



**P.S. 111 SETON FALLS**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 111 SETON FALLS**  
**ADDRESS: 3740 BAYCHESTER AVENUE, BRONX, NY,**  
**10466**  
**TELEPHONE: 718-881-2418**  
**FAX: 718-405-5927**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION III: SCHOOL PROFILE</b> .....	Error! Bookmark not defined.
<b>Part A. Narrative Description</b> .....	Error! Bookmark not defined.
<b>Part B. School Demographics and Accountability Snapshot</b> .....	Error! Bookmark not defined.
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	Error! Bookmark not defined.
<b>SECTION VI: ACTION PLAN</b> .....	Error! Bookmark not defined.
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> Error!	Bookmark not defined.
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) ...</b> Error!	Bookmark not defined.
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS</b> .....	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS</b> .....	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)</b> .....	Error! Bookmark not defined.
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS</b> .....	Error! Bookmark not defined.
<b>Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</b> .....	Error! Bookmark not defined.

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11X111      **SCHOOL NAME:** P.S. 111 Seton Falls

**SCHOOL ADDRESS:** 3740 BAYCHESTER AVENUE, BRONX, NY, 10466

**SCHOOL TELEPHONE:** 718-881-2418      **FAX:** 718-405-5927

**SCHOOL CONTACT PERSON:** Ava Fullenweider      **EMAIL ADDRESS** afullen@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Pamela Lynch

**PRINCIPAL:**      Ava Fullenweider

**UFT CHAPTER LEADER:**      Dana Falciglia

**PARENTS' ASSOCIATION PRESIDENT:**      Joscelyn Mahon

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

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

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

**SSO NETWORK LEADER:**      Maria Quail

**SUPERINTENDENT:**      Elizabeth White

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

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

Name	Position and Constituent Group Represented	Signature
Julia Rivers-Jones	Principal	Electronic Signature Approved. Comments: All SLT members approve. SLT members will be added More SLT members will be added after November 10, 2009
Ava Fullenweider	Admin/CSA	Electronic Signature Approved. Comments: yes approve
Phyllis Goldstein	UFT Member	Electronic Signature Approved. Comments: yes approve
Pamela Lynch	UFT Member	Electronic Signature Approved. Comments: yes approve
Dana Falciglia	UFT Chapter Leader	Electronic Signature Approved. Comments: yes
natalie taylor	Parent	Electronic Signature Approved. Comments: yes
elvira johnson	Parent	Electronic Signature Approved. Comments: yes
Ana Hayles	Title I Parent Representative	Electronic Signature Approved. Comments: yes
Mattie Dickerson	Parent	Electronic Signature Approved. Comments: yes
Greg Weber	UFT Member	Electronic Signature Approved. Comments: yes
Dolores Farmer	Parent	Electronic Signature Approved. Comments: yes

Glen Mohan	Parent	Electronic Signature Approved. Comments: yes
------------	--------	---

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

---

Seton Falls Elementary School, PS111X is a Pre-K through Grade 5 School. The current enrollment is 650 students. Our population is comprised of: 65% Black, 33% Hispanic, less than 1% Native American, Asian and White. 125 of our students are English Language Learners, 86% come from economically disadvantaged homes and 23% have an IEP. Our students are 50% males and 50% females. PS111X offers students many opportunities to participate in various activities throughout the day that are both engaging and enriching. Children are actively involved in the arts, music, ballet, technology, science, and so much more. All programs endeavor to increase their love of learning, knowledge and to give them a feeling of self respect and self confidence.

Parents are an integral part of the PS111X family. They are always encouraged to participate in the many workshops that are given, so that they can be more aware of ways that they can help their children succeed. Workshops are presented in English, Spanish, Sign, or any other language needed, with interpreters available upon request. Notices are sent home in languages that accommodate the needs of the parents.

Since children learn by doing, "hands-on" is a major part of the learning process at PS111X. There are currently five ICT classes. This model is comprised of two teachers and a ratio of 60% regular education children to 20% special education children. The learning modality for all of our students is differentiated instruction, needs based, data driven and rigorous.

In order to create a productive learning environment, teachers analyze and use the data to drive instruction. Each child is looked at as an individual, his needs analyzed and instruction geared to his learning style and needs. Each teacher has an assessment binder in which each child's data is stored, used and updated continuously.

