



P.S. 126X
THE DR. MARJORIE H. DUNBAR ELEMENTARY SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X126
ADDRESS: 175 WEST 166TH STREET
BRONX, NY 10452
TELEPHONE: 718 681-6120
FAX: 718 681-6131

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 126X **SCHOOL NAME:** Dr. Marjorie H. Dunbar Elementary School

SCHOOL ADDRESS: 175 West 166th Street Bronx, NY 10452

SCHOOL TELEPHONE: 718 681-6120 **FAX:** 718 681-6131

SCHOOL CONTACT PERSON: Nadine Kee-Foster **EMAIL ADDRESS:** nkee-fo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lisa Bell

PRINCIPAL: Nadine Kee-Foster

UFT CHAPTER LEADER: Wichemonde Tremont

PARENTS' ASSOCIATION PRESIDENT: Carlton Curry

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 9 **SSO NAME:** ICI- Integrated Curriculum and Instruction

SSO NETWORK LEADER: Marlene Wilks

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Nadine Kee-Foster	*Principal or Designee	
Wichemonde Tremont	*UFT Chapter Chairperson or Designee	
Carlton Curry	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ramona Legrand	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools)</i>	
John Felder	CBO Representative, if applicable	
Lisa Bell	Member/Teacher	
Andrea Rankin	Member/Teacher	
Barbara Burns	Member/Teacher	
Tomas Santos	Member/Parent	
Micalene Butler	Member/Parent	
Lorraine Zeigler	Member/Parent	
Carol Gray	Member/Parent	
Robert Hodges	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 126X is a Pre-K through 6 elementary school located in the Highbridge section of the Bronx. The Highbridge community advocates for excellence in education, the advancement of youth promotes adult education and celebrates the diversity of its members. This is a transitional community with a significant percentage of families in temporary housing and children in foster care; therefore, we have strong ties to community-based organizations such as Woodycrest, Highbridge Life and Bridge Builders. A school-based health center, the Morris Heights Clinic supports the healthcare needs of our students here at P.S. 126X.

The mission of P.S. 126X and our community is to teach our children of diverse backgrounds to read, write, think, problem solve, speak well, appreciate the arts and behave in socially acceptable ways in order to become independent contributing members of society.

Our vision is to create a child centered environment that is safe, nurturing, and cultivates the needs of our diverse student population. Our aim is to provide a rigorous curriculum that is current and relevant in order to meet the ever changing world of technology. We strive to maintain and support teachers who are dedicated to providing good quality instruction in order to ensure that school environment that is safe and secure. Our goal is to model behavior that exemplifies civility, sensitivity, patience, collaboration and respect for one another. Our vision is to provide opportunities to our parents and community to become partners in helping our children grow and excel academically, artistically and socially. We aim to build relationships to better understand the challenges and needs of the school members and community, which will ultimately lead to the success of children, parents, staff, and community.

We will fulfill our mission by affording students a core curriculum based on State Standards, which will be delivered by highly qualified and motivated pedagogues who are truly dedicated and consistently donate their time, talent, and interest in order to enhance student performance, promote moral and build professional capacity. Our blueprint for success includes the use of scientifically research-based resources, which are delivered through a data-driven approach that is rooted in diagnostic testing, data analysis, innovative scheduling, and constructive curriculum development.

P.S. 126X is structured into two major components - Early Childhood Pre-K thru 2 and Upper Grades 3-6. This structure under the supervision of upper and lower grade assistant principals will enable teachers, administrators, support teams and parents to address the educational needs of our students according to their developmental stages, academic ranges, and specified individual needs. This structure will also provide optimal time for data-driven instructional planning in an effort to ensure intellectual and social growth at appropriate levels for all of our students. Our standings in standardized assessments as reflected in the 2008-2009 Annual School Report indicates that we have met our Academic Yearly Progress (AYP) in the 4th grade E.L.A., Math, and Science for each accountability group, therefore P.S. 126 is classified as a school in good standing.

“Together We Can Make the Difference”.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 126 Dr Marjorie H Dunbar								
District:	9	DBN:	09X126	School BEDS Code:	320900010126				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	35	36		90.5	91.6	TBD		
Kindergarten	106	90	99	Student Stability - % of Enrollment:					
Grade 1	107	110	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	111	102	89		90.5	90.5	TBD		
Grade 3	116	105	96	Poverty Rate - % of Enrollment:					
Grade 4	119	127	107	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	120	122	143		91.9	91.6	TBD		
Grade 6	102	112	112	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		26	123	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		17	11	21		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	816	803	773						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	67	55	44	Principal Suspensions	11	36	TBD		
# in Collaborative Team Teaching (CTT) Classes	14	38	33	Superintendent Suspensions	17	23	TBD		
Number all others	27	44	44	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	80	71	110	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	68	69	TBD		
# receiving ESL services only	133	121	107						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	8	43	Number of Administrators and Other Professionals	18	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	1	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	57.4	58.0	TBD
				% more than 5 years teaching anywhere	55.9	50.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	69.0	65.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	86.5	97.9	TBD
American Indian or Alaska Native	0.5	0.5	0.1				
Black or African American	29.9	30.4	28.1				
Hispanic or Latino	69.2	68.1	70.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.1	0.0	0.0				
White			0.5				
Male	51.8	51.8	52.3				
Female	48.2	48.2	47.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>				<u>Category</u>		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial	-						
Students with Disabilities							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	79.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	15.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	45.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	11.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

In terms of sustaining progress in student achievement, there are challenges that we are addressing in a variety of ways.

Improving student attendance has been a major focus during the 2008-2009 school year. Incentives to improve attendance include awards assemblies, daily announcements, extra-curricula activities and other activities that will motivate students to attend school regularly. Attendance improved 1.1% from 90.5% to 91.6 in 2007-2008 to 2008-2009 respectively.

We are striving to improve teacher mobility by offering professional development that is developed based on the needs of teachers and adapted to various learning styles and interests. Collaboration is improved by providing educators with increased opportunities for sharing best practices, looking at student work, analyzing data, conducting research and reflecting on their work through the inquiry process. With the master schedule, professionals have the opportunity to meet as grade cohorts 50 minutes each day. Coaches in literacy and math conduct weekly professional development activities. Goals and expectations are communicated more clearly with the support of the administrative team, coaches, lead teachers and grade leaders.

The Inquiry Teams conduct research based practices that will support students in reading comprehension, specifically strategies for teaching vocabulary and number sense in mathematics.

Reading and Writing

Throughout the 2008-2009 school year, we have used data analysis to monitor student achievement. We analyzed norm-reference data including the New York State E.L.A. Tests for grades 3, 4 5, and 6 in reading and writing.. We also examined the New York State tests in Science and Social Studies for Grades 4 and 5 respectively. The ACUITY assessments in E.L.A. provided us with additional information regarding student achievement in comprehension. During the 2008-2009 school year, criterion-reference data including DRA for Grades K-6, and the NYSESLAT for ELL students in grades K-6 was used. Additional "soft data" used included benchmark folders, assessment binders, running records, criteria charts based on State performance standards, and teacher observations were also utilized to inform student performance and teacher effectiveness. Data retrieved from the NYSTART report, our Annual School Report and Learning Environment Survey of teachers and parents were also employed. Our findings were then used to reevaluate our programs, develop data-driven instruction, and to reconstruct instructional delivery. Professional development was also guided by this data analysis.

In the all grades, assessment binders were utilized as a teaching resource and provided an in-depth look into the academic performance levels of children. Data provided by tools such as the Rigby,

DRA were stored here so that it may be a resource for future instruction. As teachers collected information from standardized literacy and math assessments and authentic assessments, by means of running records, observations, conferences, and evaluation of student work they were able to determine what areas of focus for targeted instruction.. As evidenced by data collected in 2008-2009, DRA Word Analysis assessment demonstrated “writing development” as an area of growth in grades K-3. Therefore, evaluating writing samples to determine a teacher’s next steps is essential using “6+1 Traits for Writing”. Samples of students’ baseline, midline and endline writing samples also demonstrated whether or not students were using the strategies taught to draft, revise, edit or to create focused and detailed compositions. This resource also delineated what strengths the class maintains and subsequently the instructional strengths of the teachers. The conference notes and benchmark writing portfolios gave insight as to whether or not a child had internalized taught information in order to effectively execute the strategies in their writing pieces. Running records evidenced if a child reads fluently, if he uses orthography or the configuration of words to aid in the reading of the text, what strategies he/she uses to comprehend the meaning of stories, etc. All of the standardized and authentic assessments housed in this binder provided our teachers with the data necessary to provide informed and rich instruction.

In the middle to upper elementary grades 3-6, the benchmark writing folders, DRA and the baseline, midline and endline benchmark assessments are evaluation tools that continue to inform teachers of their students’ individual progress. These tools along with the “6+1 Traits for Writing” were used to delineate the strengths of each individual student as well as it allowed teachers to target the next steps for each student. As the year progressed the teachers were able to use these evaluation tools as the basis for grouping students according to their needs and levels. It also gave teachers the opportunity to confer with students individually on their pieces of writing. The midline and endline assessments allowed teachers to reflect not only on the students’ individual progress, but also how effectively the teacher has carried out instructional strategies for his/her targeted population of students. Throughout the time in between the benchmark assessments, teachers utilized running records, guided reading and conference notes as instructional opportunities to address the students individual instructional needs. Conferences, running records and guided reading notes work twofold. Teachers also use conferences, running records and guided reading notes as ongoing authentic assessment.

Data Analysis:

Our Annual School report for 2008-2009 indicates various changes in student achievement for our students in grades 3-6.

School Performance over the past three years on the New York State E.L.A. Test

Percentage of Students in Level 3 & 4

Grade Three			Grade Four			Grade Five			Grade Six		
2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
48.7	36.0	53.3	44.1	46.0	57.1	30.4	47.0	56.9	51.6	47.0	68.5
	-12.7	+17.3		+1.9	+11.1		+16.6	+9.9		-4.6	+21.5

Overall Percentages

Level 1			Level 2			Level 3 & 4		
2007	2008	2009	2007	2008	2009	2007	2008	2009
10.9	10.3	4.2	45.7	45.8	36.9	43.3	44.0	58.9

	-0.6	-6.1		+0.1	-9.1		+0.7	+15.6
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According to the data for the past three years, P.S. 126X has consistently decreased the number of level 1 students. We have also increased the levels of students performing on level 3 and level 4. In the 2008-2009 school year the increase of level 3 & 4 students was 15.6 a significant increase. There are several implications for this student growth.

The 2008-2009 School Progress Report indicates that a significant percentage of students showed at least one year’s progress on the NYS Test in E.L.A. Seventy-two % (72.1) of students in grades 4, 5 and 6 showed at least one year’s progress. Ninety-one percent (91%) of students in the school’s lowest 1/3 made at least a year’s progress on the NYS E.L.A. Test.

There is a need to move all students from the abovementioned subgroups to Levels 3 and 4. Females outscored their male counterparts in every category. Special Education students scored significantly lower than general education students in all areas. This data holds many implications for our instructional program.

