, hands on activities, and problem solving strategies.</b>  <b>Day Program</b>
<b>At Risk Students in Grades 3-5</b>  <b>Day Program</b>	<b>Students in grades 3-5 receive mathematics support from AIS providers prior to the mathematics test in a small group. Students are identified based on standardized test results, item skill analysis, City-Wide Periodic Assessments, and Everyday Math Unit Tests. Extra support is given using skill practice sheets, standard-based skills books, manipulatives, mathematics games, and hands on activities.</b>  <b>Day Program</b>
<b>Math Tutorial Program</b>  <b>K-5</b>  <b>Extended Day Program</b>	<b>Students in grades K-5 receive supplemental Math instruction, in small groups, from all instructional personnel. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, Everyday Math Unit tests, predictive tests, and Developmental Reading Assessments.</b>  <b>Monday thru Wednesday</b>
<b>Math Enrichment Program</b>  <b>3-5</b>  <b>Extended Day Program</b>	<b>Students in grades 3-5 receive Math instruction, in small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques. Students in levels 3 and 4 as measured on the NYS Math standardized test are targeted for this purpose.</b>  <b>Monday thru Wednesday</b>
<b>Science:</b>  <b>Grades K-5</b>  <b>Extended Day Program</b>	<b>Science instruction is integrated with literacy instruction by using a variety of non-fiction texts. Students received additional hands on instruction focusing on the scientific method and exploration using science stations designed towards meeting the state requirements for proficiency in science. Particular attention will be given to students in grades 3 and 4 as they prepare for the performance part of the state science exam.</b>  <b>Monday thru Wednesday</b>

<p><b>Social Studies:</b></p> <p>Grades K-5</p> <p>Extended Day Program</p>	<p>Social Studies instruction is integrated with literacy instruction using a variety of non-fiction texts. Teachers used a variety of instructional materials targeted towards meeting the state requirements for proficiency in this content area. Particular attention is given to grade 4 and grade 5 students as they prepare for the fifth grade Social Studies State exam.</p> <p>Monday thru Wednesday</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>(Provided by a guidance counselor and SPINS counselor)</p> <p>Day Program</p>	<p>All students are eligible for counseling services based upon needs, both long term and crisis intervention. Teachers, parents, Pupil Personnel Committee, and supervisors make recommendations for counseling services and outside agency referrals.</p> <p>All attempts to facilitate the success of all students are made. Early intervention is crucial to further student achievement both academically and socially. At monthly grade meetings, students requiring intervention are discussed and suggestions are made for remediation. If students require additional services, a teacher completes the appropriate documentation for the Pupil Personnel Committee. Then additional interventions and services are planned as needed.</p> <p>Day Program/Extended Day Program</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>None</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p> <p>Day Program</p>	<p>Students and parents requiring assistance from the school social worker are serviced during the day by the social worker assigned to the IEP Team. Social Worker supports students and families that have been referred by classroom teachers.</p> <p>Day Program</p>
<p><b>At-risk Health-related Services:</b></p> <p>Day Program</p>	<p>Students requiring the health and toileting assistance are serviced by health paraprofessionals as required on their Individualized Educational Plans.</p> <p>Day Program</p>
<p><b>Band Program</b></p> <p>After school</p>	<p>Students recommended participate in an instrumental band program twice a week from 3:30 – 5:30. The program will commence with a student performance. This program is designed to promote social interaction and positive behavior. Students must meet academic requirements in order to participate.</p> <p>After-school Program</p>

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

**PART A: LANGUAGE ALLOCATION POLICY (LAP) – ATTACH A COPY OF YOUR SCHOOL’S CURRENT YEAR (2009-2010) LAP NARRATIVE TO THIS CEP**

*NCLB/SED requirement for all schools*

**NEW YORK CITY DEPARTMENT OF EDUCATION**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
K-8 LANGUAGE ALLOCATION POLICY**



**THE THEODORE SCHOENFELD SCHOOL  
Public School 110, District 9**

**PRINCIPAL**  
Daisy Perez

## **Language Allocation Policy Team Composition**

### **SUPERVISORS**

Daisy Perez, Principal  
Ellen Lott, Assistant Principal  
Vanessa Gary, Assistant Principal

### **COACHES**

Barbara Kotoski  
Anna Marie Burgess

### **BILINGUAL TEACHERS**

Elena Kercado

### **ESL TEACHER**

Drita Gjongecaj

### **GUIDANCE COUNSELOR**

Cassilla Jones

### **PARENT COORDINATOR**

Miriam Chevere

### **PARENT MEMBER**

Robin Jackson

### **RELATED SERVICE PROVIDER**

Sheila Corporan

## **Programs for ELLs**

In accordance with parental choice on the Home Language Identification Survey (HLIS), Parent Survey, and Program Selection instruction is conducted in English and Spanish.

At Public School 110, we are committed to ensuring that our parents are adequately informed about the bilingual programs that we offer and/or are available in our District. Parent orientation meetings are held twice a year, in the fall and spring. After students have been registered in the fall and eligible students identified for ELL services, a parent orientation is scheduled to provide pertinent information about the programs offered in the New York City Public School System as well as specific programs offered in our school, State and City Standards, the core curriculum, and assessment. At this time, parents view a video that explains the various program choices. They are also provided with a Parent Survey and Program Choice application. With the assistance of the ESL teacher, these documents are completed. This same process is conducted again during spring registration. To further ensure that all parents are informed of the programs for ELLs in NYC Public Schools and in our school, individual orientation sessions are held for students who arrive in between fall and spring registration. All written communication sent home to parents is translated with the help of a translation team and language interpretation is provided for all oral communication with parents.

Based on our population needs as well as parental choice, Bilingual English/Spanish programs are offered for students with special needs only. Our bilingual teacher is certified in Special Education and Bilingual Extension Services. Currently, we do not have enough ELLs on any grade level to sustain a self-contained ESL class. Additionally, we do not have enough ELLs who speak the same language at any grade level to establish self-contained general education bilingual classrooms either.

If parental choice will change in favor of Transitional Bilingual Education and the required number to form such a class/es will be reached, the school administration will select and hire the highly qualified personnel needed according to NCLB requirements for staff working with English language learners. Such classes will be provided with all the professional development support needed as well as teaching supplies and materials to better meet the students' needs.

General education students identified as English Language Learners are placed in monolingual English speaking programs. These students receive the required periods of English as a Second Language from a certified ESL teacher. We utilize a Freestanding ESL program, push-in model. When necessary students work with the ESL teacher in a pull-out situation in addition to the push-in time.

To further support ELLs we also offer an after-school program to work with students on a more individualized basis. Starting February, ELL students who are at risk of not meeting grade level expectations will be mandated to attend after school small group tutoring.

All ELLs receive the required minutes per day of ESL instruction as mandated by the state.

## **Transitional Bilingual Education Program (TBE)**

## **Program Model Description:**

At PS 110 we strive to insure that our bilingual students attain a strong foundation in their Native Language as they begin to learn English. Therefore, our bilingual program is transitional.

Currently our bilingual classes are comprised of one special education bridge class for grades 4 and 5 for students whose home language is Spanish. These students also participate in NYSAA. We work with our bilingual special education population supporting students' individual needs in accordance with IEP goals and various assessments that inform instruction in both literacy and mathematics.

