



P.S. 132 GARRET A. MORGAN

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 132 GARRET A. MORGAN
ADDRESS: 1245 WASHINGTON AVENUE, BRONX, NY,
10456
TELEPHONE: 718-681-6455
FAX: 718-681-6466

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X132 **SCHOOL NAME:** P.S. 132 Garret A. Morgan

SCHOOL ADDRESS: 1245 WASHINGTON AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-681-6455 **FAX:** 718-681-6466

SCHOOL CONTACT PERSON: Anissa Chalmers **EMAIL ADDRESS** AChalme@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Keybi Sneed, Teacher

PRINCIPAL: Anissa Chalmers

UFT CHAPTER LEADER: Adrienne Moore

PARENTS' ASSOCIATION PRESIDENT: Rachel Winston

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** Partnership Support Organization

SSO NETWORK LEADER: Waxman, Ben

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/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anissa Chalmers	Principal	Electronic Signature Approved.
Adrienne Moore	UFT Chapter Leader	Electronic Signature Approved. Comments: revisions made
Keybi Sneed	UFT Member	Electronic Signature Approved. Comments: revisions made
Rachel Winston	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: revisions made
Betsy Goldberg	UFT Member	Electronic Signature Approved. Comments: revisions made
Gwendolyn Primus	Parent	Electronic Signature Approved. Comments: revisions made
Irina Soto	UFT Member	Electronic Signature Approved. Comments: revisions made
Gladys Rodriguez	DC 37 Representative	Electronic Signature Approved. Comments: revisions made
Flolette Ashburne	UFT Member	Electronic Signature Approved. Comments: revisions made
Tonya Smith	UFT Member	Electronic Signature Approved. Comments: revisions made

Betsy Goldberg	Admin/CSA	Electronic Signature Approved. Comments: revisions made double access
Salima Davis	Parent	Electronic Signature Approved. Comments: revisions made
Angela Sawyer	Parent	Electronic Signature Approved. Comments: revisions made
Diane Sallard	Parent	Electronic Signature Approved. Comments: revisions made

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.

Garrett A Morgan is a barrier-free elementary school with 560 diverse students from pre-kindergarten through grade 5.

The vision of Public School 132 is to create a community of children to be competitors in a global society who will ultimately change the world. We are committed to exposing children to the nuances of the techno-world and imbedding it into their daily learning so that it will have a profound affect on their academic and social growth. This commitment will provide them with the necessary foundation to be successful in their future academic endeavors.

Our mission is to engage children in learning that prepares them to be productive global citizens by ensuring they are reflective in their thinking and published works, critical thinkers, proficient in all subject areas, and have strong character.

This is accomplished not only through our partnership with New York University and Columbia School of Social Work, but also through the daily morning socialization skills building exercises for students in grades kindergarten through second as prescribed by The Peacebuilders Program and additional daily morning skills practice for students in grades three through five. This has allowed us to provide all children with the best possible educational setting and ultimately being able to positively impact student achievement. Student achievement is also impacted through the use of technology. Every classroom has at least two computers and shares an ELMO. All fourth and fifth grade classrooms have document camera smartboards. We have a computer lab with smartboard technology, and there are three mobile laptop carts available for use. A technology club was created for students who have expressed an interest or demonstrated outstanding ability in technology. This club, "The Spotlight Tech Squad", trains students to troubleshoot, become videographers, and edit videos and audio sound bites which will ultimately assist in providing them with the technological skills needed in the global workforce. As we continue to strive to create conscience global citizens, we have implemented a Recycling Program to further assist in the city's Going Green Initiative and a Healthy Eating Initiative to address the rising childhood obesity and asthma percentage in our community.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 132 Garret A. Morgan				
District:	09	DBN #:	09X132	School BEDS Code #:	09X132

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

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	26	18		88.6	89.8	90.8
Kindergarten	65	83	81				
Grade 1	97	81	99				
Grade 2	131	102	85				
Grade 3	98	103	113		90.0	90.6	86.16
Grade 4	100	92	102				
Grade 5	92	82	80				
Grade 6	0	0	0				
Grade 7	0	0	0			90.0	90.6
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0		10	19	43
Grade 12	0	0	0				
Ungraded	15	21	9				
Total	598	590	587				
					6.0	11.0	4

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

# in Self-Contained Classes	123	102	90				
# in Collaborative Team Teaching (CTT) Classes	0	17	31	Principal Suspensions	72	0	TBD
Number all others	28	22	38	Superintendent Suspensions	27	3	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	37	22	17	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	41	112	101	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	43	0	9	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	52	61	58
				Number of Administrators and Other Professionals	9	30	32
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	15	13
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	98.1	100.0	100.0
American Indian or Alaska Native	1.0	1.0	1.2	Percent more than two years teaching in this school	76.9	67.2	63.8
Black or African American	44.5	43.2	43.3	Percent more than five years teaching anywhere	69.2	65.6	63.8
Hispanic or Latino	53.5	54.6	54.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.2	Percent Masters Degree or higher	90.0	80.0	81.0
White	0.8	1.0	0.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.0	95.8	100.0
Multi-racial							
Male	55.7	55.2	57.4				
Female	44.3	44.8	42.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input checked="" type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	Restructuring Y 3			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		X	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		X	√	√			
Hispanic or Latino		√ ^{SH}	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-	-			
Other Groups							
Students with Disabilities		√ ^{SH}	√	-			
Limited English Proficient		√ ^{SH}	√	-			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
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subject	3	6	4	0	0	0
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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	56.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.0	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	11.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	37.2	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Data analysis/findings – early childhood literacy:

Findings – Students in grades K-2 are in need of intense basic reading skills as identified by Dibels, Rigby Running Records and School Baseline, Mid- line and Endline writing assessments.