We will continue with the following initiatives in order to support our Literacy Program: Our Balanced Literacy Program in Reading and Writing in Grades K-6 will continue with an emphasis on development of reading strategies that will enhance comprehension. There will be a daily 45 minute block of Reading and 45 minute block of writing supported by units of study that emphasize various genres in reading and writing that are aligned with the NYS Test in E.L.A. The curriculum team, Lead Teachers along with an A.L.L. consultant will create unit plans with specific goals for mastery of the various reading and writing skills and strategies. Guided reading groups and word work lessons will further support readers. Teachers are encouraged to use Bloom’s Taxonomy of Higher Order thinking Skills, criteria charts, rubrics and technology to exemplify what good readers and writers do.

The new school hours have added 50 minutes from Monday through Wednesday. Each pedagogue will continue working with students that were targeted for additional services in literacy. In grades 1-2 we will employ various strategies for comprehension.

Our Reading Recovery teacher will provide intervention for identified 1st grade students and in addition will service guided reading groups. Reading Recovery strategies will also be turn-keyed during early childhood grade planning meetings.

Ongoing assessment will include the DRA, SCANTRON, running records, conference notes, ACUITY and teacher made quizzes and tests. The instructional program will be based on data obtained from these various assessments. Teachers will use Benchmark Writing Folders to assess students’ writing ability using the writing process in guided exercise and independent assignments. Rubrics and checklists will generate clear expectations for standards based work. The sample pieces will be analyzed by the teachers and data derived from students’ early attempts will be used to develop lesson plans for the unit. At the end of each unit students will submit a published independent piece which will be assessed through the use of rubrics/checklist. Teacher feedback/reflections should be used to plan for the future.

The Open Access Library will create opportunities for students to explore literature for pleasure. Additional resources must be obtained to support and engage male students.

Professional development will be based on research that supports and promotes teacher ability to provide quality instruction in reading and writing. Lead Teachers will provide in class support to new teachers and veteran teachers as needed. Opportunities for teachers to observe “best practices” will be provided in the form of intervisitations and demo lessons. Scheduling will allow for grade alike cohorts to share common preps and lunch daily to enhance articulation, sharing of best practices, demo lessons and collecting and analyzing data. These activities will be facilitated twice per month by the grade leaders, Lead Teachers, A.L.L consultant, Assistant Principals, N.I.S and the Inquiry Team

Members. Teachers will participate in professional development opportunities that will increase and improve their knowledge of the use of data, its implications for planning and implementation of best strategies for teaching

Administration will identify and deploy staff to provide targeted and relevant services to students at risk of not meeting the standards based available data.

We will follow the assessment calendar for ACUITY Predictive and E.L.A. Assessment for I.T.A Assessments. Teachers will be trained in the use of the ACUITY System for the purpose of accessing data and the development of follow-up targeted instruction.

Teachers will also follow the school based assessment calendar in the administration of baseline, midline and endline assessments in writing and math. The results of Practice NYS tests in E.L.A. will be formatted into a matrix by teachers in order to identify trends in student learning to guide instruction. This information will also be used to research and develop teaching strategies in areas where students demonstrate minimum achievement.

Academic Intervention Teachers, Reading Recovery Teacher and F-Status staff will provide individual and small group instruction in Grades K- 6 based on the data derived from various assessments. Academic Intervention Services are provided for students in all subgroups that are performing below State and City standards in reading and writing. The primary source of intervention is in the classroom through differentiated instruction. The identified students also receive small group instruction through push-in and pull-out programs provided by the academic intervention teachers in the specified subject area. Phonemic awareness, comprehension strategies, fluency, vocabulary development, genre studies, exploration of metacognitive techniques, questioning techniques that utilize higher order thinking skills will be addressed during academic intervention services. Strategies that support increased performance in writing will also be included. Data based instruction will be developed based upon student performance and will correspond with performance standards and established criteria.

The focus of Extended Day and Week activities in grades 3-6 will be based on data collected from Unit Tests, practice test in NYS E.L.A and Predictive and ITA assessments.

Mainstreaming provides our special education students with a “least restrictive” environment focusing on a “needs-based” curriculum. This instructional setting will move them toward meeting State standards. Our strategic objective is to improve the strengths of our special education students through involvement in mainstreaming for reading, science, and social studies. Students will be encouraged to mainstream for as many subjects as possible in accordance with their individual IEPs, diagnostic tests, the ACUITY assessment, and the standardized state exams. Specific school-wide timeframes for the instruction of reading and writing will enable us to facilitate this goal. Special education students receive intervention services in 1-to-1 settings, small-group settings, and through pull-out and push-in programs that are provided by SETSS. The type of service, duration, frequency, and curriculum focus is determined by each student’s IEP.

By improving and increasing the use of student data, instruction will become more focused, relevant and targeted to the needs of the students. The curriculum will be one that is enriched and raises student achievement for all students. Teachers will become more strategic in their planning. Related Services and Academic Intervention Services will be more specific to student needs to improve student achievement. In addition the use of data will provide information on how effectively the curriculum is being presented by teachers through our instructional program.

Mathematics

Our improved test scores in mathematics, as reported on our 2008-2009 Annual School Report indicate that specific strategies such as the daily 90 minute math block to move our students toward State and City standards was effective. In addition, ongoing assessment and diagnostics (i.e., ACUITY

baseline, midline and endline assessments) will help to focus instruction on the specific needs of students.

The Everyday Mathematics program has been implemented in grades K-5. The mathematics component of Everyday Mathematics has been implemented in our Pre-Kindergarten classes in order to build basic skills and strategies in the early childhood students. The Everyday Mathematics program facilitates the use of manipulatives in building problem solving techniques and strategies. Math Steps serves as a supplementary resource.

Alignment of the Everyday Math program with New State Standards and performance indicators with emphasis on the “March to March” skills provided students with a comprehensive math program supplemented with “Math Steps” and other available resources.

Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

Everyday Mathematics provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called math boxes, homework, timed tests and a wide variety of math games.

The Everyday Mathematics program has been implemented in grades K-5. The mathematics component of Everyday Mathematics has been implemented in our Pre-Kindergarten classes in order to build basic skills and strategies in the early childhood students. The Everyday Mathematics program facilitates the use of manipulatives in building problem solving techniques and strategies. Math Steps serves as a supplementary resource.

Alignment of the Everyday Math program with New State Standards and performance indicators with emphasis on the “March to March” skills provided students with a comprehensive math program supplemented with “Math Steps” and other available resources.

Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

Everyday Mathematics provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called math boxes, homework, timed tests and a wide variety of math games.

Throughout the Everyday Mathematics curriculum students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others. For grades 1-3, daily Home Links provide opportunities for family members to participate in the students' mathematical learning. Study Links are provided for most lessons in grades 4 & 5. All grades include periodic letters to keep parents informed about their children's experience with Everyday Mathematics.

Alignment of the Impact Math program with New State Standards and performance indicators with emphasis on the “March to March” skills provided students with a comprehensive math program supplemented with “Math Steps” and other available resources.

Impact Math emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

Each Impact Math lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

Impact Math provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called math boxes, homework, timed tests and a wide variety of math games.

The Impact Math program has been implemented in grade 6. The Impact Math program facilitates the use of manipulatives in building problem solving techniques and strategies. Math Steps serves as a supplementary resource.

Throughout the Impact Math curriculum students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others. Share and discuss activities are a unique feature of the Impact math Program which assists teachers in evaluating student understanding and misconceptions.

Every grade showed significant growth (+15.0% or more) in the number and percentage of students scoring in levels three and four. Grade Three students went from 73.9% of students in level 3 & 4 to 91.3%. Overall there was an 11.3% increase in the number of students in grades 3, 4, 5 and 6. Females outscored males on every grade. Blacks and Hispanics were very similar in performance across the grades. LEP students outscored their English proficient counterparts in grade 3 but scored significantly lower in grades four, five and six.

The 2008-2009 School Progress Report indicates that a significant percentage of students showed at least one year's progress on the NYS Test in Math. Fifty-eight (58%) of student in grades 4, 5 and 6 showed at least one year's progress. Sixty-five percent (65%) of students in the school's lowest 1/3 made at least a year's progress on the NYS Math Test.

Data Analysis

2008-2009 Math Data All Tested Students Percentage of Students in Level 3 & 4

Grade Three			Grade Four			Grade Five			Grade Six		
2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
74.1	73.1	91.3	62.1	63.3	72.1	31.4	68.1	75.4	64.6	66.3	75.7
	-.9	+18.2		+1.2	+8.9		+36.7	+7.3		+2.7	+9.4

Overall Percentages

Level 1

Level 2

Level 3 & 4

The implications for instruction in order to sustain student progress include a math instructional program that will provide enrichment for students in levels 3& 4.

One of our objectives in mathematics is to continue to decrease the number of levels 1 and 2 students. Although there was a decrease in level 1 & 2 students there is still a need to intensify our mathematics program. Criterion-reference data including ACUITY ITA and Predictive Math Assessments, math portfolios, rubrics based on the revised New York State Mathematics standards and performance indicators verify these findings. In order to demonstrate consistent increasing gains, we will continue to implement instructional materials that are scientifically researched based (Everyday Math Impact Math), implement data driven instruction and continue to utilize a Balanced Mathematics Program. Specific areas identified as in need of improvement include: number sense, and computational skills, problem solving, developing a math vocabulary, and the effective use of manipulatives.

We will continue to have 75 minute math block in grades 4-6 and 50 minutes in grades K-3 with a systemic practice of instruction. This school year we continued the implementation of the NYC Dept of Education initiative of an Extended Day Program expanding the time to 50 minutes, three times per week. This program provides levels 1 and 2 students 50 minutes of instruction in both math and literacy. For this program we utilize a ratio of 10:1 students to teacher and or paraprofessional to ensure that each student receives the individual attention to facilitate math skills. During this time we also target the ELLs. The small group instruction ensures that the ELLs are provided with appropriate, quality instruction. We stress Accountable Talk and build math vocabulary as well as facilitate basic math skills and problem solving.

In the Extended Day Program, we utilize resources, such as Math Coach, Math Steps and Everyday Math games to reinforce skills.

Based on the preceding data, we will continue to strive at decreasing the number of level 2 students and increasing levels 3&4 students. We will continue to target level 1 and 2 students with AIS, small group instruction afterschool programs, Saturday math programs, and appropriate math curricular.

Early Childhood assessments indicate a continued need to focus on the development of computational skills, problem solving strategies, and abstract thinking. Kindergarten assessments indicate that our students come to school with limited skills. This data indicates an urgency to laterally address the needs of all our students in mathematics.

We will continue the use of data-driven instruction, criteria charts, benchmark folders, and technology.

Teachers will assimilate the “language” of mathematics by developing math vocabulary and increase the use of manipulatives to develop problem solving strategies.

We will implement strategies to establish clear expectations, academic rigor, and accountable talk. Tools for assessment will include Mathematics Learning Logs and Benchmark Folders in order for teachers to analyze student learning and teacher effectiveness.

Academic Intervention Services(AIS) will include AIS team teachers (specially trained), related service providers, classroom teachers and paraprofessionals for small group instruction. Students targeted for AIS services

periodically in detail to address the these students.