To support literacy instruction, we use balanced literacy as our approach, which includes read alouds of authentic literature for the purpose of enjoyment as well as to enhance listening skills, reading comprehension skills and accountable talk; a reading and writing workshop that incorporates time for independent reading and writing; guided reading, which provides small group instruction based on individual student needs; shared reading, which further supports print concepts and reading comprehension skills; word study, which focuses on grammar and vocabulary development. To support this approach to teaching literacy, books in both Spanish and English are utilized. These include classroom libraries that represent a wide variety of interests, topics and levels, big books, guided reading books, picture books and other shared reading materials. A professional resource room houses guided reading texts, big books, books on tapes and content area materials for all teachers to borrow as needed.

We also utilize a balanced approach to teaching mathematics. Teachers utilize the workshop model, which allows students to gather together for a mini lesson that teaches specific math concepts and strategies. Then students are given time for exploration and work independently or in groups what was taught in the mini-lesson. Additional time is given to share out their experiences with the class and to reflect on their new learning independently. To support this work, we use the Everyday Mathematics program. The students are exposed to a mathematics rigorous curriculum that incorporates math games, which provide reinforcement of basic skills. The integration of problem –solving provided our students with the conceptual understanding of Mathematics and the application of Mathematics in the students' real world. Although this instruction is conducted primarily in English, the students are supported at home with a Home Links workbook, which is available in Spanish. Parents are then able to review the skills and concepts taught during the school day at home with their children, which is essential to the students' learning process. Content areas such as social studies and science are integrated throughout the school day, especially in literacy and are taught in both Spanish and English.

Assessing our students in both literacy and mathematics on a regular basis drives our instruction, assists us in planning for differentiated instruction, and determines our student's language needs both in English and their native language. Currently, we have been using the Developmental Reading Assessment (K-5) and the Fountas and Pinnell leveling system to assess our students reading levels in English. The Spanish state test (ELE) is used to assess reading levels in Spanish. We use the Predictive Test in the Fall and in the Spring, the city-wide periodic assessments, and the Instructionally Targeted Assessment (ITA), which assesses targeted reading skills. Based on this assessment alongside with data from the New York State English as a Second Language Test (NYSESLAT), our bilingual student population, which consists of students with special needs, should focus on developing listening, reading and writing skills. These language skills will be further developed through a standards-based ESL instructional methodology that will enable them to transition between the levels of language acquisition from beginners to native like proficiency. Creating situational scenarios, reading aloud on a daily basis, using visuals and context clues,

engaging them in accountable talk, expanding content vocabulary, utilizing graphic organizers, shared writing, and exposing them to finished writing products will be part of the implication for instruction.

Conference notes are maintained for individual students in both reading and writing. Moreover, writing is assessed a minimum of three times a year through the use of baseline, midline and endline samples that are analyzed and used to plan next steps in writing. In mathematics, we also use the Predictive Test in the Fall and in the Spring and the Everyday Math Unit Assessment to assess and guide our planning. Additionally, students are given a unit test at the end of each unit and baseline, midline and endline samples are collected and analyzed as well. Our teachers work together during professional periods and during our grade level meetings to plan and revise units of study to meet the needs of our diverse population of ELL students.

Lessons in all subject areas are presented using several modalities in order to address different learning styles (auditory, kinesthetic, visual, etc). These are incorporated within balanced literacy and mathematics and the workshop model. Students are placed in flexible groups that change according to need and progress. Students who need more support in basic skills are given that support either individually or in a small group. Parental support and participation is a critical part of this acquisition at all levels. We are also integrating technology into various areas of the curriculum. Laptops are available as a tool for learning. We have software programs that specifically focus on the English Language learners. We use technology as a tool for communication.

## **Language Allocation Policy**

PS 110's goal for the bilingual program for the 2009-2010 school year will be to provide our students with an enriched program, geared towards making their transition to English both smooth and rewarding. Students' individual needs will be addressed through ongoing assessment. Our emphasis will be to provide our English language learners with native language instruction that is consistent with the balanced literacy approach we currently utilize in the target language of English. ELE is used to support this effort and assess our students' reading levels and habits in their native language. This will assist us in determining children's independent and instructional reading levels in Spanish, which will enable us to provide appropriate small group reading instruction and literacy centers that will support the native language. Additionally, this will help us to gear children toward appropriate books in the classroom library that are appropriate for independent reading. Reading tracking sheets and conference notes will be used to closely monitor the progress of students and to group them based on their reading levels.

Big books in Spanish will be our primary vehicle for the shared reading component portion of our literacy block as well as quality literature in Spanish to support read alouds. We will integrate other content areas such as social studies and science during read alouds. A variety of materials will be used in this process. To support Native Language Arts instruction, teachers use a variety of resources, such as low level Spanish guided reading texts (K-2) and Saludos! (3-5) from Rigby. They will also use Dias y Dias de Poesias to support phonemic awareness. To support English language acquisition, we will use the "On Our Way to English" program from Rigby, which uses a thematic approach to teaching English. The program provides students with a language rich and meaningful experience that focuses on vocabulary development and this supports second language acquisition. As a supplement, the Metro Phonics and Month-By-Month phonics will be used to address sight word recognition and grammar skills, which further ensure students' success.

Although we will use Everyday Math in English, we will support students with previews and reviews in the native language Spanish. This program provides activities and games for assessment and enrichment. The program also spirals certain mathematical skills and concepts that are identified as beginning, developing,

and secure at each level. Parents will continue to play a critical role in this program through the Home Links workbooks and student reference guide that are sent home with each unit.

Bilingual teachers will conduct Native Language and target language (English) instruction using the following model, unless otherwise mandated by Individual Educational Plans: Beginners (Newcomers) and low Intermediate (60/40); high Intermediate (50/50); and Advanced/Transitional (75/25). As our students' level of language acquisition in English increases, we will decrease the ratio of language instruction in the native language Spanish and increase the target language, English. Students' individual needs will continue to be addressed through individual conferences, one-on-one support from classroom paraprofessionals, as well as through different strategies such as students working in cooperative groups and partnerships.

Bilingual teachers will work together to plan, revise and discuss issues that concern English language learners. This will be achieved through regularly scheduled common preparation periods as well as during professional development sessions. Bilingual teachers will also participate in workshops and conferences within and/or outside of the school building.

### **Freestanding English as a Second Language Program (ESL)**

#### **Program Model Description**

According to CR Part 154 Assurances, all ELLs in our school are provided equal access and opportunities to all school programs and services, and extracurricular activities offered by LEA commensurate (Assurances regarding services to limited English proficient students) with their age and grade level. [CR 154/Title III, Part A (1)]. As per our CR Part 154 narrative that regulates PS 110's ESL program to be consistent with Education Law 3204 and CR Part 117, we are diligently working on making certain that all ELLs attending our school are being given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency within three years and will exceed requirements as mandated by the State Education Department of New York State. English language learners, who are not served within a self-contained bilingual class at Public School 110, receive services through a Freestanding English as a Second Language program, Push-in model. These students receive ESL services from a certified teacher in Teaching English to Speakers of Other Languages.

To support the Push-In model, our ELLs have been grouped into one particular class on each grade in order to facilitate this model of instruction. The ESL and classroom teacher work cooperatively to help the students succeed. This strategy has proven to be effective since the ESL teacher is skilled at providing the necessary scaffolding and the support that ESL students require within the context of what the students are learning in class. The ESL and classroom teachers meet to plan instruction and articulate on the needs of the students. We found the Push-In model to be more effective because it supports the successful integration of ELLs into the monolingual class, and strengthens alignment between ESL strategies and general course work. This approach makes it possible for the ESL and classroom teachers to better correlate instruction in order to support not only language acquisition, but learning in content areas as well. The push-in model also makes it possible to decrease travel time and increase class instructional time.