The Cross-Age Tutoring Program is quite successful. The first and fifth graders work together as "tutors" for each other. They take trips together, read to each other and support one another.

PS111X is a family in every sense of the word.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 111 Seton Falls				
<b>District:</b>	11	<b>DBN #:</b>	11X111	<b>School BEDS Code #:</b>	11X111

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			

<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	31	31	27		91	89.8	91.5
Kindergarten	72	67	95				
Grade 1	96	86	76	<b>Student Stability: - % of Enrollment</b>			
Grade 2	99	103	102	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	122	103	110		90.3	87.7	89.93
Grade 4	88	113	109				
Grade 5	108	85	118	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			90.3	87.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		5	14	16
Grade 12	0	0	0				
Ungraded	12	17	13	<b>Recent Immigrants: - Total Number</b>			
Total	628	605	650	(As of October 31)	2006-07	2007-08	2008-09
					3.0	3.0	4

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-	2007-	2008-09

					07	08	
# in Self-Contained Classes	68	63	88				
# in Collaborative Team Teaching (CTT) Classes	26	27	37	Principal Suspensions	3	1	TBD
Number all others	17	16	16	Superintendent Suspensions	0	1	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	50	64	72	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	7	6	8	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	60	62	60
				Number of Administrators and Other Professionals	10	19	20
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	2	2
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	98.3	98.4	100.0
American Indian or Alaska Native	0.2	0.3	0.3	Percent more than two years teaching in this school	86.7	90.3	91.7
Black or African American	67.4	66.3	65.1	Percent more than five years teaching anywhere	75.0	80.6	85.0
Hispanic or Latino	29.9	31.4	33.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.3	0.8	Percent Masters Degree or higher	90.0	89.0	92.0
White	1.0	0.7	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	100.0	95.2
Multi-racial							
<b>Male</b>	50.0	48.3	50.2				
<b>Female</b>	50.0	51.7	49.8				

**2009-10 TITLE I STATUS**

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

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

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

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	X	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	4	5	3	0	0	0

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	78.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	15.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	45.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

Based on our Report Card and School Report, there has been upward mobility in all areas and in all grades. The performance trends in ELA, Math and Science have been an increase in Level 3 students and a decrease in Level 1 students. This has been a major accomplishment over the last three years. In the past, we did not meet our AYP for the SWD and ELL populations. However, for the 2008-2009 school year, we met our AYP. One barrier to making greater gains is our mobility rate. The population is quite transient and there is a lack of continuity. One aid is the dedicated and devoted staff. As a school, on the whole, there is a need to have more students obtain a Level 4. According to the ELL Modality report, our ELL students need to improve from their current levels of intermediate to advance and proficient. Too many of our ELL population, can be proficient in Listening and Speaking, but not in the Reading and Writing components. This needs to improve.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
Goal 1: To increase the number of students in Grades 3-5 on Levels 3and4 by 5%.Based on our School Report, 51% of the third graders, 58% of the fourth graders and 54% of the fifth graders scored on Levels 3and4.	By differentiating instruction, analyzing data and using the data to drive instruction, the results of the NYS ELA exam will show that we have achieved our goal by June 2010.
Goal 2: To increase the number of ELL students by 6% who are "Proficient" in the writing section of the NYSESLAT exam.	Based on the results of the NYSESLAT Modality Report, only two students grew from 2007-2008 to 2008-2009 in the writing part. ELL students receive small group instruction using hands-on and writing with mentor texts to improve their writing and reading ability,by June 2010, as evidenced by the results of the NYSESLAT .
Goal 3:To bring our PS111X family into the 21st Century in the use of technology.	Teachers will receive extensive PD in using the different "BOARDS". They will turnkey to the students who will benefit from the latest technological advances. Because of this endeavor, our children will receive differentiated instruction and increase their academic rigor. By April 2010 10 classrooms will be equipped with technology and two full new labs will be operational.There will be a 35% increase in the number of classrooms on the testing grades, that have a board in the room and are using the technology.
Goal 4: To increase the number of parents who participate in activities by 10%.	Parents have the opportunity to participate in monthly celebrations,Family Day Picnic, workshops, Parnt Teacher Confernces, trips, School Shows, and much more. The increase will be reflected in the sign-in sheet used at each activity, by June 2010.