Implications for Academic Intervention Services –

We realize that the early childhood grades need early identification for students at risk of not meeting grade level benchmarks. We will monitor results in literacy as follows with a goal of 80% of students meeting benchmarks, by June 2010:

PreK-2; Will continue with the 30 minute Voices Phonics Block which is beginning to make an impact, as students are developing necessary phonemic awareness, phonics and oral reading fluency. With a goal of 80% of PreK-2 students meeting benchmarks in these areas.

We continue to use the Voices Reading program published by Zaner Bloser in grades K-2. In addition, during the 37 ½ minutes time frame students in grades 3-5, that are displaying a greater need (i.e. 1 or more grade levels below), will receive additional Functions and Wilson services during the 37 ½ minutes and also extra phonics/grammar support by using, Sadlier-Oxford's Grammar Workshop curriculum.

Other AIS students will be provided with 1 or more of the following services at tier 2: Foundations, Sidewalks, Gates and Ginny, Headsprouts and Reading Rescue (for our first graders).

Data analysis/findings-early childhood mathematics:

Findings - Students in grades K-2 are in need of intense basic mathematical computation skills and number sense.

Implications for Academic Intervention Services –We realize that early grades need early identification for students at risk of not meeting grade level benchmarks. We will monitor individual student progress through Everyday Math Unit Assessments. Mathematics is also the focus of our schoolwide

Inquiry Team Project, this will allow teachers to focus on those students who are struggling to stay on grade level in mathematics. We will continue using Everyday Mathematics games as a Tier 2 Intervention, students play these games via laptops or through traditional means. We also implement calendar math which helps foster logical thinking skills. In addition we spend 30 of the 90 minutes of our math block working on numbers and numeration; measurement and other weakness as determined by grade levels and individual classes.

Data Analysis/findings-Science and Social Studies:

Findings - We are using the science based inquiry method, in grades K-5 (as per Chancellor's Initiatives) coupled with the city-wide core curriculum. We continue to use the project based Social studies curriculum which is coupled with the city-wide core curriculum.

Implications for Academic Intervention Services

We will continue to utilize the Science and Social Studies curriculms that are in place in our school. Students will be given time for inquiry and lab work. Students in grades 3-5 will get additional Science support, through the school's science center. This will give them more opportunities to develop their science inquiry skills.

Data analysis/findings – Curriculum and Instruction:

Implications for Academic Intervention Services-

Although we have been making gains, we continue to find that a sector of students are not making connections between strategies and skills introduced through interventions and their independent reading and mathematics. This has resulted in students' not being able to articulate how a particular strategy assists them, or when it can be called upon and utilized in their independent work. For this reason, we will continue to provide for specific time periods of articulation between classroom teachers and intervention providers. We will continue to conduct labsites, which will continue to allow teachers an opportunity to view and reflect upon professional development intervention activities.

Data analysis/findings-Professional Development

Findings- Teachers are continuing to receive 90 minutes of weekly literacy and mathematics professional development from the coaches and administrators. This professional development will continue to help build content knowledge around areas of student and teacher identified needs. Most teachers have imbedded this learning into their daily plans.

Implications for Academic Intervention Services-

We will continue to focus on developing the best practices to implement the curriculum and instructional sections in our school. There will be continued training in the various intervention programs chosen for the school. Our paraprofessionals will continue to be trained in these programs as well, so that they may continue to assist students in their overall development.

1. We will continue to communicate the Response to Intervention models so all staff members will understand the model.
2. We will continue weekly meetings which will consist of a multi-disciplinary team (including Administrators) to help problem solve the strengths and needs of struggling students.
3. We will continue to select and implement research-based and research proven interventions that are matched to student's underlying needs.
4. In addition all teachers will be given ongoing professional development for the inquiry team work that, they will be doing. Teachers will continue to work on gradewide goals as a collaborative effort to

help move students along. In addition teachers will be given their own blocks of time during professional development to plan and drive the agenda. This will provide for the necessary differentiated intervention which will help all teachers further develop the mastery needed to move all students in all subject areas.

5. We will continue to collect and use formative baseline data as well as continue to conduct frequent progress monitoring of students in academic and behavioral areas. We will continue to conduct 6-10 week progress checks which will in turn, be discussed at our weekly AIS meetings. We will use this data to help develop the necessary interventions to help move all students.