ESL and classroom teachers meet on a weekly basis to plan instruction and assess students' performance. We strive to develop our ELLs' Cognitive Academic Language Proficiency (CALP), and Basic Interpersonal Communication Skills (BICS). The ESL teacher provides instruction in vocabulary development, and making lessons comprehensible for ELL students.

In addition to these, the ESL teacher meets weekly with the Assistant Principal of Instruction, attends all grade level meetings in order to better understand the scope and sequence of different grade curriculums, and regularly meets with the guidance counselors to foresee and identify the social and emotional ramifications concerning ELL students' adaptation to the new school and culture.

Instruction is specifically designed to reflect the students' cultural background knowledge and experience.

A great deal of attention also focuses on motivating students, and creating a free anxiety learning environment.

## **Language Allocation Policy**

Our Language Allocation Policy accommodates students at all levels of English language acquisition. They receive instruction in English in all content areas using ESL strategies and techniques that support ELLs, while addressing language skills, and adhering to the New York State ESL standards.

Students' English language proficiency levels are determined through the LAB-R when first entering the New York City Public School System and through the NYSESLAT, which is administered in the spring. Once assessed, students are identified as either beginner, intermediate, advanced or transitional. Students identified as beginner or intermediate receive 360 minutes of ESL instruction per week, which translates to eight periods of instruction or two units. Students identified as advanced or transitional receive 180 minutes of instruction per week, which translates to four periods of instruction (one unit).

Our ESL program ensures that all instruction is built upon a model that scaffolds learning. The teacher provides support through modeling, questioning, feedback and the use of visual aids, graphic organizers, songs, chants and hands-on activities. Whenever possible, students have authentic experiences that link learning to real world application. The scaffold is then gradually removed as the students independently use the strategies they have learned and demonstrate increased understanding. Lessons are differentiated by providing multiple opportunities to acquire content subject matter to process ideas and to accommodate students' individual needs.

The teaching strategies being used are based on modified form of the Reader's/Writer's workshop and the techniques of Balanced Literacy. Additional teaching methods include both Content Based Construction and the Communicative Approach. When working in small groups, the ESL teacher works to develop oral language skills that the ELLs are often lacking. However, NYSESLAT and LAB-R data reveal that our ESL students perform better in listening and speaking, while they need improvement in both reading and writing. Based on these needs, the following are the implications for instruction.

- Expand content vocabulary
- Use of context clues and visuals
- Have purposeful read alouds on a daily basis
- Model comprehension strategies
- Use shared writing techniques and write alouds
- Practice correct sentence structures
- Utilize graphic organizers
- Expose students to finished products and exemplars as models
- Use rubrics and checklists
- Empower students with self-assessments

- Use of the Writing Process
- Genre studies
- Individual conferences

To support the needs of ELLs participating in the ESL program, students have access to a library that consists of a wide variety of genres and titles of interest. These books are sensitive to the cultural background and needs of our ELLs.

Each classroom is equipped with the necessary materials to support literacy, math and content area instruction. Bulletin boards display standard-based students' work, especially writing pieces; writing folders contain monthly writing pieces that demonstrate genre study and writing process; and assessment binders contain documentation such as reading running records, and DRA assessments..

Academic Intervention Services are provided for newcomers, long-term ELLs, ELLs with special needs, and ELLs who receive transitional support. English Language Learners who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. Students are also provided with additional instructional time after school.

Newcomers will be paired with a highly proficient ESL student as well as a mainstream student as a buddy. The ELL student buddy will help the newcomer adjust to the cultural aspects of the school and expectations within each class. The Mainstream buddy will act as a mentor and tutor to the newcomer.

We are also integrating technology as a tool for communication. Laptops are available as a tool for learning, as well as software programs that specifically focus on the English language learner. Teachers use computers to capture learner's attention, to make comprehensible the target language, and to lower the anxiety that English language learners experience while facing language barriers. The Renzulli Program has also been purchased this year to support differentiated instruction.

On-going Professional Development is an important part of teacher's efforts to implement our school Language Allocation Policy. The ESL teacher participates in meetings with the bilingual teachers to discuss best practices in ESL methodology. The ESL teacher is in constant communication with the monolingual teachers to ensure the success of ELLs in these classes. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them, is an ongoing process in our school. The ESL teacher also participates in Network and city-wide workshops and other professional development activities that support ELLs.

**THE THEODORE SCHOENFELD SCHOOL**

**Public School 110**

**580 CROTONA PARK SOUTH BRONX, N.Y. 10456**  
**Voice 718-861-0759 FAX 718-861-2750**

**Daisy Perez, PRINCIPAL**

**ELLEN J. LOTT, ASSISTANT PRINCIPAL VANESSA GARY, ASSISTANT PRINCIPAL**

**Language Allocation Policy**  
**2009 - 2010**

<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
Daisy Perez <b>Principal</b>		

Grade Level(s) K - 5      Number of Students to be Served:     10     LEP      Non-LEP

Number of Teachers     1          Other Staff (Specify) \_\_\_\_\_

### School Building Instructional Program/Professional Development Overview

#### Title III, Part A LEP Program

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

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PS 110 will provide additional direct instructional services for English language learners using Title III Funds. An after – school tutorial program will begin on Thursdays and Fridays from January 7, 2010 to May 28, 2010 for a total of 38 sessions for a total of 114 hours, to serve third grade ELL students. Ten ELL students with special needs will participate in this program. Planning and articulation time will encompass 54 hours. Different assessment data were analyzed to determine that this target group needs extra support. These students exhibit inadequate growth on both academic and language matters. Their English language proficiency ranges between High Beginning and Low Intermediate, while their reading level is far below their grade level. A certified ESL teacher will provide instruction for these students. Specific attention will be drawn on expanding their vocabulary, language development, and writing. Students will read, talk, and write about the different content areas with the purpose of enhancing their academic language needed for success.

The use of scaffolding techniques, visuals, and real life objects will support our ELL students throughout this program mostly in the content areas of English Language Arts, Science, and Social Studies. Authentic experiences will promote the connection to the real world as they increase their English language proficiency.

To support English language acquisition, we will use among others the “On Our Way to English” Program from Rigby, which uses a thematic approach to teaching English and provides students with a language and meaningful experience that focuses on vocabulary development. Furthermore, a document camera with a LCD projector will be used to allow students to interact with text projected on a large screen.

The After School Program will be conducted two times a week (Thursdays and Fridays) for three hours. Formal and informal assessments will be constantly used to reassess students' growth with the purpose of determining further instructional goals to better meet their needs.

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

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On-going Professional Development is an important part of teacher’s efforts to better serve our ELL students at PS 110. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them is an ongoing process in our school. The ESL teacher articulates with the bilingual teacher and the classroom teachers who have English language learners in their classes to discuss best practices in ESL methodology. Separate sessions are scheduled on Scaffolding Language and Learning; Differentiated Instruction for students at different English proficiency levels; and Quality Teaching for English Language Learners’ strategies.