## SECTION VI: ACTION PLAN

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

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 1: To increase the number of students in Grades 3-5 on Levels 3and4 by 5%.Based on our School Report, 51% of the third graders, 58% of the fourth graders and 54% of the fifth graders scored on Levels 3and4. By differentiating instruction, analyzing data and using the data to drive instruction, the results of the NYS ELA exam will show that we have achieved our goal by June 2010.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Goal 1: Children will receive small group instuction ,using technology , to help them achieve more. They will learn to use higher order thinking skills, asesment both formative and summative to reach their goal.Teachers will use Gains Report, ARIS,Accuity,and other sources to analyze data to drive instriction.Guided reading groups will enhance vocabulary and comprehension. Our target group Children will learn chants, rhymes, choral readings, and hands on experiences to develop and increase their vocabulary and hence their comprehension. AIS teachers, the literacy and math coaches as wellas the technology teachers, will provide services to the targeted students so that they can achieve the goal by June2010. Interim progress will be monitored using teacher and student created rubrics, classworkand homework, periodic assessments and teacher made tests.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Allocations are not available for PD; however, we will use what we have for technology in order to improve all academic areas.Title 1 funds are used to reduce class sizes,Title III funds are used to supplant the daily activities.Instruction is given in small group using materials that are different from those used daily.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Each goal will be revisited every two months to determine what is working and the next steps. Teacher assessment and judgement, kid watching, periodic assessment, and teacher tests will determine successes.
---	--

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal 2: To increase the number of ELL students by 6% who are "Proficient" in the writing section of the NYSESLAT exam. Based on the results of the NYSESLAT Modality Report, only two students grew from 2007-2008 to 2008-2009 in the writing part. ELL students receive small group instruction using hands-on and writing with mentor texts to improve their writing and reading ability, by June 2010, as evidenced by the results of the NYSESLAT .
<b>Action Plan</b> <b>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</b>	Goal 2: ELL students will learn vocabulary and writing skills in small groups. They will use realia, hands-on, technology and guided reading and writing groups, to reach the goal. Students will use nursery rhymes, chants, choral speaking etc. to learn vocabulary and increase comprehension. The certified ELL teachers will provide the small group instruction. Each classroom teacher will also use ELL strategies with the targeted population, such as: analyzing vocabulary in each curriculum area, learning to identify facts and opinions, problem solving etc. Interim progress will be measured using rubrics, progress on specific ELL practice exams, and grade based periodic exams.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <b>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</b>	Allocations are not available for PD; however, we will use what we have for technology in order to improve all academic areas. Title 1 funds are used to reduce class sizes, Title III funds are used to supplant the daily activities. Instruction is given in small group using materials that are different from those used daily.
<b>Indicators of Interim Progress and/or Accomplishment</b> <b>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</b>	Each goal will be revisited every two months to determine what is working and the next steps. Teacher assessment and judgement, kid watching, periodic assessment, and teacher tests will determine successes.

**Subject Area**  
(where relevant) :

---

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: To bring our PS111X family into the 21st Century in the use of technology. Teachers will receive extensive PD in using the different "BOARDS". They will turnkey to the students who will benefit from the latest technological advances. Because of this endeavor, our children will receive differentiated instruction and increase their academic rigor. By April 2010 10 classrooms will be equipped with technology and two full new labs will be operational. There will be a 35% increase in the number of classrooms on the testing grades, that have a board in the room and are using the technology.</p>
<p><b>Action Plan</b> <b>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</b></p>	<p>Goal 3: PD is given to all teachers on the use of technology ie: Mimeo Board, SMART Board, Eno Board. Children will be able to use these interactive boards to increase their knowledge and be engaged in the learning process. Teachers will differentiate instruction, monitor the children's activities and drive instruction. There is a lab room available for teachers to use for technology instruction. Teachers sign up to allow the class to incorporate the technology into their curriculum. By June 2010, at least 35% of the testing grade classrooms will be equipped with technology boards.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <b>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</b></p>	<p>Allocations are not available for PD; however, we will use what we have for technology in order to improve all academic areas. Title 1 funds are used to reduce class sizes, Title III funds are used to supplant the daily activities. Instruction is given in small group using materials that are different from those used daily.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <b>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</b></p>	<p>Each goal will be revisited every two months to determine what is working and the next steps. Teacher assessment and judgement, kid watching, periodic assessment, and teacher tests will determine successes.</p>