2007	2008	2009	2007	2008	2009	2007	2008	2009
12.3	6.8	4.9	30.5	24.2	16.9	42.3	57.2	69.0

will be monitored closely needs of

We will intensify our instructional focus on; grades Pre-K – 1, ESL and native language instruction in mathematics for bilingual classes, ESL classes and for ELL students (grades K-6). Mainstreaming and SETSS services for special education students (grades K-6) will provide additional instruction.

We will focus our Extended-Day, Extended- Week, Holiday Programs, and Summer School, to address the needs of students based on data and standard-based instruction.

Our weekly enrichment period will address the needs of students functioning on a higher level.

Professional Development will continue to address New York State performance standards for mathematics, development and implementation of rubrics and the improvement of writing in mathematics.

Parent Involvement will include daily homework review, “Home Links” provided through the Impact Math program, and Parent Workshops that address mathematics instruction.

Our greatest accomplishments were/supporting our entire school community in all areas such as:

- Significant change improvement in 2009 Math Scores.
- Looking closely at data to drive instruction
- Looking at our overall instructional objectives and goals to ensure that they are relevant to the needs of our students and aligned with standards and curriculum outcomes, which will have a positive impact on teacher’s performance and student achievement. Teacher performance impacts student performance
- School Leadership Team Meetings address the needs of the entire school community and have developed the following opportunities to improve teacher/student performance and school and community relationships - Annual Community Retreats and guest lecturers, to motivate, inspire and educate our school community which helps to extend the learning experience at 126X for students, parents staff and community
- Community based organizations such as Highbridge Life Center, Woodycrest Center for Human Development and Morris Heights Organizations work closely with the 5 school community to aiding families in their efforts to support their children in school
- Extra curricula activities Bronx Arts Ensemble (guitar, violin, African drum and dancing, ballroom dancing, the recorder), A Public Speaking and Spoken Word, Basketball, Track, Softball, School Wellness Council, Cheerleading, Drama and Chorus, Girl Scout/Boy Scout engage and motivate reluctant learners are essential to improving student achievement
- Training for staff and students on nutrition, asthma and other health related concerns that plague our community

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
Goal:	<p>Describe your goal.</p> <p>To increase the percentage of students who are making at least one year’s progress on the NYS Test in Mathematics</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, the percentage of students making at least one year’s progress will increase by 5%. In the 2008-2009 school year, 58.4 % of students on the testing grades made at least one year’s progress on the NYS Test n Mathematics. On the 2009-2010 NYS Test in mathematics 63.4% of students will make at least one year’s progress.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>I have employed two math coaches this year to support teachers in math instruction. One coach will focus on grades K- 3 and the upper grade coach will support instructional program in grades 4-6. They have developed a scaffolded professional development program which begins with establishing classroom environments and routines that support the EDM and Impact Math programs. PD on the analysis of pre- test formative assessments will support teachers in planning for differentiated instruction. Unit planning templates have been developed to set goals and objectives. Monthly pacing calendars have also been created by coaches. Professional development will focus on understanding and basic number sense, developing rubrics for problem solving, addressing student misconceptions, effective questioning and enrichment activities that will promote critical thinking and problem solving skills.</p> <p>Chapter pretests and posttests will measure student achievement. Benchmark assessments have been scheduled quarterly to assess student progress from September thru November, November thru February, February thru April and April thru June. Monthly math writing responses will be submitted each month and analyzed to determine student understanding of the five process strands- problem solving, reasoning and proof, communication, connections and representation.</p> <p>The new master schedule creates opportunities for teachers of the same grade to meet daily. It also provides consistency of instruction. There is a daily 50 minute math block. A daily enrichment period will provide students with opportunities for small group instruction provided by AIS teachers. The Inquiry Team will focus on grades 4 and 5 examining students’ knowledge of basic number sense during the enrichment period. The target population will be the lowest 1/3. The math coaches will also provide extension activities during the daily enrichment period for identified students who demonstrate advanced ability in math in algebra, geometry, measurement and statistics and</p>

	probability. They will receive PD from the Renzulli Learning System.
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Classroom Environment • Pre and posttest student performance • Benchmark assessment performance • ITA and Predictive Assessment Data • Input and output from teacher planning session • Formal and informal teacher observations • Review of student reflection notes about their own learning • 5% increase in the number of students demonstrating one year's progress

Goal Number 2	
Goal:	<p>Describe your goal.</p> <p>To improve students performance in literacy as measured by the Fountas and Pinell Reading Levels</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • By June 2010, 60% of kindergarten students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level B/C. • By June 2010, 60% of grade 1 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level I • By June 2010, 60% of grade 2 students will meet our end of year benchmark as measured by the Fountas and Pinnell Level L. • By June 2010, 60% of grade 3 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level O. • By June 2010, 60% of grade 4 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level R. • By June 2010, 60% of grade 5 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level T • By June 2010, 60% of grade 6 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level V.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>I have employed one lead teacher for literacy and a literacy coach to support teachers in reading and writing instruction. The literacy coach will focus on grades K- 3 and the upper grade Lead Teacher will support instructional program in grades 4-6. They have developed a scaffolded professional development program which begins with establishing classroom environments and routines that support balanced literacy. PD on the analysis of baseline writing and other writing pieces using the 6+1 Traits for Writing and analysis of DRA assessments will support teachers in planning for differentiated instruction. Unit planning templates have been developed to set goals and objectives using the Literacy Learning Continuum. We have redesigned the reading and writings units in order to address the assessed needs of students. There will be a launching unit, two fiction, two nonfiction and one poetry unit for each grade allowing for more time</p>

	<p>focusing on comprehension and writing strategies. Professional development will also focus on analysis of running records, guided reading strategies, shared reading and writing and response to literature. Two novel studies in grades 3-6 will expose all students to on or above grade reading levels through shared reading and interactive read alouds.</p> <p>Benchmark assessments have been scheduled quarterly to assess student progress from September thru November, November thru February, February thru April and April thru June using the ACUITY, New York State ELA tests, DRA and other assessments. Independent writing responses will be submitted each month and analyzed to determine student achievement based on set goals for the unit.</p> <p>The new master schedule creates opportunities for teachers of the same grade to meet daily. It also provides consistency of instruction. There is a daily 50 minute reading block and 50 minute writing block. A daily enrichment period will provide students with opportunities for small group instruction provided by AIS teachers. The Inquiry Team will focus vocabulary development. The target population will be the lowest $\frac{1}{3}$. The Lead Teacher and Literacy Coach will also provide extension activities during the daily enrichment period for identified students who demonstrate advanced ability in reading and writing. They will receive PD from the Renzulli Learning System.</p>
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Classroom Environment • Pre and posttest student performance • Benchmark assessment performance • ITA and Predictive Assessment Data • Input and output from teacher planning session • Formal and informal teacher observations • Review of student reflection notes about their own learning

Goal Number 3	
Goal:	<p>Describe your goal.</p> <p>To increase the number of classroom teachers participating in Inquiry work in the school</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2010, 90% of the classroom teachers will participate in the school's Inquiry work. In 2008-2009, Inquiry team work was focused on grades 3, 4, 5, and 6 only. During the 2009-2010 school year the Inquiry Team process will be expanded to include teachers in grades 1-6, ESL, AIS and Enrichment teachers.</p>
Action Plan	<p>The master schedule allows time for daily articulation on each grade. Classroom teachers on each grade have a common prep period each day. Professional Development on the ARIS Connect will further establish a medium for communication for Inquiry Teams. In grades 1, 2, 3, 4, 5 and 6 there will be a focus on comprehension, specifically strategies for teaching vocabulary. Additionally, in grades 4 and 5 we will also focus on mathematics primarily looking at best practices in teaching numeration and number sense. The target population on each grade will be the lowest $\frac{1}{3}$.</p>

Evidence	<ul style="list-style-type: none"> • One common planning period per week will reflect evidence of data analysis, sharing student work and developing lesson plans to support Inquiry Team focus • Documentation on student progress, next steps and reflections will be on the CFI interface. • Best practices will be showcased at various meetings, i.e., Bilingual Team meetings, PPC meetings, AIS meetings and Curriculum Team meetings. • Inquiry Team findings will be incorporated into the weekly edition to the school publication of “The Scoop” • 90% of the classroom teachers are engaged in the inquiry work.
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Goal Number 4	
Goal:	<p>Describe your goal.</p> <p>To increase participation of parents in school related activities in order to strengthen school and community relationships by forging a home- school connection that encourages parents to participate in the education of their children.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • The results of the 2010 Learning Environment Survey will show increase in the Response Rate for Parents • Participation at Parent Teacher Conferences will increase • Attendance at school sponsored events such as PTA meetings, holiday celebrations, publishing parties, ESL and Technology Classes, School Leadership Team Meetings, Learning Leaders, etc. will increase.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Hold parent-teacher conferences twice per year. Specifically, those conferences will be held: Citywide Parent Teacher Conferences Dates: November 10, 2009 and March 18, 2010. • Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Periodic Progress Reports, Access to online Student Data (ACUITY, ARIS, etc.) • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can schedule appointments to meet with teachers during preparation periods. • Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Learning Leaders Volunteer Program, Pre-K Family Welcome Center • Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. Monthly PTA Meetings and School Leadership Team Meetings • Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. All communication to parents are translated and additional staff is available to translate as needed • Provide to parents of participating children information in a timely manner, which includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet. The School Leadership Meetings, Interim Assessments Reports, E.L.A. & Math State Assessment Reports. • At the request of parents, provide opportunities for regular meetings for parents

	<p>to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Parents can schedule appointments to meet with teachers during preparation periods.</p> <ul style="list-style-type: none"> • Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Distribute Interim Assessments Reports, E.L.A. & Math State Assessment Reports.
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Attendance taken at school sponsored events • Increased participation in Learning Environment Survey • Increased participation of parents in school-wide events • Increased volunteerism among parents • Individual student report to parents • Records of individual meetings with parents

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): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students who are making at least one year’s progress on the NYS Test in Mathematics</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>I have employed two math coaches this year to support teachers in math instruction. One coach will focus on grades K- 3 and the upper grade coach will support instructional program in grades 4-6. They have developed a scaffolded professional development program which begins with establishing classroom environments and routines that support the EDM and Impact Math programs. PD on the analysis of pre - test formative assessments will support teachers in planning for differentiated instruction. Unit planning templates have been developed to set goals and objectives. Monthly pacing calendars have also been created by coaches. Professional development will focus on understanding basic number sense, developing rubrics for problem solving, addressing student misconceptions, effective questioning and enrichment activities that will promote critical thinking and problem solving skills.</p> <p>Chapter pretests and posttests will measure student achievement. Benchmark assessments have been scheduled quarterly to assess student progress from September thru November, November thru February, February thru April and April thru June. Monthly math writing responses will be submitted each month and analyzed to determine student understanding of the five process strands - problem solving, reasoning and proof, communication, connections and representation.</p> <p>The new master schedule creates opportunities for teachers of the same grade to meet daily. It also provides consistency of instruction. There is a daily 50 minute math block. A daily enrichment period will provide students with opportunities for small group instruction provided by AIS teachers. The Inquiry Team will focus on grades 4 and 5 examining students’ knowledge of basic number sense during the enrichment period. The target population will be the lowest 1/3. The math coaches will also provide extension activities during the daily enrichment period for identified students who demonstrate advanced ability in math in algebra, geometry, measurement and statistics and probability. They will receive PD from the Renzulli Learning System.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Two Math Coaches- Title I and ARRA Funds will support salaries • Inquiry Team - FSF Allocation for Inquiry Team Work • Master Schedule- 50 minute coming planning period per day • Professional Development Period- 1/week per grade (50 minutes) • Everyday Mathematics Program- Core Curriculum • Test Prep Period • Enrichment Period
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom Environment • Pre and posttest student performance • Benchmark assessment performance • ITA and Predictive Assessment Data • Input and output from teacher planning session • Formal and informal teacher observations • Review of student reflection notes about their own learning • 5% increase in the number of students demonstrating one year's progress • By June 2010, the percentage of students making at least one year's progress will increase by 5%. In the 2008-2009 school year, 58.4 % of students on the testing grades made at least one year's progress on the NYS Test n Mathematics. On the 2009-2010 NYS Test in mathematics 63.4% of students will make at least one year's progress.