The following workshops will be provided for the mainstream teachers who have ELLs in their classes as well as the bilingual teacher; each workshop for 2 hours:

- Scaffolding Techniques for English Language Learners - Tuesday, February 2, 2010
- Integration of Language and Content Using Examples from Science – Tuesday, February 23, 2010
- Learning Language Through the Arts –Tuesday, March 9, 2010
- The ESL teacher will be part of a study group to explore best practices for ELLs. All teachers teaching ELLs are invited to participate. It will take place once a month for three months starting February 2010 to April 2010; two hours each session.

Ms. Drita Gjonecaj, our certified ESL Teacher, will be conducting the professional development sessions. She will be paid using Title III funds.

### III. Parent/Community Involvement

We value parent involvement in their children’s education as an important factor to achieve our goals as educators. We have ongoing contacts with parents of LEP students three times a year (September, November, and April). In addition, we have planned to provide the following:

1. Great Expectation for All Workshop      Wednesday, January 27, 2010 (2 hours)
  - i. Parents will receive information about learning standards, which are the foundation of what students should know and be able to do in each grade and subject, and learn ways that they can support learning as a family.
  - ii. Target number of parents: 15
2. Get to Know Our Community      Wednesday, February 24, 2009 (2 hours)
  - i. Power Point Presentation to provide parents with more information on other resources they can use to support their children’s education, and to become more active community members.
  - ii. Target number of parents: 15

3. Develop a Family Literacy Program for Parents Wednesday, March 3, 2009 and continue for 6 sessions on Wednesdays for a total of 13 hours.
  - i. Once a week parents will learn English and basic computer skills
  - ii. Target number of parents: 18

Materials: Book, "Side By Side" book and student workbook

Ms. Drita Gjongecaj, our certified ESL Teacher, will be conducting the professional development sessions. She will be paid using Title III funds.

**Form TIII – A (1)(b)**

**School: PS 110**

**BEDS Code: 09X110**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$8381.52   \$848.13  \$299.24  \$299.34	<b>After School Tutorial Program</b> <ul style="list-style-type: none"> <li>168 hours of per session for ESL teacher to support ELL Students in a tutorial program: 168 hours x \$49.89 (current teacher per session rate with fringe) = \$8381.52</li> </ul> <b>Family ESL Classes</b> 17 hours of per session for ESL teacher to provide ESL classes for parents: 30 hours x \$49.89 (current teacher per session rate with fringe) = \$848.13 <b>Professional Development</b> <ul style="list-style-type: none"> <li>6 hours of per session for ESL teacher to support ELL Students in a tutorial program: 6 hours x \$49.89 (current teacher per session rate with fringe) = \$299.34</li> <li>Study group: 1 ESL teacher X 6 hours X \$49.89 = \$299.24</li> </ul>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,523.10	<b>Language First! Program K-5</b> <b>Complete Nine Theme Starter Kit</b> 1,222.00 <b>Step Up to Writing (K-3)</b> 325.95 <b>Step Up to Writing (3-6)</b> 325.95 <b>Preparing for Excellence ELA Gr. 3</b> 12 books x 8.95 107.40 <b>Reading Comprehension Level B 10 book set</b> 149.95 <b>Reading Comprehension Level C 10 book set</b> 149.95 <b>Leveled Collections</b> 841.90 <b>Document Camera &amp; LCD Projector</b> 1,400.00
<b>Other: Parental Involvement</b>	\$635.00	<b>Book for Parent Class "Side By Side"</b> <b>20 Copies x \$18.75</b> \$375.00 <b>"Side By Side" Activity Workbook</b> <b>20 Copies x \$13.00</b> <u>\$260.00</u> \$635.
	\$13.77	<b>Pens, Pencils, Folders</b>
<b>TOTAL</b>	<b>\$15,000</b>	

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

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

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

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

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

At PS 110, 99% of our students whose families speak a language other than English speak Spanish. Our source for this data comes from the Annual School Report Card, which reports that 20% are current or former English Language Learners and less than 1% speak a language other than Spanish. Additionally, as students are registered on site, our ESL teacher is on hand to meet and greet all students and their families in order to ensure that all students eligible for bilingual/ESL programs are identified, assessed and oriented to proper placement in appropriate programs. It is during this period that we are able to identify students whose families may be in need of translation and interpretation services. Our ELL population currently consists of only 9.6% of our school population, yet we provide parents of our former ELLs with translations and interpretation services. Finally, students whose families are in need of translation and interpretation are also identified with the support of our Parent Coordinator and members of our Parents' Association act as liaisons between the home and school. They are an additional resource to help us identify the needs of the families in our school. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. In addition, the Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation requirements for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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.

At this time 99% of our families needing translation services are Spanish speaking with the exception of four or five families needing translation and interpretation in their native language, which is of African origin. These findings were reported to the school community at School Leadership Team meetings, at Parents' Association meetings, and at a faculty conferences.

## Part B: Strategies and Activities

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

At PS 110, we will provide written translation services in Spanish. Several members of the staff are able to assist with this effort including our Parent Coordinator and bilingual teachers as well as members of the Parents' Association. When written communications need translation, they will be given to the Parent Coordinator for translation. When the Parent Coordinator is unavailable, a member of the bilingual staff will translate documents. When necessary, we will call upon parent volunteers when staff is not available. For families needing translation other than Spanish, we will connect them with other families in the school that speak the same language to translate communications. The school principal is fully bilingual and supports our written translations as well. In addition, translation devices available on line are used to support the translation of all necessary documents.

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

Similar to written communications that need translation, we will provide interpretation services for Spanish speaking families. A large number of staff members are available to provide this service, including our Parent Coordinator, a family worker, our school nurse, bilingual teachers, bilingual paraprofessionals, and school aides. All oral interpretation will be provided by our school staff whenever possible. Staff members will be tapped upon to provide this service depending on the nature of the matter. When interpretation is needed for a language other than Spanish parent volunteers who speak that same language and English will support us. This will be especially important for the few families that need oral interpretation in a language other than Spanish. The Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation requirements for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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>.

We will ensure that all documents needing translation to parents are translated into Spanish. This will be achieved by members of the staff and by parent volunteers when staff members are unavailable. Additionally, interpretation services will be provided for all Spanish-speaking families when necessary by members of the staff and by parent volunteers when staff members are unavailable. Written translation

and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language.

- Translations of critical communications are provided in a timely manner in the following areas:
  - Registration (admission, discharge, transfer)
  - Standards and performance
  - Conduct and discipline
  - Safety and health
  - Academic notices
  - Parent notices
  - Parent Handbook

To inform parents of available language services a sign is posted in the main office indicating the appropriate languages available for translation services. Additionally, translated versions of “Family Guide” and “Parent Bill of Rights” are available in the main lobby and through the Parent Coordinator.