**Subject Area**  
(where relevant) :

---

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 4: To increase the number of parents who participate in activities by 10%. Parents have the opportunity to participate in monthly celebrations, Family Day Picnic, workshops, Parnt Teacher Confernces, trips, School Shows, and much more. The increase will be reflected in the sign-in sheet used at each activity, by June 2010.</p>
---	--

<p><b>Action Plan</b>  <b>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</b></p>	<p>Goal 4:Parents are encouraged to become "Class Parents" for trips and or phonr calls. There are many activities from which parents can choose to attend: Grandparent's Day, Holiday Parties, Mother- Daughter Breakfast, Father-Son Breakfast, Learning Workshops ie:ARIS, Math/ELA/Social Studies, Family Picnic. Attendance sheets will be saved and names counted, to assure that the goal is met. During each parent meeting, parents will be offered incentives so that they will want to come again.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <b>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</b></p>	<p>Allocations are not available for PD; however, we will use what we have for technology in order to improve all academic areas.Title 1 funds are used to reduce class sizes,Title III funds are used to supplant the daily activities.Instruction is given in small group using materials that are different from those used daily.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <b>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</b></p>	<p>Each goal will be revisited every two months to determine what is working and the next steps. Teacher assessment and judgement,kid watching, periodic assessment, and teacher tests will determine successes.</p>

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

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	10	N/A	N/A	6			10
1	25	15	N/A	N/A	3			15
2	20	10	N/A	N/A	10			20
3	50	32	N/A	N/A	5			10
4	20	20	25	20	8			15
5	25	25	25	25	3			20
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>During the school day AIS services are provided in small groups either as push in or pull out. Researched based programs such as Soliday, Open Court, Breakthrough To Literacy, Rally and New Heights are used as an intervention. After analyzing data from ARIS, Acuity, ECLAS and WRAP, instruction is needs and learning style based.</p>
<p><b>Mathematics:</b></p>	<p>During the school day, AIS is given in small groups either as a push-in or a pull-out. Manipulatives are used as well as researched based programs such as Everyday Math and Focused Math for Intervention. Technology such as AHA Math keeps students engaged and interested. All instruction is done based on the needs and learning styles of the children.</p>
<p><b>Science:</b></p>	<p>AIS is done during the school day using hands-on and technology A+ Mobile Solutions. The children receive small group instruction, in all grades, especially in grades 4 and 5. It is based on the NYS Science Test and ELA.</p>
<p><b>Social Studies:</b></p>	<p>AIS is given in small groups and also whole class. Children use DBQs and technology to enhance all learning. Instruction is during the school day. A+ Mobile Solutions is used as part of the technology.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>AIS Guidance is done as needed both in small groups and one-to-one during the day. At times, counseling is done immediately, based on circumstances.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The School Psychologist is not afforded an opportunity to work with individual students due to time constraints.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>. Due to budget and time constraints, the Social Worker is unable to work with individual students.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Health related services are given when necessary in areas such as asthma, vision, proper diet, Fitness Gram screening and hygiene. The nurse meets with groups of students who have common needs, and enables them to discuss the issue and come up with resolutions.</p>

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

*NCLB/SED requirement for all schools*

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

LAP PS111X 2009-2010

Students at PS111X , receiving ESL services, are part of a Freestanding English as a Second Language program. Instruction is in English with support and based on the proficiency level of each child's score on the NYSESLAT . The goals of the program are:

To provide academic content-area instruction in English, using ESL methodology and instructional strategies.

To incorporate ESL strategic instruction at all times.

Assist students to achieve the state-designated level of English proficiency for their grade.

Help each ELL meet or exceed NYS and NYC standards.

The educational program embodies the conceptual understanding of challenging content and well-developed learning strategies that enable the learner to think critically, solve problems and communicate in the English. They are engaged in standards-based academic curriculum. The use of language for instruction is clearly defined to support the development of oral and written fluency, content knowledge and the ability to communicate in English. All learning is aligned to NYS learning standards in ESL and content areas.