Subject/Area (where relevant): LITERACY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students performance in literacy as measured by the Fountas and Pinell Reading Levels</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>I have employed one lead teacher for literacy and a literacy coach to support teachers in reading and writing instruction. The literacy coach will focus on grades K- 3 and the upper grade Lead Teacher will support instructional program in grades 4-6. They have developed a scaffolded professional development program which begins with establishing classroom environments and routines that support balanced literacy. PD on the analysis of baseline writing and other writing pieces using the 6+1 Traits for Writing and analysis of DRA assessments will support teachers in planning for differentiated instruction. Unit planning templates have been developed to set goals and objectives using the Literacy Learning Continuum. We have redesigned the reading and writing units in order to address the assessed needs of students. There will be a launching unit, two fiction, two nonfiction and one poetry unit for each grade allowing for more time focusing on comprehension and writing strategies. Professional development will also focus on analysis of running records, guided reading strategies, shared reading and writing and response to literature. Two novel studies in grades 3-6 will expose all students to on or above grade reading levels through shared reading and interactive read alouds.</p> <p>Benchmark assessments have been scheduled quarterly to assess student progress from September thru November, November thru February, February thru April and April thru June using the ACUITY, New York State ELA tests, DRA and other assessments. Independent writing responses will be submitted each month and analyzed to determine student achievement based on set goals for the unit.</p> <p>The new master schedule creates opportunities for teachers of the same grade to meet daily. It also provides consistency of instruction. There is a daily 50 minute reading block and 50 minute writing block. A daily enrichment period will provide students with opportunities for small group instruction provided by AIS teachers. The Inquiry Team will focus vocabulary development. The target population will be the lowest 1/3. The Lead Teacher and Literacy Coach will also provide extension activities during the daily enrichment period for identified students who demonstrate advanced ability reading and writing. They will receive PD from the Renzulli Learning System</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • One Literacy Coach, One Lead Teacher for Literacy- Lead Teacher allocation and ARRA Funds will support salaries • Inquiry Team - FSF Allocation for Inquiry Team Work • Master Schedule- 50 minute coming planning period per day • Professional Development Period- 1/week per grade (50 minutes) • Balanced Literacy Block • Test Preparation period • Enrichment Period
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom Environment • Conference Notes/Running Record summaries • Pre and posttest student performance • Benchmark assessment performance • ITA and Predictive Assessment Data • Input and output from teacher planning session • Formal and informal teacher observations • Review of student reflection notes about their own learning • By June 2010, 60% of kindergarten students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level B/C. • By June 2010, 60% of grade 1 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level I • By June 2010, 60% of grade 2 students will meet our end of year benchmark as measured by the Fountas and Pinnell Level L. • By June 2010, 60% of grade 3 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level O. • By June 2010, 60% of grade 4 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level R. • By June 2010, 60% of grade 5 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level T • By June 2010, 60% of grade 6 students will meet our end of year benchmark as measured by the Fountas and Pinnell Reading Level V. •

Subject/Area (where relevant):	INQUIRY TEAM
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of classroom teachers participating in Inquiry work in the school</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The master schedule allows time for daily articulation on each grade. Classroom teachers on each grade have a common prep period each day. Professional Development on the ARIS Connect will further establish a medium for communication for Inquiry Teams. In grades 1, 2, 3, 4, 5 and 6 there will be a focus on comprehension, specifically strategies for teaching vocabulary. Additionally, in grades 4 and 5 we will also focus on mathematics primarily looking at best practices in teaching numeration and number sense. The target population on each grade will be the lowest 1/3.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Master Scheduling/50 minute common planning period per day • Per Session allocated for Inquiry Team Work- FSF
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • One common planning period per week will reflect evidence of data analysis, sharing student work and developing lesson plans to support Inquiry Team focus • Documentation on student progress, next steps and reflections will be on the CFI interface. • Best practices will be showcased at various meetings, i.e., Bilingual Team meetings, PPC meetings, AIS meetings and Curriculum Team meetings. • Inquiry Team findings will be incorporated into the weekly edition to the school publication of “The Scoop” • 90% of the classroom teachers are engaged in the inquiry work.

PARENTAL INVOLVEMENT

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase participation of parents in school related activities in order to strengthen school and community relationships by forging a home- school connection that encourages parents to participate in the education of their children.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Hold parent-teacher conferences twice per year. Specifically, those conferences will be held: Citywide Parent Teacher Conferences Dates: November 10, 2009 and March 18, 2010. • Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Periodic Progress Reports, Access to online Student Data (ACUITY, ARIS, etc.) • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can schedule appointments to meet with teachers during preparation periods. • Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Learning Leaders Volunteer Program, Pre-K Family Welcome Center • Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. Monthly PTA Meetings and School Leadership Team Meetings • Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. All communication to parents are translated and additionally staff is available to translate as needed • Provide to parents of participating children information in a timely manner about that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet. The School Leadership Meetings, Interim Assessments Reports, E.L.A. & Math State Assessment Reports. • On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Parents can schedule appointments to meet with teachers during preparation periods. • Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Distribute Interim Assessments Reports, E.L.A. & Math State Assessment Reports.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Monthly PA Meetings • ARIS Parent Training • Technology Classes • School Leadership Team Interest Survey

**Indicators of Interim Progress
and/or Accomplishment**

*Include: interval (frequency) of
periodic review; instrument(s) of
measure; projected gains*

- Attendance taken at school sponsored events
- Increased participation in Learning Environment Survey
- Increased participation of parents in school-wide events
- Increased volunteerism among parents
- Individual student report to parents
- Records of individual meetings with parents

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	32	N/A	N/A	26	3	3	
1	43	43	N/A	N/A	65	0	0	
2	34	34	N/A	N/A	64	2	2	
3	28	28	N/A	N/A	4	0	61	
4	27	27	53	0	3	5	56	
5	32	32	0	45	2	0	34	
6	31	31	0	0	3	1	29	
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The purpose of the Academic Intervention Service (A.I.S.) program is to provide quality, focused small group/individualized instruction to students in grades K-6 identified as not meeting the standard in a particular area of study or who need extra reinforcement of skills and strategies in order to achieve mastery. The success of the program is contingent on the following:</p> <p><u>Articulation</u> - There must be ongoing articulation between the classroom teacher and the AIS teacher regarding student needs & performance, lesson planning, and instructional goals. <u>Routines</u> - A set of routines must be established and maintained by the classroom teacher and the A.I.S. teacher, i.e., a work area that will accommodate small group instruction, rules for transitions and preparedness, and clear expectations for all students and staff. <u>Use of Data</u> - Student data must be the primary source for identifying targeted students. Data can come from various assessments including, but not limited to NYS E.L.A. ACUITY, DRA and teacher made tests. <u>Targeted Students</u> - Targeted students will be determined in consultation with the classroom teacher and the A.I.S. teacher. The A.I.S teachers have the option of pulling out students up to two times per week.</p> <p>The Extended Day activity is a 50 minute period three times per week which focuses on comprehension skills and strategies. The Enrichment Afterschool and Saturday Academies Use “Best Practice in Reading & Writing” to prepare students for the E.L.A.</p>
Mathematics:	<p>The purpose of the Academic Intervention Service (A.I.S.) program is to provide quality, focused small group/individualized instruction to students in grades K-6 identified as not meeting the standard in a particular area of study or who need extra reinforcement of skills and strategies in order to achieve mastery. The success of the program is contingent on the following:</p> <p><u>Articulation</u>- There must be ongoing articulation between the classroom teacher and the AIS teacher regarding student needs & performance, lesson planning, and instructional goals. <u>Routines</u>- A set of routines must be established and maintained by the classroom teacher and the A.I.S. teacher, i.e., a work area that will accommodate small group instruction, rules for transitions and preparedness, and clear expectations for all students and staff. <u>Use of Data</u>- Student data must be the primary source for identifying targeted students. Data can come from various assessments including but not limited to NYS E.L.A. ACUITY, EDM and Impact Unit Tests and teacher made tests. <u>Targeted Students</u>- Targeted students will be determined in consultation with the classroom teacher and the A.I.S. teacher. The A.I.S teachers have the option of pulling out students up to two times per week.</p> <p>The Extended Day activity is a 50 minute period three times per week which focuses on number sense and problem solving strategies. The Enrichment Afterschool and Saturday Academies use NYS Math Coach as a resource in preparation for the NYS Test in Math.</p>
Science:	<p>Through differentiated instruction, students identified at risk are provided with an instructional program that is focused on student individual needs. The Afterschool and Saturday Academies offer grade fourth grade students instruction in preparation for NYSPET in Science.</p>

Social Studies:	Through differentiated instruction, students identified at risk are provided with an instructional program that is focused on student individual needs. The Afterschool and Saturday Academies offer grade fifth grade students instruction in preparation for NYS Test in Social Studies.
At-risk Services Provided by the Guidance Counselor:	At risk services provided by Guidance counselors consists of small groups/individuals which focus on topics such as anger management, self-esteem, conflict resolution and other issues.
At-risk Services Provided by the School Psychologist:	At risk services are provided by the School psychologist in the form of crisis intervention primarily in the early childhood grades. Services include counseling and strategies for self-control.
At-risk Services Provided by the Social Worker:	At risk services provided by Social worker consists of small groups/individuals which focus on topics such as anger management, self-esteem, conflict resolution and other issues.
At-risk Health-related Services:	N/A

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.



P.S. 126X

The Dr. Marjorie H. Dunbar Elementary School
“Together We Can Make the Difference”

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Principal
Nadine Kee-Foster

Assistant Principals
Shelley Debin
Gina Langley
Dawn Stevens

P.S. 126X Language Allocation Policy 2009-2010

ICI/District 9

Team Members

Nadine Kee-Foster, Principal
Maria Diaz, Teacher Bilingual
Lydia Leshchuk, Teacher ESL
Luz Salamanca, Teacher ESL
Nancy Santiago, Parent Coordinator

Program Description

The Bilingual and ESL Programs at P.S. 126X for the 2009-2010 school year are comprised of six (6) self-contained bilingual classes, 2 self-contained ESL classes and a pull out model that services students in grades K, 1, 3, 4, 5 and 6. Services for each program are delivered to students by teachers who possess valid and current licenses bilingual education and ESL respectively.