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

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	458,284.00	0	458,284.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4584.00		4584.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		0	0
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22914.00		22914.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	0
6. Enter the anticipated 10% set-aside for Professional Development:	4582.80		4582.80
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	0

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

Number of Core Courses	Number of Core Courses Taught By Highly Qualified Teachers	Percent of Core Courses Taught By Highly Qualified Teachers
170.83	170.83	100%

9. If the percentage of high quality teachers during 2009-2010 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.
- Teacher’s beginning of the year Professional Development goal-setting conferences
  - Mid-Year goal –setting conferences and reflections
  - End – Year reflections
  - Teachers will be assigned to their area of certification consistent with State regulations
  - The administration will attend and participate in all job fairs, as early as possible to screen highly qualified candidates
  - All applicants will be interviewed to ascertain desire, capability, and philosophy of educational principles as well as their understanding of curriculum, teaching methodology, classroom management, and urban environments.
  - All new teachers will be given a “buddy” teacher for support beginning the first week of September
  - All new teachers will participate of an intensive Mentoring Program.
  - All new teachers will be given differentiated professional development based on professional development needs assessment and curriculum
  - All new teachers will join their respective grade cohorts for planning sessions
  - All new teachers will be assured of ongoing administrative support including demonstration lessons from administrative staff and coaches.
  - Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on utilizing effective pedagogy
  - Coaches will use LAB sites for teachers to view model lessons in literacy, mathematics, and content areas
  - Teachers who are not highly qualified will be provided with options/methods to become highly qualified through conversion programs and utilizing Title I funds
  - Assisting uncertified teachers in gaining certification through one-on-one counseling sessions and informing them about teacher certification programs
  - Informing new teachers, in cooperation with the NYCDOE, about the Housing Support Program, which recruits experienced candidates in shortage areas with a housing support incentive of \$15,000. These teachers must teach in a high needs school.
  - Assisting in informing applicants of Teachers of Tomorrow grants available to teachers in high needs schools, in collaboration with NYCDOE and SED.
  - Continue to use both traditional and innovative recruitment methods to recruit shortage area teachers, like:
    - ⇒ NYC Teaching Fellows
    - ⇒ ”Join New York’s Brightest: Teach NYC,” STEP (Summer Teaching Experience Program)
    - ⇒ Teach for America

## 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 at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm>. 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.

### 2009-2010 School Parent Involvement Plan

Co-President: Robin Jackson

Co-President: Tyra Greene

Treasurer: Ana Mera

Secretary: Alexandra Duran

Title1: Ana Rivera

### PTA Meetings

Join us at our monthly PTA Meetings to get information and school updates.

Wednesday, October 28, 2009

Wednesday, November 25, 2009

Wednesday, December 23, 2009

Wednesday, January 27, 2010  
Wednesday, February 24, 2010  
Wednesday, March 24, 2010  
Wednesday, April 28, 2010  
Wednesday, May 26, 2010  
Wednesday, June 16, 2010

**School wide policy statement addressing the school's Parent Involvement Policy and Goals:**

Parents are the first educators of their children and an indispensable partner with the school in meeting its goals for the academic, social, and emotional well being of the children. PS 110 supports parental involvement by encouraging parent participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Open Houses, Workshops, and Parent Conferences. Our full time Parent Coordinator also supports parent involvement in our school community.

**How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate**

Parent Association Meetings, Workshops, School Leadership meetings, Curriculum Night, and Parent Conferences take place both in the afternoon and evening for our working parents. Telephone conferences are also available for parent and teacher conferences. It is the policy of the school that any parent can receive an appointment in a timely fashion with any member of the school community.

**Our mechanisms and procedures for informing parents in a timely fashion about meetings, workshops, and other opportunities available to parents in the school**

The administration with the support of the parent coordinator distributes to every child all bulletins and notices from the Chancellor and school in both English and Spanish. Monthly calendars and newsletters are also distributed in both languages. A Parent Handbook is also disseminated to parents in September. Additionally, large posters are posted outside and around the school building to remind parents of upcoming events. Furthermore, a parent display case highlights important school events and the monthly parent calendar.

**How parents are involved in a decision-making capacity including how parents are involved in the school leadership team and how are they selected**

Parents were asked to complete a needs assessment at the end of the school year. One of the items asked for parents who are interested in joining the PTA and/or The School Leadership Team. PTA Executive Board and the School Leadership Team members meet monthly. Parents are given a ten- day notice before an election takes place at a general meeting. Parents are given the opportunity to address the association. A ballot election is held and the parents with the most votes are elected to the team. In addition, the President is a mandatory member of the School Leadership Team. Furthermore, the principal as well as the members of the team share any concerns and suggestions to the team for the purpose of school improvement and decision- making. The School Leadership Team reviews the School Report Card, Academic Programs Offered at the school, Review student academic progress and works on continuous updating of the PS 110 Comprehensive Education Plan (CEP).

**How will we assess the efficacy of our involvement plan?**

Our Parent Involvement Plan will be assessed by continuous parent attendance monitoring at all school functions, parent surveys, and parent verbal feedback. The principal also addresses parents at the monthly PTA meetings and at The School Leadership Meetings in a principal's report.

**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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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.

The Parent Involvement Policy was reviewed and disseminated at the Parent Meeting held on October 28, 2009.

**The Theodore Schoenfeld School**  
**Public School 110**  
**580 Crotona Park South**  
**Bronx, NY 10456**  
**Phone: 718-861-0759**  
**Fax: 718-861-2750**

**Daisy Perez, Principal**

**Ellen Lott, Assistant Principal**  
**Vanessa Gary, Assistant Principal**

**School Year 2009-2010**  
**P.S. 110's Parent Compact**

**P.S. 110's Responsibilities:**

To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their rights to be involved.

To offer a flexible number of meetings at various times, and if funds are available, to provide childcare for parents who attend school meetings and/or workshops (e.g. School Leadership Team meetings, Family Curriculum Nights, or workshops).

To provide parents with timely information about school programs and polices:

- a. Curriculum Night
- b. Open School Nights (November and March)
- c. School Newsletter/Monthly Calendar
- d. Parent Coordinator
- e. Grade Level Award Assemblies
- f. Parent Workshops
- g. Classroom Visits

To encourage and actively involve parents in planning, reviewing and improving:

- a. Title 1 Programs
- b. School Parent Compact
- c. School Parental Involvement Policy
- d. School Comprehensive Educational Plan

To recruit, support and involve parents in school wide planning and decision making process (e.g. School Leadership Team, Title 1 Committee)

To provide a nurturing environment and promote high quality curriculum and instruction

To create a school climate in which parents and staff can communicate easily through:

- a. Parent-Teacher Conferences
- b. Curriculum Night
- c. Parent Coordinator
- d. Open School Afternoons and Evenings
- e. Periodic reports to parents on their children's progress
- f. Reasonable access to staff/Appointment can be made through the general office for individual parent conferences or phone conferences. Teachers are available during their preparation periods to meet with parents.
- g. Varied opportunities to volunteer and participate in school programs, advisory and decision making committees
- h. Scheduled observation of classroom activities

To ask parents and/or staff volunteers to act as translators during school parent meetings

To provide ongoing learning opportunities for parents and families

- a. ESL Workshops
- b. Learning Leaders Workshops
- c. Parent Curriculum Meeting
- d. Family Literacy and Mathematics Workshops
- e. Field Trips

To provide ongoing communication with parents that encourages and supports parent participation in issues related to their child's education

- a. School Newsletters
- b. Parent Bulletin Board
- c. Parent Workshop flyers and bulletin
- d. Curriculum Meeting
- e. Quality Review

To provide performance profiles and individual student assessment results for each child as well as other pertinent individual and school district education information

**Parent/Guardian Responsibilities:**

To become involved in developing, implementing, evaluating, and revising the school/parent involvement policy

To share the responsibility for his/her child's improved academic performance

To make literacy development a family focus

- a. Encourage your child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, journals)
- b. Read at home with each child as a part of the daily routine. Encourage and supervise the content, quality, and amount of reading accomplished
- c. Utilize local public libraries to expand and enhance your child's literacy experiences(e.g. library card, storytelling)
- d. Make sure that your child reads his/her independent leveled book every night and completes a reading response.