The teachers are highly qualified, demonstrate strong academic language proficiency in English and are equipped with the appropriate teaching certifications. They are skilled in both content area and pedagogy.

LAP PS111X 2009-2010

Students at PS111X , receiving ESL services, are part of a Freestanding English as a Second Language program. Instruction is in English with support and based on the proficiency level of each child's score on the NYSESLAT . The goals of the program are:

To provide academic content-area instruction in English, using ESL methodology and instructional strategies.

To incorporate ESL strategic instruction at all times.

Assist students to achieve the state-designated level of English proficiency for their grade.

Help each ELL meet or exceed NYS and NYC standards.

The educational program embodies the conceptual understanding of challenging content and well-developed learning strategies that enable the learner to think critically, solve problems and communicate in the English. They are engaged in standards-based academic curriculum. The use of language for instruction is clearly defined to support the development of oral and written fluency, content knowledge and the ability to communicate in English. All learning is aligned to NYS learning standards in ESL and content areas.

The teachers are highly qualified, demonstrate strong academic language proficiency in English and are equipped with the appropriate teaching certifications. They are skilled in both content area and pedagogy.

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

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

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 78**

**Non-LEP 0**

**Number of Teachers 2**

**Other Staff (Specify) 0**

**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.

PS111X identifies the ELL students based on the Home Language Survey and NYSESLAT results. Instruction is in small groups either push-in or pull-out. All ELL students are serviced in both General Education and Special Education. The language of delivery is English using visual aids, multi sensory items, modeling, and hands-on. Emphasis is on all areas of literacy . Times and days are based on needs and entitlement. There are two teachers serving the students, both NYS licensed.

**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.

PD is given by the ESL instructor during grade conferences and or faculty conferences. Teachers learn how to modify delivery for the ELL student, how to introduce new vocabulary and how to best meet the needs. Training in the use of technology is given to support the learning of the student.

**Form TIII – A (1)(b)**

**School: PS111X**

**BEDS Code: 321100010111**

**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	\$15,000	Small group instruction es done after school based on needs and entitlement.Instruction is given by a NYS licensed teacher.Parents are an integral part of the success of the program.
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	n/a
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$9,000	supplies that are used to provide direct instruction to maximize the child's learning. We would like to use the Santillana USA program.The program Spotlight Online allows teachers to assess student needs, provide differentiated instruction and track progress through comprehensive reports.
<b>Educational Software (Object Code 199)</b>	\$4500	Program: Spotlight Online from Santillana. Explanation same as above.
<b>Travel</b>	0	n/a
<b>Other</b>	\$1,500	Parent workshops and interpreters
<b>TOTAL</b>	<b>\$30,000.00</b>	

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

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

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

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

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

Parent surveys were used to assess the languages spoken and written by the parents. The Home Language Survey that parents complete at the time of registration, was used to determine the needs of parents in terms of language. All parents are provided with information in a language that they can understand.

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.

Our findings showed that the majority of the parents speak English; however there is a need for other languages as well. This was explained to the parents in notices that were sent home in the necessary languages, The Parent Co-ordinator spoke with the parents and used translators in the native language

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

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

The school will provide notices in the languages that the parents need. Notices are given in English to the person who translates it into one of the identified languages. This is done in-house by school staff.

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

Oral interpretation services will meet the needs of parents. A staff member will always be available to interpret. Signing is also available, if necessary. In-house staff will be used.

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>.

The school will fulfill Section VII of the Chancellor's Regulations A-663, by sending notices home in all required languages, based on the Home Language Surveys, which the parents completed.

**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:	\$487,967	\$272,528	\$760,495
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,880		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,725	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,398		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$13,626	
6. Enter the anticipated 10% set-aside for Professional Development:	\$27,253		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$27,250	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
95.2%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers are taking the necessary college courses to become HQ.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

Parental Involvement Policy:

PS111X agrees to implement the following statutory requirements and definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

- (A) parents play an integral role in assisting their child's learning;
- (B) parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included ,as appropriate, in decision-making and on advisory committees to assist in the education of their child.

In order to ensure that parents are aware of the policy, it will be available at Title 1 parent meetings as well as on the school web site.