There are 6 self-contained TBE classes in grades K, 1, 2, 3, 5 and 6; 2 self-contained ESL classes in grade 2, and 3, and pullout ESL service model in grades K, 1, 2, 4, 5, and 6. The primary language of the students in TBE classes is Spanish, while 89% of students who receive ESL service are Spanish speaking, with the remaining are classified as “other”.

P.S. 126X believes that each student is unique, therefore, our centered and differentiated approach scaffolds students’ language acquisition as well as supports their achievement in regards to NYS Learning Standards. Our programs have been designed to be flexible and facilitate growth in

all four modalities. We understand and appreciate the native language of our bilingual students and understand the importance of native language instruction and we encourage opportunities to celebrate the various cultures that make up the P.S. 126X community.

ELL Demographics

Total Number of Students- 776

Total Number of ELL Students- 238

Grade/Self-Contained Bilingual Classes	Number of Students	Language
K- General Ed	25	Spanish
1- General Ed	20	Spanish
2-General Ed	16	Spanish
3- CTT	21	Spanish
5- General Ed	24	Spanish
6- CTT	24	Spanish

Grade/Self-Contained ESL Classes	Number of Students	Language (s)
Grade 2	9	French (1) Spanish (8)
Grade 3	19	French (1) Fulani (1) Spanish (17)
Grade 6	6	Spanish (6)

Grade/Pull-Out ESL Classes	Number of Students	Language (s)
Grade K	10	Spanish (8) Fulani (2)
Grade 1	9	French (2) NC (1) Spanish (6)
Grade 4	30	French (1) Spanish (29)
Grade 5	25	French (5) Spanish (20)

Breakdown of number of ELLs by subgroups and years of service	
Number of Students of SIFE	11
Number of Newcomers	46
Number of ELLs on S.E	36
Number of ELLs, Years 4-6-	74
Number of Long Term ELLs, Years 7-8-	22

Parent Program Choice Review

Bilingual Coordinator, Parent Coordinator and Pupil Accounting Secretary work collaboratively to ensure the completed submission of all Home Language Surveys. Analysis of the HLS is used to determine eligibility of the LAB-R. The LAB-R is administered to eligible students in order to determine program placement. After program selection, parents are given placement letters.

There are various structures in place at the school level to inform parents of available programs. For students who are newly admitted to the school, parents are invited to participate in an orientation of program choices. This orientation is conducted by the Bilingual Coordinator in consult with the school's Parent Coordinator. Additionally, during the fall and spring Parent-Teacher Conferences, parents were afforded the opportunity to review program choices. The presentation included video tape viewing and presentation by bilingual and ESL licensed teachers.

Based on the most recent review (November 2009) of the Parent Survey and Program Selection forms, parents have opted to have children placed in their appropriate placement based on LAB-R and NYSESLAT data, and HLS especially if their home language is Spanish dominant. No parents have opted out of TBE services into general monolingual placements. All students are appropriately placed according to data from NYSESLAT data, LAB-R and HLS.

Program models offered at the school are TBE self-contained, ESL self-contained and pull-out ESL model. We will continue to monitor parental requests to ensure that we are aligning program offerings with parent choices. In grade four current student enrollment does not support TBE classes, therefore families have the option to enroll their students in monolingual classes with ESL support or seek programs elsewhere in the DOE system.

Our curriculum and methodology are reviewed and evaluated at monthly meetings.

Assessment Analysis

NYSESLAT RESULTS- 2009								
	K	1	2	3	4	5	6	Total
Beginner	4	9	2	6	3	6	7	37
Intermediate	0	9	5	22	9	10	7	61
Advanced		2	10	8	9	26	12	67
Total	4	20	17	36	21	36	26	166

The data from the 2009 NYSESLAT indicates that student proficiency improves as students progress through grades 4, 5 and 6 where there are more children in the advanced range in all four modalities. Student proficiency in grades K, 1 and 2 primarily ranges in the beginner and intermediate stages on the 2009 NYSESLAT with an increasing number of students in the advanced range. Beginning level decreased by 10, the intermediates decreased by 18 and advance increased by 11. The data shows that we are effectively moving students out of the beginner level into intermediate and advanced.

While we will continue the focus on student writing and reading, an instructional program that is aligned with the New York State Standards for E.L.A. in preparation for NYS Assessments in grades 3-6 will be introduced more frequently in the early grades. The instructional program will be closely reviewed in order to establish alignment with ELA/NLA and ESL content learning standards and the core curriculum. All instructional tools, i.e., textbooks, classroom libraries and other resources will support identified student needs, school/core curriculum and home language of ELLs. Monthly bilingual meetings will provide professional development opportunities to introduce, discuss and practice best teaching practices for ELLs.

Data patterns across proficiency levels and grades indicate that ELLs who are eligible to take NYS Assessments in ELA score as follows:

Grade Level	Level 1 %			Level 2 %			Level 3 %			Level 4 %		
	ELA	Math		ELA	Math		ELA	Math		ELA	Math	
3	20		10	64		23	16		63	0		5
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
4	8	10	17	47	23	33	44	63	39	0	5	6
	ELA	Math	S.S.	ELA	Math	S.S.	ELA	Math	S.S.	ELA	Math	S.S.
5	0		9	48		60	21		24	40		70
	ELA	Math		ELA	Math		ELA	Math		ELA	Math	
6	0		18	56		12	44		53	0		18

NYS E.L.A. 2009	English Proficient % Level 3 and 4	English Language Learners % Level 3 and 4
3	64	16
4	61	44
5	60	40
6	71	44
Total	64	36

NYS Math 2009	English Proficient % Level 3 and 4	English Language Learners % Level 3 and 4
3	93	83
4	75	68
5	75	70
6	75	71
Total	79	72

Data analysis of assessments in native language indicates that students demonstrate similar challenges in reading comprehension and problem solving.

We are learning that native language arts instruction is tantamount to the success of ELLs in bilingual classes so that those basic comprehension skills can be reinforced in both languages. Adherence to language instruction based on state and federal guidelines (Part 154) is extremely important to the success for all ELLs. Professional development focused on instructional strategies for ELLs has been instrumental. One target group of the Inquiry Team is a selection of 2nd, 3rd and 5th grade ELLs. Identification of teaching strategies and student misconceptions are being addressed by the Inquiry Team in order to improve teacher effectiveness and student performance.

Teachers use various assessment tools to support decisions regarding instructional practices. For literacy the DRA, running, baseline, midline and endline writing, portfolio writing pieces, word analysis, ACUITY predictive and ITA assessments. In math we use pre and post EDM assessments along with benchmark pieces.

Planning for ELLs

P.S. 126 is designed around the principle that education is personalized each student's learning plan grows out of his or her unique needs and interests.

There are 3 organizational models at P.S. 126X. Bilingual (TBE) classes are self-contained in every grade level with the exception of grade 4. Students in bilingual classes are grouped heterogeneously in each class. Differentiation of instruction provides the necessary small group and/or individualized instruction. Students receive native language allocation for instruction is according to the majority of students in each class. Additional support is provided during the 50 minute extended day and the Afterschool Enrichment Program. The workshop model for teaching is implemented by the classroom teacher following balanced literacy and balanced math approach to teaching. Instructional program is aligned with NYS standards for English Language Arts and Native Language Arts.

We have two self-contained ESL classes in grades 2, and 3. The teachers of these classes have current and valid ESL teaching licenses. Based on the 2009 NYSESLAT results students receive the mandated number of instructional minutes according to their proficiency levels. Three hundred sixty minute (360) minutes of ESL instruction per week through the content areas of grammar, social studies and science. Using the ESL methodologies teachers incorporate activities using visuals, role playing, total physical response, tactile learning and accountable talk. Instruction is differentiated. The goals of the program include assisting students in achieving "on grade" performance levels in NYS Assessments and to achieve English Language proficiency within three years based on NYS Assessments, Interim assessments and other tools for evaluating student progress.

An ESL Pull-Out model is used to service students in grades K, 1, 3, 4, and 5. An ESL classroom has been developed with 2 ESL licensed teachers and a paraprofessional. Students are pulled out during the daily 50 minute enrichment period for content area (social studies, science or math) instruction using ESL methodologies. The instruction is aligned with classroom instruction, NYC Scope and Sequence, and NYS Standards.

Our Native Language Arts Program in Reading and Writing in Grades K, 1, 2, 3 and 5, and 6 will continue with an emphasis on development of reading strategies that will enhance comprehension in Spanish. Twice per week there will be a 90 minute block of Reading and Writing in Spanish supported by the units of study that emphasize various genres in reading and writing that are aligned with the NYS Test in E.L.A. Guided reading groups and word work lessons will further support readers. Teachers are encouraged to use Bloom's Taxonomy of Higher Order thinking Skills, criteria charts, rubrics and technology to exemplify what good readers and writers do.

The Everyday Mathematics program has been implemented in grades K-5 in either Spanish or English depending upon student level of language proficiency. Pre and post test assessments are used to set goals for instruction, plan for conferencing and differentiate instruction.

Alignment of the Everyday Math program with New State Standards and performance indicators with emphasis on the “September to April” skills provides students with a comprehensive math program supplemented with “Math Steps” and other available resources.

Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas in preparation for the NYS test in Mathematics.

ESL methodologies are implemented in Social Studies and Science content areas in alignment with the core curriculum initiative and the Scope and Sequence pacing guides.

Teachers use data from the NYSESLAT to determine small group instruction and establish learning goals and objectives. Small group instruction is provided by ESL and bilingual licensed teachers.

Instructional support for SIFE students (11) includes differentiated instruction, small group activities, academic intervention services and participation in the Extended Day with Title III allocations. The attendance of these students is monitored by the attendance teacher. The guidance Counselors and Assistant Principals respond to any inconsistencies in student attendance.

Instructional support for newcomers includes differentiated instruction, small group activities, academic intervention services and participation in the Extended Day. The attendance of these students is monitored by the attendance teacher.

Long term ELLs are supported by ESL in either a pull-out model or self-contained ESL class.

The classroom teachers receive Professional Development in adapting the curriculum for ELL learners. Licensed bilingual and CTT teachers provide instruction according to students’ IEP in order to modify lessons to meet the individual style and needs of the students. Teachers work with related service providers to implement a coordinated approach to student’s educational program.

Planning for ELLs

SIFE

The school is aware of the need for careful planning of services for Students with Interrupted Formal Education. The goal of the program for support of SIFE is to focus on the development of both the academic and linguistic skills of SIFE. In addition to the transitional bilingual program or the freestanding ESL services, the school offers both after-school enrichment programs for these ELL students. PSX 126 currently has 11 SIFE students.

Newcomers

P.S. 126X provides several services to newcomers beyond the regular transitional bilingual program and ESL services. For example, the Afterschool Enrichment Program three times per week provides the grades 2-6 transitional bilingual program students Guided Reading instruction. Instructional support for newcomers also includes differentiated instruction, small group activities provided by Bilingual and ESL teachers in the classroom. Strategies are provided for students of varied proficiency levels, modifying instruction for every lesson taught.