To make math development a family focus

- a. Increase family awareness of the mathematics instructional program (review math homework, participate in family math workshops)
- b. Encourage your child to use math at home and in daily living to create real math experiences (playing math games, creating budgets, comparative shopping, review of basic math facts, multiplication facts, creating math word problems, explaining math answers in writing)
- c. Make sure that your child is completing his/her Math homework every night.
- d. Encourage real-life problem-solving skills in Mathematics.
- e. Support your child's mental math skills in addition, subtraction, multiplication, and division

To regularly review your child's schoolwork at home

- a. Review daily homework
- b. Review vacation packets
- c. Sign all homework assigned
- d. Review students notebooks and projects

To be aware of and monitor your child's daily school attendance and punctuality

To supervise and monitor your child's

- a. Television watching
- b. Video game playing
- c. Internet use
- d. Telephone use

To actively participate in curriculum and informational parent meeting as well as parent-teacher conferences at PS 110

To become familiar with school, district, city, and state assessments (e.g. DRA, ELA, Predictive Assessments, Instructional Targeted Assessments (ITA), Math, Social Studies, Science) and plan to prepare your child for test experiences

To complete surveys and provide feedback so that Title 1 Parent Involvement activities meet the needs, concerns and interests of parents

To become familiar with and support the school uniform policy, discipline code, and safety plan procedures

To communicate with your child's teacher and other school personnel pertinent information about your child's educational needs and health condition

To communicate the type of assistance and workshops needed and desired by the parent community to assist them in supporting your child's educational progress

To participate, when possible, on advisory or decision making committees within the school and/or district

### **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.
  - a. School Staff
    - i. All school staff completed a comprehensive needs assessment
    - ii. Each member of The School Leadership Team reported back to their respective constituencies the results of the school wide needs assessment
    - iii. A memorandum was sent to all staff members detailing student/school data
    - iv. The school Progress Report and Quality Review Report was distributed and discussed with all staff members
    - v. A faculty conference was held at which time all data and needs assessment results were presented and discussed
  - b. Parents
    - i. Parents participated in completing a parent needs assessment
    - ii. A letter and school Progress Report was distributed to all parents
    - iii. Results of the needs assessments (both staff and parent) were discussed with the PTA Executive Board
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. (Refer to pages13-43)
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

\*\* See pages 39 -42 for Academic Intervention Chart

3. Instruction by highly qualified staff
  - All pedagogues will be certified
    - All new teachers hired will be certified
    - Attendance at hiring fairs to obtain highly qualified teachers from other schools
    - Teachers not certified will obtain the necessary requirements to obtain their certification
  - All entitled teachers will receive mentoring services

- Individual teachers' strengths and weaknesses will be identified (by goal setting and monitoring conferences, formal and informal observations, and Learning Walks)
  - Those in need will receive professional development on an individualized or cohort basis
  - Those demonstrating strong pedagogy will be
    - Asked to become a Lab site for the grade
    - Encouraged to participate in collegial sharing opportunities
- c. The literacy and mathematics coaches will provide a well-structured, intensified professional development program to ensure proper implementation of the core curricula
- d. Supervisors will continually monitor, assess, and modify the instructional and professional development program through:
  - i. Informal and Formal Observations
  - ii. Learning Walks
  - iii. Professional Development Feedback Forms
  - iv. Needs Assessment
  - v. Grade Meetings
  - vi. Goal Setting Conferences, Mid Year Reviews and End Year Reflection Meetings with Staff

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.

- e. All pedagogues, both new and experienced, will receive professional development as needed on an on going basis.
- f. Mentors will continue to support new teachers to provide support in instruction and classroom management
- g. Newly hired teachers will receive attention from the Instructional Support/Behavior Management Coordinator on an individualized and small group (based on needs) basis.
- h. All newly assigned teachers will be "buddied" with an experienced colleague on his or her grade.
- i. Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on utilizing good pedagogy.
- j. Coaches will create Lab sites for teachers to view model lessons in literacy, mathematics, and content areas.

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

- k. The administration will attend and participate in job fairs
- l. All applicants will be interviewed to ascertain desire, capability, and philosophy of educational principles as well as their understanding of urban environments
- m. All applicants will be given a pamphlet describing our school
- n. All applicants will be given a tour of the building
- o. All new teachers will be given a "buddy" teacher for support
- p. All new teachers will be given differentiated professional development
- q. All new teachers will join their respective grade cohorts for planning sessions

- r. All new teachers will be assured on ongoing administrative support including demonstration lessons from administrative staff and coaches.
- s. All new teachers will receive a staff manual to familiarize themselves with school policy
- t. All new teachers will receive their grade appropriate curriculum materials and state standards

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

- u. Parent coordinator will conduct workshops for parents on literacy services available in the school and community
- v. Parents will be encouraged to volunteer in our classrooms and library
- w. Parents will be encouraged to participate in technology workshops
- x. Parents will be invited to literacy celebrations and performances throughout the year
- y. Parents will be invited to monthly award celebrations
- z. Parents will be invited to Mother's Day and Father's day programs
- aa. Parents will be invited to curriculum evening and open school events

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.

- bb. An early spring orientation for parents and incoming kindergarten students (those not attending our school's Pre-K program) helps in the transition from home to school.
- cc. Neighborhood Pre-K programs (including parents) will be invited to visit our school and attend an assembly program presented by out kindergarten and first graders.
- dd. Our Pre-K students have already been acclimated to the school and will have a successful transition into the elementary program
- ee. A pamphlet for parents explaining the expectations for the kindergarten program is distributed to all parents
- ff. A list of suggested books "to be read to your child" is distributed to the parents of all incoming kindergarten students in our continuing effort to increase literacy.

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.

- gg. Use of reading tracking sheets to monitor progress on Rigby Benchmarks, ECLAS 2, and/or DRA.
- hh. Use of Student Management Assessment System (SAMS) to monitor progress in literacy and mathematics.
- ii. Use of running records and conference notes.
- jj. Use of writing baselines, midlines, and endlines along with teacher reflections.
- kk. Use of school wide folder system in reading, writing, mathematics, science, and social studies.
- ll. Use of a school wide notebook system for all subject areas.
- mm. Use of differentiated instruction planning sheets to monitor achievement of students.
- nn. Use of mathematics checklists as well as baseline, midline, and endline assessments.
- oo. Use of mathematics unit assessments and Everyday Mathematics Games.

- pp. Teachers are involved in the collection, evaluation, and planning next steps for individual students as a result of both formal and informal assessments in all subject areas.
- qq. Teachers will engage in conversation around looking at student work at grade level meetings following protocols for looking at student work

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.

- rr. Teachers, Coaches, and Supervisors meet weekly at grade conferences to look at the ongoing data in literacy and mathematics.

Items used include:

- i. Rigby PM Benchmarks
  - ii. DRA
  - iii. Running Records
  - iv. ECLAS-2 Data
  - v. Writing Samples along with teacher reflections (Baselines, Midlines, and Endlines)
  - vi. Student portfolios, folders, notebooks, and conference notes
  - vii. Mathematics unit assessments, conference notes, games
  - viii. City-Wide Periodic Assessments (Predictive Tests and Itemized Targeted Assessments)
  - ix. New York State Standardized Assessments in ELA and Mathematics
- ss. Teachers, Coaches, and Supervisors use SAMS Reports to monitor progress and to assist in monitoring students that require intervention services
  - tt. Final June data is collated and sorted for next years teacher before school begins in order for interventions to begin when school opens in September
  - uu. Portfolios are sorted in June and given to the new teacher
  - vv. Academic Intervention Teachers will pass on their prior year's Personal Intervention Plans to the new teacher

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.