All programs will be consistent with sections 1118 and 1118(b) of the ESEA .

To the extent practical, the school will involve parents of children served in Title 1, Part A programs in decisions about how the 1% of Title 1 Part A funds reserved for parental involvement is spent.

PS111X will take steps to ensure that information related to school and parent programs, meetings and other activities is sent to parents in an understandable and uniform format in a language that parents can understand. Parents will be notified by a monthly school calendar, regular school letters, special event/ reminder notices and newsletters.

PS111X will provide technical assistance and other support in planning and implementing effective parental involvement to improve student performance. The Parent Coordinator is an integral part of the team.

PS111X will coordinate and integrate Title1 parental involvement strategies with parental involvement strategies under programs such as Targeted Plus Program , which will include parent workshops and activities planned by the PC, ELL teacher, Literacy and Math coaches. PS111X will conduct, together with parents, an annual evaluation of the content and effectiveness of this policy. The evaluation will include identifying barriers to greater participation by parents, especially those whose children might be: economically disadvantaged, disabled, ELL, or achieving below grade level. The evaluation will be used to design strategies for more effective parental involvement. The SLT will be active participants in all parts of the evaluation.

PS111X will build the school's and parents' capacity for strong parental involvement, in order to ensure and support a partnership with the parents. The school will provide parent workshops on:

---understanding the State's academic content standards

---making meaning of the State's student academic achievement standards

---examining all assessments, including Alternate Assessment and how to monitor their child's progress

PS111X will send home appropriate materials in all academic areas for parents to use with their children.

***Explanation*** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### School – Parent Compact

PS111X will:

1. provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards. Instruction will be in small groups based on needs, via push-in or pull out models. Moreover, technology is an integral part of all subjects. AIS will be part of all grades and all curriculum. PS111X agrees to implement the following statutory requirements and definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

- (A) parents play an integral role in assisting their child's learning;
- (B) parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included ,as appropriate, in decision-making and on advisory committees to assist in the education of their child.

In order to ensure that parents are aware of the policy, it will be available at Title 1 parent meetings as well as on the school web site.

All programs will be consistent with sections 1118 and 1118(b) of the ESEA .

To the extent practical, the school will involve parents of children served in Title 1, Part A programs in decisions about how the 1% of Title 1 Part A funds reserved for parental involvement is spent.

PS111X will take steps to ensure that information related to school and parent programs, meetings and other activities is sent to parents in an understandable and uniform format in a language that parents can understand. Parents will be notified by a monthly school calendar, regular school letters, special event/ reminder notices and newsletters.

PS111X will provide technical assistance and other support in planning and implementing effective parental involvement to improve student performance. The Parent Coordinator is an integral part of the team.

PS111X will coordinate and integrate Title1 parental involvement strategies with parental involvement strategies under programs such as Targeted Plus Program , which will include parent workshops and activities planned by the PC, ELL teacher, Literacy and Math coaches.

PS111X will conduct, together with parents, an annual evaluation of the content and effectiveness of this policy. The evaluation will include identifying barriers to greater participation by parents, especially those whose children might be: economically disadvantaged, disabled, ELL, or achieving below grade level. The evaluation will be used to design strategies for more effective parental involvement. The SLT will be active participants in all parts of the evaluation.

PS111X will build the school's and parents' capacity for strong parental involvement, in order to ensure and support a partnership with the parents. The school will provide parent workshops on:

---understanding the State's academic content standards

---making meaning of the State's student academic achievement standards

---examining all assessments, including Alternate Assessment and how to monitor their child's progress

PS111X will send home appropriate materials in all academic areas for parents to use with their children.

School-Parent Compact:

---participating in decisions relating to the child's education, when appropriate

---promoting positive use of extracurricular time

---staying informed about the child's progress and responding promptly to all notices

---serving on various committees

## **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.

Many of our students have moved from Levels 1 and 2 into Level 3. However, we want to see more movement into Level 4. Our ELL population has made growth in Listening and Speaking; but, we strive to have them become proficient in both Reading and Writing. Although the students are meeting the minimum standards in relation to the State academic content and student academic achievement standards, we want them to soar to the highest heights. We also want our SWD and those who take the AA tests to reach their potential.