Long-term ELLs

Each year the school requests extension of services for the Long-term ELLs. The school also offers these students enrichment programs through after-school programs. In addition, the teachers of the freestanding ESL program work with the classroom teachers to identify students’ need for supplementary reading and math instruction.

In the bilingual program the teachers make increasing English language instruction a priority, without compromising literacy in the native language, therefore creating bi-literate students. P.S. 126X currently has 20 long-term ELLs in grades 5 and 6.

The majority of the students are in transitional bilingual classes in grades 5 and 6 and the remaining students are in 6th grade self-contained ESL classes. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped based on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, questioning techniques, Accountable Talk, and tiered activities/ differentiated tasks.

Our plan for ELLS identified as having special needs is designed to adapt the curriculum to students needs by providing professional development to licensed bilingual ESL and CTT teachers in order to modify lessons to meet the individual styles and needs of students on the goals written in their IEPs. In addition, the certified special education teachers collaborate with ESL and bilingual teachers and the bilingual special education to address the specific needs of each ELL. These teachers work together to individually plan for academic development and linguistic growth of these students. Mandated service providers support ELLS with IEPs in speech, occupational therapy, and SETTTS services. We have in place a system that closely examines teacher referrals of ELLs to special education taking into consideration the understanding that language acquisition is not an indicator of special needs.

An afterschool program was developed to support those ELLs who are newcomers, and students who will be taking the NYS Test in E.L.A. and Math for the first time in 2010.

Resources

All bilingual classes have adequate Spanish libraries. Multicultural books are on hand in all classrooms. Textbooks in the content areas (math, social studies) are available in student's native language. Leveled Guided Reading and independent reading materials are also available to support the ELA and NLA curriculum in every grade. Desktop computers for student access and laptops are also obtainable for borrowing. "English at Your Command" is used in the ESL classes. In grades K-3, bilingual teachers implement the "English Now!" program published by Lit Com for ESL instruction. "Amigos" is also used in Grade 1 for Native Language Arts instruction.

Professional Development

On the school level, professional development occurs during daily common grade meetings. Teachers analyze student data, discuss current research, share best practices and develop instructional goals based on student data. Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building and strategies for teaching ELLs. Lead Teachers, coaches, Inquiry Team members and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations.

Professional Development Plan for all teachers working with ELL students on the school level occurs daily during common grade meetings.

Teachers are afforded opportunities to attend professional development offered by the BETAC Program and the LSO (ICI Integrated Curriculum Initiative). Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction and any other offerings by the DOE and BETAC.

Guidance Counselor and Assistant Principal for Grade 6 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations.

Parent Involvement

P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. We presently offer ESL classes for parents daily, a Saturday Technology Workshop for parents and monthly workshops that will assist them in supporting student progress in school. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, and financial training and health issues. Our Parent Coordinator provides individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator has variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds.

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

Type of Program: ___ Bilingual ___ ESL **X Both** **Number of LEP (ELL) Students Served in 2008-2009: 217**
(No more than 2 pages)

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

P.S. 126X has 6 bilingual classes and three self-contained ESL classes. Bilingual classes are in grade K, 1, 2, 3, 5 & 6. We also have ESL classes on grade 2, 3 & 6. In order to support those students in monolingual classes who are entitled to ESL services, two out of classroom teachers operate on pull-out model. The instructional program is based on the LAP policy which denotes amount ESL and Native Language instruction based on the NYSLESLAT Assessment, LAB Battery. All teachers who are assigned to bilingual classes possess valid NYS Teaching License in Bilingual Education. Additionally, ESL self-contained and out of classroom teaching possess valid and current NYS Teaching License in ESL. We currently have 6 teachers certified to teach ESL and 8 teachers certified in bilingual education.

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

We will continue with the following initiatives in order to support our Literacy Program: Our Balanced Literacy Program in Reading and Writing in Grades K-6 will continue with an emphasis on development of reading strategies that will enhance comprehension. There will be a daily 45 minute block of Reading and 45 minute block of writing supported by units of study that emphasize various genres in reading and writing that are aligned with the NYS Test in E.L.A. The curriculum team, Lead Teachers along with an A.L.L. consultant will create unit plans with specific goals for mastery of the various reading and writing skills and strategies. Guided reading groups and word work lessons will further support readers. Teachers are encouraged to use Bloom's Taxonomy of Higher Order thinking Skills, criteria charts, rubrics and technology to exemplify what good readers and writers do. A daily enrichment period is scheduled to provide extra support to ELLs, students with IEPs and students who are demonstrating performance at an above grade level rating.

The new school hours have added 50 minutes from Monday through Wednesday. Each pedagogue will continue working with students that were targeted for additional services in literacy.

We are learning that native language arts instruction is tantamount to the success of ELLs in bilingual classes so that they those basic comprehension skills can be reinforced in both languages. Adherence to language instruction based on state and federal guidelines (Part 154) is extremely important to the success for all ELLs. Professional development focused on instructional strategies for ELLs has been instrumental. One target group of the Inquiry Team is a selection of 4th grade ELLs. Identification of teaching strategies and student misconceptions are being addressed by the Inquiry Team in order to improve teacher effectiveness and student performance.

Planning for ELLs

P.S. 126 is designed around the principle that education is personalized for each student's learning plan grows out of his or her unique needs and interests.

There are 3 organizational models at P.S. 126X. Bilingual (TBE) classes are self-contained in every grade level with the exception of grade 3 and grade 6. Students in bilingual classes are grouped heterogeneously in each class. Differentiation of instruction provides the necessary small group and/or individualized instruction. Students receive native language allocation for instruction is according to the majority of students in each class. Additional support is provided during the 50 minute extended day program and the Afterschool Enrichment Academy three times per week. The workshop model for teaching is implemented by the classroom teacher following balanced literacy and balanced math approach to teaching. Instructional program is aligned with NYS standards for English Language Arts and Native Language Arts.

We have three self-contained ESL classes in grades 2, 5, and 6. The teachers of these classes have current and valid ESL teaching licenses. Based on the 2008 NYSESLAT results students receive the mandated number of instructional minutes according to their proficiency levels. Three hundred sixty minute (360) minutes of ESL instruction per week through the content areas of math, social studies and science. Using the ESL methodologies teachers incorporate activities using visuals, role playing, total physical response, tactile learning and accountable talk. Instruction is differentiated. The goals of the program include assisting students in achieving "on grade" performance levels in NYS Assessments and to achieve English Language proficiency within three years based on NYS Assessments, Interim assessments and other tools for evaluating student progress.

Our Native Language Arts Program in Reading and Writing in Grades K, 1, 2, 4 and 5 we will continue with an emphasis on development of reading strategies that will enhance comprehension in Spanish. Twice per week there will be a 90 minute block of Reading and Writing in Spanish supported by the units of study that emphasize various genres in reading and writing that are aligned with the NYS Test in E.L.A. Guided reading groups and word work lessons will

further support readers. Teachers are encouraged to use Bloom's Taxonomy of Higher Order thinking Skills, criteria charts, rubrics and technology to exemplify what good readers and writers do.

The Everyday Mathematics program has been implemented in grades K-5 in either Spanish or English depending upon student level of language proficiency. Instruction is differentiated so that the AIS bilingual teacher works with a small group to provide instruction in dominant language (Spanish) The Everyday Mathematics program facilitates the use of manipulatives in building problem solving techniques and strategies. Math Steps serves as a supplementary resource.

Alignment of the Everyday Math program with New State Standards and performance indicators with emphasis on the skills provided students with a comprehensive math program supplemented with "Math Steps" and other available resources.

Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas in preparation for the NYS test in Mathematics.

ESL methodologies are implemented in Social Studies and Science content areas in alignment with the core curriculum initiative and the Scope and Sequence pacing guides.

Instructional support for SIFE students (11) includes differentiated instruction, small group activities, academic intervention services and participation in the Extended Day and Afterschool and Saturday Enrichment Academies with Title II allocations. The attendance of these students is monitored by the attendance teacher. The guidance Counselors and Assistant Principals respond to any inconsistencies in student attendance.

Instructional support for newcomers includes differentiated instruction, small group activities, academic intervention services and participation in the Extended Day and Afterschool and Saturday Enrichment Academies. The attendance of these students is monitored by the attendance teacher.

Long term ELLs are supported by ESL in either a push-in model or self-contained ESL class.

The classroom teachers receive Professional Development in adapting the curriculum for ELL learners. Licensed bilingual SETTS and CTT teachers provide instruction according to students' IEP in order to modify lessons to meet the individual style and needs of the students. Teachers work with related service providers to implement a coordinated approach to student's educational program.

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

All students including Ells are invited to participate in a variety of activities including soccer, basketball, volleyball, cheerleading, chorus, keyboard and drama.

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

Monthly Workshops, Learning Leaders Training, ESL and Technology Classes, Reading Buddies Program, Parent Volunteers,

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

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

III.

On and Off-Site Professional development focused on scaffolding instruction to support ELL, weekly common planning, monthly bilingual meetings All strategies covered IN ELA and Math Professional Development will be applied to NLA. In addition, specific P.D. will be given in all aspects of the ESL Program, including its specific terminology. This includes language Acquisition Strategies for ELL students in mainstream classrooms, specific strategies to include comprehensible Input/Output, scaffolding through modeling, making explicit links to students' prior knowledge, contextualization, schema building and text representation.

- IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. Afterschool and weekend enrichment academies, inquiry team afterschool program
- V. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

The DRA Assessment and EDM and Impact math Unit tests in Spanish are administered along with ELL interim assessments and ACUITY Predictive and ITA Assessments in Literacy and Math

Form TIII – A (1)(a)

Grade Level(s) 2-6

Number of Students to be Served: 50 LEP _____ Non-LEP

Number of Teachers: 3 Other Staff (Specify) School Aide (1)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

We have identified students who will be taking the NYS State tests for the first time and students who are reading and writing far below grade level to participate in the Afterschool Enrichment Academy – M, T, and W from 3:45-5:45 p.m. Two licensed bilingual teachers and 1 licensed ESL teacher provide support to these students. Since students will be tested in Spanish in mathematics, 1 hour is dedicated to math instruction. English language arts instruction is provided in preparation for the E.L.A. - through guided reading, shared reading, independent reading and reading response.

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.

On the school level, professional development occurs during daily common grade meetings. Teachers analyze student data, discuss current research, share best practices and develop instructional goals based on student data. Monthly bilingual meetings provide teachers opportunities to share and discuss best practices and strategies for teaching ELLs. Lead Teachers and school based mentors give demo lessons; assist in planning, and the Inquiry Team share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes.

Teachers are afforded opportunities to attend professional development offered by the BETAC Program and the LSO (ICI Integrated Curriculum Initiative). Workshops topics include "Compliance Guidelines for ELLS", "Using the NYSESLAT to Differentiate Instruction ELLS", "Preparing ELLs for Social Studies Assessments", "Bridging Literacy and Standardized Testing for ELL Students", "Literacy Development for English Language Learners Using ESL Standards", "Building Academic Vocabulary for ELLS" and "Internet Resources for ELLS Workshop Series".