- ww. Our Parent Coordinator in conjunction with school staff and CBO's will coordinate parent workshops on topics that include:
  - i. Violence Protection
  - ii. Nutrition
  - iii. Technology Training
  - iv. GED Courses
  - v. ESL Classes
  - vi. Educational Issues

Workshops are coordinated by our full time parent coordinator. She disseminates flyers, a monthly calendar, and posts notices to inform parents about the workshops available. The parent coordinator receives assistance from the administration and coaches

- in gathering relevant materials and speakers for each workshop.
- xx. Our parent room provides parents with a place to go if they require assistance from the parent coordinator or information about a community based organization
  - yy. Our Pre-K Early Reading First Grant includes the services of a Family Worker to assist parents and to encourage them to participate in school activities such as:
    - i. Trips
    - ii. Monthly parent meetings on the following topics:
      - Reading with children
      - Social/Emotional Issues
      - Health Issues
      - Family Activities
      - Nutrition
      - Discipline

#### **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:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), 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.

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<sup>1</sup> 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.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### **ELA Alignment Issues:**

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

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

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

– **English Language Learners**

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

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

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data, the detail needed for our curriculum maps, the effectiveness and alignment of our current ELA units of study at each grade level, and our materials, especially for our ELL students. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. The results indicated that the Curriculum Audit findings were relevant to parts of our school educational program. Mostly our current curriculum maps and units of study needed to be fully aligned to specific ELA performance indicators. Furthermore, additional support is needed for our teachers to support ELL and Special Education students.

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

X Applicable  Not Applicable

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

**Curriculum Maps:** Our school currently prepared grade level Curriculum Maps for ELA using the 2008-2009 Teacher's College Reading and Writing Project Calendars. Our grade level reading and writing units of study are written based on this calendar and student academic achievement data. It was determined that the content of our curriculum maps need to be more comprehensive and aligned with the New

York State ELA Standards including performance indicators. Our current curriculum maps need to include what students should be able to do at the end of each grade level in addition to ensuring that all grade level standards are addressed by the end of the school year.

**ELA Grade Level Units of Study:** Our school currently evaluates our Reading and Writing Units of study on a monthly basis to determine alignment with New York State Standards and current student data. Revisions are needed, especially for Kindergarten – Grade 2 to include specific standards and performance indicators that relate to student outcomes that are expected at the end of each unit.

**ELA Units for ELL Students:** Our school level committee reviewed our current units of study and evaluated them with a focus on our ELL population. Our findings indicated that more emphasis needs to be given to this population in classroom instruction. Our ESL teacher works diligently to focus on the ELL state standards in her lessons, but this is not evident in all classrooms and grade levels.

**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.**

PS 110 will not require additional support from central at this time. We will continue to work with our Network Leader, Network Support Specialist, and other schools in our cohort, our school level coaches, and teachers to modify our curriculum maps, units of study and ELL support to ensure alignment to New York State Standards. Our curriculum maps will address specific performance indicators, genre studies, skills/strategies to be mastered at each grade level. In an effort to provide each grade level with a consistent, rigorous, and coherent curriculum each unit will include exemplar pieces, scoring rubrics, criteria charts that include expected student outcomes. Student activities included in each unit will focus on all standards including reading, writing, listening, and speaking. In an effort to promote language development in our ELL students a special focus will concentrate on improving the curriculum for ELL so that all teachers servicing ELL students are in alignment with the NYS ESL Standards

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## **1B. Mathematics**

### **Background**

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

indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

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

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

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data, and our current Mathematics program. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. We determined that since we are following the Everyday Mathematics Pre-K – Grade 5 Program in alignment with the New York City Pacing Calendar, which addresses specific Content and Process New York State Mathematics Performance Standards our curriculum is in compliance with New York State Mathematics Standards. Although our math curriculum is fully aligned with New York State Standards it was also determined that more work is needed in the area of teaching conceptual understanding of the mathematics content.

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

X Applicable  Not Applicable

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

**Student Assessment Data:** In reviewing students Everyday Mathematics Unit Assessments we noted that some children did not master certain skills and mathematics performance indicators.

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.

PS 110 will not require additional support from central at this time. We will continue to work with our Network Leader, Network Support Specialist, other schools in our cohort, our school level coaches, and teachers to provide professional development that addresses different strategies to teach the conceptual understanding of mathematics. Furthermore, additional support will be provided in addressing student's needs through using small group differentiated instruction based on the most current data.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data, the detail needed for our curriculum maps, the effectiveness and alignment of our current ELA units of study at each grade level, and our materials, especially for our ELL students. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. The results indicated that PS 110 has

quality school wide systems in place to effectively monitor the implementation of research-based best practices as well as differentiated instruction.

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?

Effective school wide systems allow us to monitor instruction on a daily basis:

- **Differentiated Instruction Binder:** Each teacher has a differentiated instruction binder with sections for reading, writing, and math. School wide small group instruction forms are used on a daily basis. At the end of each assessment small group lessons are planned using the analysis of current data. Small group planning sheets are submitted along with the test summary sheet of itemized skills at the end of each assessment for review.
- **Data Analysis Form:** Teachers record findings in the form of strengths and weaknesses in order to determine future teaching practices and approaches necessary to provide intervention/enrichment based on data
- **Data Binder:** Every teacher has a data binder divided into subject areas to use when planning for whole class, small group, and individual conferences.
- **School-wide student work folders:** Student academic progress is monitored through the student work folder system. Each student has a folder for every subject. A grade specific cover sheet ensures that student has met grade level requirements for each subject area. Folders are monitored for compliance by supervisors on a monthly basis.
- **Student notebooks:** Student notebooks are required for reading, writing, mathematics, social studies, and science. This system also allows us to monitor daily work and progress in all subject areas.
- **Informal and Formal Observations:** Continuous feedback is provided to all teachers in the area of instruction, assessment, planning, student work, teaching pedagogy and professional growth. The Professional Teaching and Learning Standards are the basis of all supervisory feedback.
- **Scheduling:** Teacher schedules are created to promote collegiality, team- work, and sharing of best teaching practices. Common preparation periods allow time for teachers to meet on a regular basis.
- **Professional Development:** Professional development is ongoing and is provided in the form of grade meetings, study groups, LAB sites and inter-class visitations.

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.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data, the detail needed for our curriculum maps, the effectiveness and alignment of our current ELA units of study at each grade level, and our materials, especially for our ELL students. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. The results indicated that PS 110 has evidence of differentiated instruction in mathematics, accountable talk in math, and sharing strategies for solving problems. Our findings indicated that additional support is needed in the integration of technology in the mathematics curriculum.

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

X  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?

- **Technology:** Although we have purchased math software to support and enhance the mathematics curriculum it is not being used consistently in the classrooms.

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

- **Professional Development:** Some teachers are not comfortable using technology and integrating technology into classroom instructional lessons. Additional professional development and training is needed in this area.

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.

PS 110 will not require additional support from central at this time. We will continue to work with our Network Leader, Network Support Specialist, and other schools in our cohort, our school level coaches, and teachers to provide professional development that addresses the use of technology in the math program. Furthermore, additional support will be provided in addressing student's needs through using small group differentiated instruction based on the most current data. The school will continue to provide teachers and students with access to technology by replacing outdated equipment, scheduling use of the technology lab, and maintaining lap top carts on each floor.