2. Schoolwide reform strategies that:

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

Instruction will take place in small groups, based on the needs of each child. Children will be assessed and data analyzed. Technology is a major part of the child's learning style. It is differentiated, needs based and ensures that children are engaged and focused. Children can reach their potential and become proficient in their academic achievement.

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

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

Programs such as Sonday, Breakthrough To Literacy, Open Court and Everyday Math are researched base and have proven to be successful. After school programs provide opportunities for enriching academics as well as time for the arts: Crafting Writing, Music Ballroom Dancing, Line Dancing.

o Help provide an enriched and accelerated curriculum.

Small group to enrich and accelerate, technology and after school programs will enrich and accelerated the curriculum for the students who need the challenge. If needed some students will go to different grades for enrichment. The Renzulli Learning Program will also be instituted.

- o Meet the educational needs of historically underserved populations.

All children have access to All programs, no matter what their status. Students in temporary housing are identified and very discreetly helped. SWD and ELL children will receive differentiated instruction, using as much hands-on as possible. Technology will be an integral part of all lessons. Children will receive instruction based on their learning styles.

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

Children who are At-Risk will receive intervention services as per their needs. They will be instructed based on their learning styles and needs. All data will be gathered, analyzed and rigorous instruction given based on the data. ERSS counseling will be given when deemed necessary. In order to meet the needs of a student a child might be placed in different classes where instruction is on his level. Technology instructions plays an important part of every lesson in every class.

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

Although we made our AYP for the 2008-2009 school year, the population that we are targeting for improvement is SWD and ELL. We are working on moving the children from advanced to proficient in the NYSESLAT . Technology will be an integral part of all learning. It will enable teachers to differentiate instruction based on analyzing data and engaging students in rigorous activities. Improvement will be documented by kid watching, test results and teacher judgement etc.

### 3. Instruction by highly qualified staff.

A teacher who is not HQ is going to taking courses to be upgraded to HQ.

### 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.

PD is ongoing both in-house and at other sites. Time is made available for teachers and paras to receive PD in technology, ESL, data analysis, ELA deliverance and any topic that teachers request. Permission is also given for personnel to receive training in other states. Parent workshops are given in all curriculum areas to facilitate parents working with their children. All PD and workshops are conducted by highly qualified personnel.

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

Because of our School Report Card and Progress Report, teachers want to become part of our family. We have about a 98% stability rate, since our teachers are receiving highquality PD in a warm , family-like atmosphere.

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

Parental involvement is part and parcel of everything that we do. Parent workshops are offered at various times throughout the day and on Saturdays,so as to maximize attendance and involvement. Events such as: Grandparents' Day, Mother -Daughter Breakfast, Father-Son Breakfast, Family Day Picnic, Class Trips,Parent- Child Trips are all planned so that parents will become involved in their child's education. At these meetings there are interpreters available in the languages needed by parents, including sign language. Raffles are held so that more parents attend.

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.

Parents of preschool children are invited to visit the local elementary schools and see first hand the programs available .

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.

During grade meetings and faculty conferences data from ARIS, Acuity, ECLAS and other sources are analyzed, Individual student data as well as the class as a whole, is looked at to determine needs and decide on strategies appropriate to meet those needs. Teachers will share strategies and determine which ones work and how to ahieve the most for each child.AIS services are incorporated on each grade, so as to improve achievement. Levels 3and4 students are included in services so that they can achieve even greater heights.

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.

AIS services are provided on each grade. Difficulties are assessed using researched based programs such as SONDAY and Breakthrough To Literacy which are then used for remediation. Data from ECLAS, ARIS, Acuity,WRAP is analyzed constanly to define weaknesses and needs. Once identified, small group instruction is given and monitored on adaily basis. Technology is used to differentiate instruction and use a child's learning style to deliver instruction.

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.

State, Federal and local programs are integrated to enhance and ensure learning. Since we are not part of the NCLB programs, grants were acquired so that our students have after school programs. A Men's Forum for boys has been instituted to give the boys more of a feeling of self worth.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

*All schools must complete this appendix.*

### **Background**

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

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

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

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

### **Background**

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

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

#### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

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

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

#### **-English Language Learners.**

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

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

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

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

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

Teachers had a great deal of input as to materials purchased and were therefore satisfied with it. Materials and software were grade and age appropriate challenging and engaging. Teachers are made aware of and know state standards and use materials geared to same.