Form TIII – A (1)(b)

School: 126X

BEDS Code: 320900010126

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

Allocation Amount: \$29,840		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$18,004	The Afterschool Enrichment Academy for ELLs- per session
- Parental Involvement	\$2,984	Parent Workshops, Saturday Technology Classes (materials)
- Supplies and Materials	\$8,852	Supplementary Guided Reading Materials, NYSESLAT Test Prep Materials and ELA and Math Test Prep Materials
TOTAL	\$29,840	

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.

Home Language Surveys indicate that more than 72 % of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish.

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.

Based on the HLS, Spanish written and oral interpretation present the greatest need.

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.

Translation of the following services will be provided by P.S. 126X: registration forms, report cards, progress reports, conduct, safety and discipline forms, permission slips and consent forms, entitlement to public and special education services and any other critical documents. Translations are provided by qualified bilingual and bi-literate staff members.

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.

Parent Coordinator and assigned office staff are available to provide oral interpretations.

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:	984,553	62,548	1,047,101
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,845		9,845
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		984	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	896		896
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1000	
6. Enter the anticipated 10% set-aside for Professional Development:	6000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		600	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.9
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.
- Professional Development which includes support from F-Status Literacy Coach, Accelerated Literacy Learning Consultant, Lead Teacher and Mentor Program support, attendance at P.D. Sessions offered by LSO and DOE representatives, Common planning, Administrative instructional leadership support and technology support.

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

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

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

P.S. 126X agrees to implement the following statutory requirements:

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

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

P.S. 126X, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

School Responsibilities

P.S. 126X will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: We will continue with the following initiatives in order to support our Literacy Program: Our Balanced Literacy Program in Reading and Writing in Grades K-6 will continue with an emphasis on development of reading strategies that will enhance comprehension. There will be a daily 45 minute block of Reading and 45 minute block of writing supported by units of study that emphasize various genres in reading and writing that are aligned with the NYS Test in E.L.A. The curriculum team, Lead Teachers along with an A.L.L. consultant will create unit plans with specific goals for mastery of the various reading and writing skills and strategies. Guided reading groups and word work lessons will further support readers. Teachers are encouraged to use Bloom's Taxonomy of Higher Order thinking Skills, criteria charts, rubrics and technology to exemplify what good readers and writers do.

The new school hours have added 50 minutes from Monday through Wednesday. Each pedagogue will continue working with students that were targeted for additional services in literacy. In grades 1-2 we will employ various strategies for comprehension.

Our Reading Recovery teacher will provide intervention for identified 1st grade students and in addition will service guided reading groups. Reading Recovery strategies will also be turn-keyed during early childhood grade planning meetings.

Ongoing assessment will include the DRA, SCANTRON, running records and conference notes, ACUITY and teacher made quizzes and tests. The instructional program will be based on data obtained from these various assessments. Teachers will use Benchmark Writing Folders to assess students' writing ability using the writing process in guided exercise and independent assignments. Rubrics and checklists will generate clear expectations for standards based work. The short pieces will be analyzed by the teachers and data derived from students' early attempt will be used to develop lesson plans for the unit. At the end of each unit students will submit a published piece which will be assessed through the use of rubrics/checklist. Teacher feedback/reflections should be used to plan for future.

The Open Access Library will create opportunities for students to explore literature for pleasure. Additional resources must be obtained to support and engage male students.

Professional development will be based on research that supports and promotes teacher ability to provide quality instruction in reading and writing. Lead Teachers will provide in class support to novice teachers and veteran teachers as needed. Opportunities for teachers to observe "best practices" will be provided in the form of intervisitations and demo lessons. Scheduling will allow for grade alike cohorts to share common preps and lunch daily to enhance articulation, sharing of best practices, demo lessons and collecting and analyzing data. These activities will be facilitated twice per month by the grade leaders, Lead Teachers, A.L.L consultant, Assistant Principals, N.I.S and the Inquiry Team Members. Teachers will participate in professional development opportunities that will increase and improve their knowledge of the use of data and its implications for planning and implementation of best strategies for teaching

Administration will identify and deploy staff to provide targeted and relevant services to students at risk of not meeting the standards based available data.

We will follow the assessment calendar for ACUITY Predictive and E.L.A. Assessment for I.T.A Assessments. Teachers will be trained in the use of the ACUITY System for the purpose of accessing data and the development of follow-up targeted instruction.

Teachers will also follow the school based assessment calendar in the administration of baseline, midline and endline assessments in writing and math. The results of Practice NYS tests in E.L.A. will be formatted into a matrix by teachers in order to identify trends in student learning to guide instruction. This information will also be used to research and develop teaching strategies in areas where students demonstrate minimum achievement.

Academic Intervention Teachers, Reading Recovery Teacher and F-Status staff will provide individual and small group instruction in Grades K- 6 based on the data derived from various assessments. Academic Intervention Services are provided for students in all subgroups that are performing below State and City standards in reading and writing. The primary source of intervention is in the classroom through differentiated instruction. The identified students also receive small group instruction through push-in and pull-out programs provided by the academic intervention teachers in the specified subject area. Phonemic awareness, comprehension strategies, fluency, vocabulary development, genre studies, exploration of metacognitive techniques, questioning techniques that utilize higher order thinking skills will be addressed during academic intervention services. Strategies that support increased performance in writing will also be included. Data based instruction will be developed based upon student performance and will be commensurate with performance standards and established criteria.

The focus of Extended Day and Week activities in grades 3-6 will be based on data collected from Unit Tests, practice test in NYS E.L.A and Predictive and ITA assessments.

Mainstreaming provides our special education students with a “least restrictive” environment focusing on a “needs-based” curriculum. This instructional setting will move them toward meeting State standards. Our strategic objective is to improve the strengths of our special education students through involvement in mainstreaming for reading, science, and social studies. Students will be encouraged to mainstream for as many subjects as possible in accordance with their individual IEPs, diagnostic tests, the ACUITY assessment, and the standardized state exams. Specific school-wide timeframes for the instruction of reading and writing will enable us to facilitate this goal.

Special education students receive intervention services in 1-to-1 settings, small-group settings, and through pull-out and push-in programs that are provided by SETSS. The type of service, duration, frequency, and curriculum focus are determined by each student’s IEP.

By improving and increasing the use of student data, instruction will become more focused, relevant and targeted to the needs of the students. The curriculum will be one that is enriched and raises student achievement for all students. Teachers will become more strategic in their planning. Related Services and Academic Intervention Services will be more specific to student needs to improve student achievement. In addition the use of data will provide information on how effectively the curriculum is being presented by teachers through our instructional program.

We will continue to have 75 minute math block in grades 4-6 and 50 minutes in grades K-3 with a systemic practice of instruction. This school year we continued the implementation of the NYC Dept of Education initiative of an Extended Day Program expanding the time to 50 minutes, three times per week. This program provides levels 1 and 2 students 50 minutes of instruction in both math and literacy. For this program we utilize a ratio of 10:1 students to teacher and or paraprofessional to ensure that each student receives the individual attention to facilitate math skills. During this time we also target the ELLs. The small group instruction ensures that the ELLs are provided with appropriate, quality instruction. We stress Accountable Talk and build math vocabulary as well as facilitate basic math skills and problem solving.

In the Extended Day Program, we utilize resources, such as Math Coach, Math Steps and Everyday Math games to reinforce skills.

Based on the preceding data, we will continue to strive at decreasing the number of level 2 students and increasing levels 3&4 students. We will continue to target level 1 and 2 students with AIS, small group instruction afterschool programs, Saturday math programs, and appropriate math curricular.

Early Childhood assessments indicate a continued need to focus on the development of computational skills, problem solving strategies, and abstract thinking. Kindergarten assessments indicate that our students come to school with limited skills. This data indicates an urgency to laterally address the needs of all our students in mathematics.

We will continue the use of data-driven instruction, criteria charts, benchmark folders, and technology.

Teachers will assimilate the “language” of mathematics by developing a math vocabulary and intensified the use of manipulatives to develop problem solving strategies.

We will implement strategies to establish clear expectations, academic rigor, and accountable talk. Tools for assessment will include Mathematics Learning Logs and Benchmark Folders in order for teachers to analyze student learning and teacher effectiveness.

Academic Intervention Services(AIS) will include AIS team teachers (specially trained), related service providers, classroom teachers and paraprofessionals for small group instruction. Students targeted for AIS services will be periodically monitored in detail to closely address the needs of these students.

We will intensify our instructional focus on; grades Pre-K – 1, ESL and native language instruction in mathematics for bilingual classes, ESL classes and for ELL students (grades K-6). Mainstreaming and SETSS services for special education students (grades K-6) will provide additional instruction.

We will focus our Extended-Day, Extended- Week, Holiday Programs, and Summer School, to address the needs of student based on a data and standard-based instruction.

Professional Development will continue to address New York State performance standards for mathematics, development and implementation of rubrics and the improvement of the writing in mathematics.

1. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Citywide Parent Teacher Conferences Dates: November 11, 2009 and March 16, 2010.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Periodic Progress Reports, Access to online Student Data (ACUITY, ARIS, etc.)
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can schedule appointments to meet with teachers during preparation periods.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Learning Leaders Volunteer Program, Pre-K Family Welcome Center
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. Monthly PTA Meetings and School Leadership Team Meetings
6. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way. N/A
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. Monthly President's Council Meeting/Monthly CEC Meetings
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. All communication to parents are translated and additionally staff is available to translate as needed
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. The School Leadership Meetings, Interim Assessments Reports, E.L.A. & Math State Assessment Reports.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Parents can schedule appointments to meet with teachers during preparation periods.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Distribute Interim Assessments Reports, E.L.A. & Math State Assessment Reports.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. N/A.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

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

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

See "Needs Assessment" pages 9-16

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See Pages 19-27

3. Instruction by highly qualified staff.

In recognition of the belief that “nothing is more important to a child’s success in school than finding well-prepared teachers,” as indicated in the *No Child Left Behind Act*, P.S. 126X continues to recruit highly qualified teachers. 100.0% of our teaching staff is Licensed or Permanently Assigned.

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 School wide Program to meet the State’s student academic standards. High-quality and ongoing professional development, aligned with the State and City standards (see guide): In accordance with the *No Child Left Behind Act* and the *Superintendent’s goals*, professional development at P.S. 126 will focus on identifying the needs of each student through an informed analysis of student performance. Implementation of State and City standards, development of data-driven curriculum, instructional planning, implementation of scientifically research-based instructional materials, and implementation of rubrics based on State performance standards, maintenance of benchmark folders, assessment binders and the development of promotional portfolios will serve as a basis for professional development activities.

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

In accordance with the *No Child Left Behind Act*, in conjunction with Region-Wide initiatives, P. S.126X is committed to attracting highly qualified teachers. Our pedagogues include certified teachers, both permanent and provisional, and teachers involved in programs such as the Fellow Teaching Program. The Fellowship Teaching Program recruits high-quality professionals offering them a transition into teaching careers. This program offers participating teachers the opportunity to complete certification within two years of service. Through these efforts, every child in our school will have the opportunity to be taught by a well-prepared teacher as stipulated in the *No Child Left Behind Act*.