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

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

Please respond to the following questions for Key Finding 3:

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data, the detail needed for our curriculum maps, the effectiveness and alignment of our current ELA units of study at each grade level, and our materials, especially for our ELL students. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. Our findings indicated that only 3 new teachers were hired this year and our teacher turnover rate is very low.

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

Applicable   X Not Applicable

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

- Demographics indicate that 100% of our staff are fully licensed and permanently assigned to this school, 83% have been teaching for more than five years.
- Three teachers were hired this year to replace retired teachers and teachers that left to seek coach positions in other schools.

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.

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data, the detail needed for our curriculum maps, the effectiveness and alignment of our current ELA units of study at each grade level, and our materials, especially for our ELL students. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. Our findings revealed that the full time ESL teacher and our bilingual teachers are knowledgeable in ESL teaching methodologies and strategies, but our classroom teachers, who have ELL students in their classrooms have not participated in the same amount of ESL professional development.

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

X Applicable  Not Applicable

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

- Professional Development: Additional Title III funds will be used for professional development in the area of ESL methodologies and strategies to support English Language Learners in the classroom. Teachers who have ELL students clustered in their classrooms will be the first targeted for this training.

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.

PS 110 will not require additional support from central at this time. We will continue to work with our Network Leader, Network Support Specialist, other schools in our cohort, our school level coaches, and teachers to provide professional development that addresses ESL methodology and strategies to use with ELL students. Additional Title III funds will be used for professional development in the area of ESL methodologies and strategies to support English Language Learners in the classroom. Teachers who have ELL students clustered in their classrooms will be the first targeted for this training.

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

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

Please respond to the following questions for Key Finding 5:

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data, the detail needed for our curriculum maps, the effectiveness and alignment of our current ELA units of study at each grade level, and our materials, especially for our ELL students. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. Our findings revealed that although the full time ESL teacher disaggregates the data for our ELL students it needs to be even more explicit and shared with the classroom teacher.

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?

- Data Analysis Form: Teachers record findings in the form of strengths and weaknesses in order to determine future teaching practices and approaches necessary to provide intervention/enrichment based on data. This is disaggregated for the ELL students.

- **Data Binder:** Every teacher has a data binder divided into subject areas to use when planning for whole class, small group, and individual conferences. Data is disaggregated for the ELL students.
- **Scheduling:** Teacher schedules are created to promote collegiality, team- work, and sharing of best teaching practices. Schedules are flexible to promote articulation between the ESL and classroom teacher.
- **Professional Development:** Professional development is necessary to inform classroom teachers of the ESL terminology, methodology, strategies, and the current status of the ELL students.
- **Articulation:** Monitoring of student progress, instructional strategies, and learning styles need to be articulated between the classroom and ESL teacher.

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.

PS 110 will not require additional support from central at this time. We will continue to work with our Network Leader, Network Support Specialist, and other schools in our cohort, our school level coaches, and teachers to provide professional development that addresses ESL methodology and strategies to use with ELL students. Additional Title III funds will be used for professional development in the area of ESL terminology and how to use the data to support English Language Learners in the classroom. Teachers who have ELL students clustered in their classrooms will be the first targeted for this training. Furthermore, relevant student data will be shared with classroom teachers with strategies on how to use the data to inform their classroom instruction. Data will be disaggregated by proficiency level of the ELL students, students' time in the United States, or type of program in which the ELL student is enrolled (i.e. ESL, TBE, Dual Language, or general education).

#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current

data, and whether general education teachers have sufficient understanding or the capacity to fully implement the range and types of instructional approaches that would help to increase access to the general education curriculum and improve student performance. Furthermore, we looked at whether general education teachers are familiar with the content of the IEP's of their students with disabilities. The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. Our findings revealed that although general education teachers were all given copies of IEP's for all special education students that they service and they attend IEP meetings for those students they do not yet have sufficient understanding of different approaches, accommodations, and modifications to support students with disabilities in their classrooms.

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?

- **IEP's:** In accordance with Chapter 408 regulations all teachers have received copies of students IEP's. Confidentiality and teachers role in the implementation of the IEP was addressed at the first faculty conference as well as at a workshop conducted on o
- **Articulation:** Common grade planning and professional development grade meetings are aligned for general education and special education teachers on each grade. This promotes the sharing of best practices and approaches to support students with disabilities.
- **Participation in IEP Meetings:** Both the general education and special education teachers attend student IEP meetings. At that meeting different approaches, accommodations, and modifications are discussed that are intended to increase performance for the individual special education student.

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.

PS 110 will not require additional support from central at this time. We will continue to work with our Network Leader, Network Support Specialist, and other schools in our cohort, our school level coaches, and teachers to provide professional development that further provides teachers with sufficient understanding of approaches, accommodations, and modifications to support students with disabilities in their classrooms. Furthermore, additional professional development will be provided to promote a greater understanding of the information provided on students IEPs and how to implement the IEP for special education students in their classroom.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

PS 110 formed a committee to evaluate whether this finding is relevant to our school's educational program. The committee consisted of the principal, assistant principals, coaches, grade leaders, and parents. Some of these constituents are also members of the school wide curriculum committee, inquiry teams, and the school leadership team. We met twice to review our CEP, to evaluate the schools current data and students Individualized Educational Plans (IEPs). The results of this evaluation will be shared at a School Leadership Meeting, at a PTA meeting, with the staff at a faculty conference, with the Network 15 SAF, and Network Leader. Our findings revealed that teachers are using the grade level standards and performance indicators to create students IEP goals and short-term objectives. Special Education teachers are not always suggesting modifications that would assist the child based on specific learning styles and areas of strength. Furthermore, suggestions on organizing material, thoughts, and content to assist a child in academic achievement are not always evident. Most of our IEP's do not contain behavior plans, but most of our students with IEPs do not warrant a behavior plan.

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?

- **Promotional Criteria:** Teachers use the State Education Department Grade-Specific Performance Indicators Adapted from state performance standards to evaluate current levels of performance, create students IEP goals and short-term objectives. A copy of this worksheet is attached to the student's IEP.
- **Behavior Plans:** Students who require behavior intervention as determined by the classroom teacher, guidance counselor, SAT team, parent and the Pupil Personnel Committee will have one completed and attached to their IEP.

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.

PS 110 will not require additional support from central at this time. We will continue to work with our Network Leader, Network Support Specialist, and other schools in our cohort, our school level coaches, and teachers to provide professional development that addresses the IEP writing, development and implementation. Furthermore, additional support and professional development will be provided in the area of assessing student's specific learning styles and areas of strength. Furthermore, suggestions on organizing material, thoughts, and content to assist a child's academic achievement would be explored. This would give teachers greater knowledge of accommodations and/or modifications for the classroom environment that can address student's needs.

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of October 27, 2009: 8

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

At PS 110 we provide assistance to our students and families in temporary housing in the following ways:

- After school programs will be available for students in grades K-grade 5
- Guidance Services are available for students
- Parent Coordinator works with students and parents in temporary housing
- School Social Worker also assists students and families in temporary housing
- Parent workshops are available that address both academic and social issues

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

At PS 110 we provide assistance to our students and families in temporary housing in the following ways:

- After school programs are available for students in grades K-grade 5
- Guidance Services are available for students
- Parent Coordinator works with students and parents in temporary housing
- School Social Worker also assists students and families in temporary housing
- Parent workshops are available that address both academic and social issues

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.