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

- Applicable
- Not Applicable

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

Teachers were satisfied with the materials and our students gained in their proficiency levels in ELA. All of our curriculum maps are written by the teachers on each grade with the guidance of the literacy coach. They are standard based according to the NYS standards. Teachers use these maps to guide their instruction. They are done monthly and are revisited and revised constantly. ELL students receive all necessary support services. Classroom teachers address the needs of the ELLs in their vplanning and their presentations.

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.

n/a

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see

mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

Teachers had an excellent Math coach who was very, very knowledgeable in every aspect of Everyday Math and trained everyone as to how to meet student needs in each and every strand. What is taught in the classroom is standard and curriculum based.

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

- Applicable  Not Applicable

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

Since the curriculum maps are written by the teachers on each grade with the guidance of the math coach, they are standard and curriculum based, use Everyday Math and meet the needs of the students. The teachers use the maps to guide instruction. They are revisited and revised constantly on an ongoing basis.

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.

n/a

## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

At PS111X instruction is child oriented needs based. Technology helps to individualize instruction, content is aligned with state standards. Visits to the classroom, frequently and unannounced, indicate that children are learning standard based curriculum relevant to their needs and learning styles.

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?

All children are learning based on needs and learning styles. Teachers are using technology to incorporate it in all curriculum areas. Teachers design and use the curriculum maps to meet their needs and those of the students.

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.

n/a

## **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.

Students use the workshop model so that they work with each other, use manipulatives, hands-on , differentiation and groupings are used. Our assessment from the NYS exam showed a high percentage of our students are on Levels 3and4. Frequent and unannounced classroom visitations that children are engaged and are active participants in their learning experience.

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

Applicable  Not Applicable

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

It is rare to walk into a classroom where children are not active participants. Hands on and technology are integral components of each lesson. Children are engaged and are held responsible for their learning.

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.

n/a

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

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

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

Please respond to the following questions for Key Finding 3:

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

BEDS Report Turnover rate Our turnover rate is practically nil. Teachers leave usually when they retire.

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

Applicable  Not Applicable

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

Out stability rate from the BEDS survey shows that almost all of our teachers return each year.

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

n/a

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

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

Please respond to the following questions for Key Finding 4:

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

Teachers receive PD both in and out of the school building. Teachers are encouraged to attend workshops that will benefit their teaching ability and thereby the students' achievements. Teachers then turnkey to others.

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

Applicable  Not Applicable

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

Teachers are given questionnaires to complete regarding the areas in which they want PD. They then have various PD sessions on that topic.

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.

n/a

#### **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.

Results of NYSESLAT showed mastering ELLs' progress is constantly monitored. All classroom teachers can identify the ELLs in their class and their levels on the NYSESLAT. Teachers also know the type of services the children are receiving.

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?

Teachers can identify the ELLs, their level of instruction, type of program and needs. They plan on how to best meet their needs.

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

n/a

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

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

Please respond to the following questions for Key Finding 6:

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

Teachers were taught about IEPs in general, how to interpret them and looked at their own students' IEPs, Questions were answered at each and every step of the way. Any teacher who has a student receiving services MUST read and understand the IEP.

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?

Each teacher knows and understands the services that the students receive. They are a part of the team that puts together the IEP and have an input in every part. Teachers MUST check each child's IEP and determine how the needs are being met.

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.

n/a

### **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.

IEPs were scrutinized by the teacher and SBST. There is a correlation between the IEP goals and modifications and promotional standards and the classroom teacher. Everyone involved is knowledgeable about the IEP requirements and makes sure that they are adhered to. The behavioral plan is included when necessary. Services are given when they are necessary to impact their academics.

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?

IEPs reflected the needs of the child the goals and the plan . They are constantly scrutinized to make sure that they are a living document meeting the needs of the child. Teachers MUST read the IEPs of each child and make sure that th child receives all services that are indicated.

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.

n/a

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A:**

#### **For Title I Schools**

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

**14**

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

**Support services when necessary include: guidance counselors, Parent Coordinator, AIS, after school programs**

### **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.

n/a

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

n/a