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

At P. S. 126X parental involvement and parent participation are encouraged. We believe that our parents need to be informed and involved in addition to being provided with opportunities to actively participate in the education of their children. P. S. 126X has a long-standing Parents Association and an active outreach system in place which is spearheaded by a Parent Coordinator. On a weekly basis, we attract over 40 parents who participate in ESL/SSL instruction, G. E. D. classes (offered in English and Spanish) and computer technology programs that. Because of the success of these programs, we hope to increase the number of parents that participate during the 2009-2010 school year. An active Family Welcome Center, “The Dr. Marjorie H. Dunbar Family Welcome Center” provides Parent Literacy workshops. Additional workshops will provide opportunities for parents to learn skills needed to help their children in learning reading and mathematics. These workshops will provide information on topics of instruction their children will be exposed to during the school year. 1% of our Title I monies will be used for the facilitation of these parent workshops.

In compliance with the *No Child Left Behind Act*, we have informed the parents of our status as a SINI. The actions we have taken to help students meet our Adequate Yearly Progress target and school choice have been outlined in writing (letters to parents) and at Parent Association meetings.

Through Parent Surveys that were sent out for the development of this Comprehensive Educational Plan, we found that parents felt comfortable with the home-school relationship that we established this year. Parents also made requests and suggestions for programs that we will implement for the 2009-2010 school year. These include:

Homework – homework in reading and mathematics is to be reviewed daily by teachers and parents, students are assigned daily reading passages or bring home appropriately leveled books that parents will review with their children.

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. Pre-K students have been involved in KLP and DLM Language and Literacy support systems that are aligned with NYS Pre-K standards. They follow a structured Flow of the Day that is focused on clear expectations, accountable talk and academic rigor.

7. 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.

Fifty minutes daily of common times across the grades provides opportunities for teachers to meet regularly to discuss matters related to assessment, instructional programs and student achievement data.

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

Students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement are supported in the following:

Teacher-Student conferencing, small group/one to one instruction targeted instruction, cooperative learning groups, peer assistance, differentiation, direct instruction, test prep activities, lesson plans based on standards based goals and objectives. Academic Intervention (push-in and pull out services), related service providers i.e., SETTTS, OT, PT and Speech, collaboration and articulation, analysis of student data and trends, extended day/week, and vacation enrichment programs,

Parent workshops which focus on helping students with HW, technology and ESL. Literacy and math workshops. Test prep workshops for parents. Also see Section V: Annual Goals, page 16 and Section VI: Action Plans page 19.

9. 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.

Title I and Title III funds, State funds, and Fair Student Funding monies will be consolidated with Reimbursable Funds within the School-Wide budget to fund staff salaries, equipment, resources, professional development services, and parent involvement programs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Analysis of Student Performance Data, Teacher Initiative Data, Inquiry Team findings and reflection of curriculum units of study.

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

X Applicable Not Applicable

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

Reading and Writing

Throughout the 2008-2009 school year, we have used data analysis to monitor student achievement. We analyzed norm-reference data including the New York State E.L.A. Tests for grades 3, 4 5, and 6 in reading and writing, and mathematics. We also examine the New York State tests in Science and Social Studies for Grades 4 and 5 respectively. The ACUITY assessments in E.L.A. and provided us with additional information regarding student achievement in these two areas. During the 2008-2009 school year, criterion-reference data including DRA for Grades K-6, and the NYSESLAT for ELL students in grades K-6 was used. Additional "soft data" used included benchmark folders, assessment binders, running records, criteria charts based on State performance standards, and teacher observations were also utilized to inform student performance and teacher effectiveness. Data retrieved from the NYSTART report, our Annual School Report

and Learning Environment Survey of teachers and parents were also employed. Our findings were then used to reevaluate our programs, develop data-driven instruction, and to reconstruct instructional delivery. Professional development was also guided by this data analysis.

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.

We have employed one lead teacher for literacy and a literacy coach support teachers in literacy instruction. The literacy coach will focus on grades K- 3 and the upper grade Lead Teacher will support instructional program in grades 4-6. They have developed a scaffolded professional development program which begins with establishing classroom environments and routines that support balanced literacy. PD on the analysis of baseline writing and other writing pieces using the 6+1 Traits for Writing and analysis of DRA assessments will support teachers in planning for differentiated instruction. Unit planning templates have been developed to set goals and objectives using the Literacy Learning Continuum. We have redesigned the reading and writings units in order to address the assessed needs of students. There will be a launching unit, two fiction, two nonfiction and one poetry unit for each grade allowing for more time focusing on comprehension and writing strategies. Professional development will also focus on analysis of running records, guided reading strategies, shared reading and writing and response to literature. Two novel studies in grades 3-6 will expose all students to on or above grade reading levels through shared reading and interactive read alouds.

Benchmark assessments have been scheduled quarterly to assess student progress from September thru November, November thru February, February thru April and April thru June using the ACUITY, New York State ELA tests, DRA and other assessments. Independent writing responses will be submitted each month and analyzed to determine student achievement based on set goals for the unit.

The new master schedule creates opportunities for teachers of the same grade to meet daily. It also provides consistency of instruction. There is a daily 50 minute reading block and 50 minute writing block. A daily enrichment period will provide students with opportunities for small group instruction provided by AIS teachers. The Inquiry Team will focus vocabulary development. The target population will be the lowest $\frac{1}{3}$. The Lead Teacher and Literacy Coach will also provide extension activities during the daily enrichment period for identified students who demonstrate advanced ability reading and writing. They will receive PD from the Renzulli Learning System.

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.

Analysis of Student Performance Data, Teacher Initiative Data, Inquiry Team findings and reflection of curriculum units of study

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

X Applicable Not Applicable

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

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.

We have employed two math coaches this year to support teachers in math instruction. One coach will focus on grades K- 3 and the upper grade coach will support instructional program in grades 4-6. They have developed a scaffolded professional development program which begins with establishing classroom environments and routines that support the EDM and Impact Math programs. PD on the analysis of pre- test formative assessments will support teachers in planning for differentiated instruction. Unit planning templates have been developed to set goals and objectives. Monthly pacing calendars have also been created by coaches. Professional development will focus on understanding and basic number sense, developing rubrics for problem solving, addressing student misconceptions, effective questioning and enrichment activities that will promote critical thinking and problem solving skills.

Chapter pretests and posttests will measure student achievement. Benchmark assessments have been scheduled quarterly to assess student progress from September thru November, November thru February, February thru April and April thru June. Monthly math writing responses will be submitted each month and analyzed to determine student understanding of the five process strands- problem solving, reasoning and proof, communication, connections and representation.

The new master schedule creates opportunities for teachers of the same grade to meet daily. It also provides consistency of instruction. There is a daily 50 minute math block. A daily enrichment period will provide students with opportunities for small group instruction provided by AIS teachers. The Inquiry Team will focus on grades 4 and 5 examining students' knowledge of basic number sense during the enrichment period. The target population will be the lowest 1/3. The math coaches will also provide extension activities during the daily enrichment period for identified students who demonstrate advanced ability in math in algebra, geometry, measurement and statistics and probability. They will receive PD from the Renzulli Learning System.

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.

Formal and Informal Observations, lesson plans

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

X 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?

Although there are great efforts to differentiate instruction, more professional development is needed to support teachers in this endeavor. Additionally as students achieve proficiency ratings of 3.0 and above, we must strengthen teacher ability to provide enrichment for those students in order to show at least one years' growth as measured by Progress Report.

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.

Professional Development, Renzulli Training, Enrichment Period, School Intervisitations, Study Groups

2B – Mathematics Instruction

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

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

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

Formal and Informal Observations, lesson plans

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

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

X Applicable Not Applicable

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

The percentage of students making one year's progress declined in 2008-2009.

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.

We have employed two math coaches this year to support teachers in math instruction. One coach will focus on grades K- 3 and the upper grade coach will support instructional program in grades 4-6. They have developed a scaffolded professional development program which begins with establishing classroom environments and routines that support the EDM and Impact Math programs. PD on the analysis of pre- test formative assessments will support teachers in planning for differentiated instruction. Unit planning templates have been developed to set goals and objectives. Monthly pacing calendars have also been created by coaches. Professional development will focus on understanding and basic number sense, developing rubrics for problem solving, addressing student misconceptions, effective questioning and enrichment activities that will promote critical thinking and problem solving skills.

Chapter pretests and posttests will measure student achievement. Benchmark assessments have been scheduled quarterly to assess student progress from September thru November, November thru February, February thru April and April thru June. Monthly math writing responses will be submitted each month and analyzed to determine student understanding of the five process strands- problem solving, reasoning and proof, communication, connections and representation.

The new master schedule creates opportunities for teachers of the same grade to meet daily. It also provides consistency of instruction. There is a daily 50 minute math block. A daily enrichment period will provide students with opportunities for small group instruction provided by AIS teachers. The Inquiry Team will focus on grades 4 and 5 examining students' knowledge of basic number sense during the enrichment period. The target population will be the lowest 1/3. The math coaches will also provide extension activities during the daily enrichment period for identified students who demonstrate advanced ability in math in algebra, geometry, measurement and statistics and probability. They will receive PD from the Renzulli Learning System.

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.

School Accountability Report

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

Applicable X Not Applicable

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

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.

We are striving to improve teacher mobility by offering professional development that is developed based on the needs of teachers and adapted to various learning style and interests. Collaboration is improved by providing educators with increased opportunities for sharing best practices, looking at student work, analyzing data, conducting research and reflecting on their work through the inquiry process. With the master schedule professionals have the opportunity to meet as grade cohorts 50 minutes each day. Coaches in literacy and math conduct weekly professional development activities. Goals and expectations are communicated more clearly with the support of the administrative team, coaches, lead teachers and grade leaders

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.

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

Applicable X 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?

Our LSO, Network 19 provides ongoing professional development for teachers of ELLs. We also encourage attendance at BETAC opportunities. Our Bilingual team meets regularly (once per month to address topics that will support teaching and learning for ELLs.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Distribution and analysis of student performance data.

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

Applicable X 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?

ELL data such as ELL Interim assessment data, NYS ELA and Math data, running records, pre and post tests is used to set goals, form groups for differentiation and make decisions regarding services provided by Title III funds.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Analysis of data of special education subgroup, monthly Special Education Meetings, Professional Development

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

Applicable X 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?

Special Education subgroup data such as ACUITY data, NYS ELA and Math data, running records, pre and post tests is used to set goals, form groups for differentiation and make decisions regarding services related services

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

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

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

Please respond to the following questions for Key Finding 7:

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

Special Education Supervisor and IEP Teachers review and provide feedback to teachers regarding the creation of goals for IEPs

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?

Unit and lesson planning reflect use of data and goals for students with IEPs.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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

Based on analysis of student data, STH are afforded opportunities that include, AIS services, differentiated instruction, enrichment instruction, related services, Extended Day, and the Afterschool Enrichment Academy, etc.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.