Data analysis/findings – Student Support Service Behavior/Affective:

Implications for Academic Services (Behavior/Affective needs)-

The school also has an Instructional Support Team that is comprised of IEP team members (e.g. social worker, psychologist, guidance counselor), and the Assistant Principal and/or Principal. The purpose of this team is to further examine the behavioral issues in the school and of specific children. This group also meets weekly for 60 minutes at a regularly scheduled time. It is our intention to apply a multi-tiered approach to behavior/affective issues similar to those utilized in academic interventions. The IST team's focus is to provide guidance and professional development to support teacher interactions in the classrooms with all students (tier 1) and those who are displaying signs of being "at risk".

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
1a. To increase the students' literacy progress levels By June 2010, 65% of students in grades 3-5 will increase at least one grade level on the DRA. 1b. By June 2010, 80% of students in grades K-2 will make at least one year's growth as measured by their Fountas and Pinnell levels.	We want to increase the students' literacy progress levels
2. By June 2010, 90% of teachers will identify and assess the needs of 5 targeted students per class and create and implement a research based instructional plan.	We want to engage the school community in school wide collaborative inquiry.
3a. By June 2010, 65% of students in grades 3-5 will make an average of at least a year's growth as measured by the NYS math exam and reported on the progress report. 3b. By June 2010, 80% students in grades K – 2 will score at least an 80% on the end of year Everyday Math assessment.	We want to increase the progress in mathematics for all learners.
4. By June 2010, through the use of the Santa Cruz's model of engaging and supporting all students in learning, the engagement score on the school learning environment survey will increase from a 6.3 to at least a 7.3	We want to increase the level of engagement as determined by the learning environment survey.

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1a.To increase the students’ literacy progress levels By June 2010, 65% of students in grades 3-5 will increase at least one grade level on the DRA.1b. By June 2010, 80% of students in grades K-2 will make at least one year’s growth as measured by their Fountas and Pinnell levels.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will administer the aforementioned assessments three times a year to establish a baseline, midline, and end-of-year line. We will inform the students what level is required for them to make a year’s growth. Children, along with their teacher, will set long and short term goals to ensure the one year growth. Progress will be constantly monitored through the use of tracking sheets, acuity, ARIS, and the usage of item analysis.</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>	<p>Tax levy funds, state Restructuring funds and SWP funds are being used to support these efforts.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Literacy Tracking sheets are collected and analyzed every 6 weeks.</p> <p>Acuity</p> <p>ARIS is checked as necessary</p>

	<p>Student work is checked daily</p> <p>Action plan templates are created every 6 weeks and implemented in the interim.</p> <p>Weekly and unit assessments</p>
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**Subject Area
(where relevant) :**

Inquiry

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. By June 2010, 90% of teachers will identify and assess the needs of 5 targeted students per class and create and implement a research based instructional plan.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>After analyzing class baseline data, teachers will choose five children that will be the focus of the weekly collaborative inquiry study. Teachers will discuss the students' progress and collaboratively design an instructional plan that will be implemented during the next few sessions of instruction. With assistance from the coaches and administrative team, teachers will return and discuss the success of the designed plan.</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>	<p>Tax levy funds and SWP funds will be used to support these efforts.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student work checked daily.</p> <p>Student instructional plans reviewed and designed every 6 weeks.</p> <p>Coach logs discussed monthly.</p> <p>Agendas and Minutes of teacher conferences and weekly inquiry study groups</p> <p>Action plan template created every 6 weeks and implemented in the interim.</p>

	<p>Agendas from meetings</p> <p>Data analysis reports as necessary</p> <p>Daily Formal and informal observations</p> <p>Student goals monitored as needed and every 6 weeks</p> <p>Teacher goals monitored as needed and revised, if needed, mid-year, and evaluated at the end-of-year.</p>
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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3a. By June 2010, 65% of students in grades 3-5 will make an average of at least a year's growth as measured by the NYS math exam and reported on the progress report. 3b. By June 2010, 80% students in grades K – 2 will score at least an 80% on the end of year Everyday Math assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will administer/monitor various assessments - weekly quizzes, unit tests, acuity results, notebook checks- and record students' grades. Students that are scoring 80% will receive enrichment and students that score below 80% will receive support in the form of small group instruction to ensure mastery of content. During our grade meetings, students' work will be analyzed, strategies and techniques will be shared for implementation, and lab sites will continue around each teacher's teaching mastery of various content strands. Students that are still not making progress will be identified for AIS services.</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>	<p>Tax levy funds and Title I SWP funds are being will be used to support these efforts.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Record books documenting weekly test/quiz scores</p> <p>Coach logs checked monthly</p> <p>Interim assessments analyzed during each unit of study</p> <p>Daily Formal and informal observations</p> <p>School AIS plan and implementation records analyzed weekly</p> <p>Action plan template created every 6 weeks and implemented in the interim</p> <p>Notebooks checked daily</p> <p>Student work checked daily</p>
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**Subject Area
(where relevant) :**

Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. By June 2010, through the use of the Santa Cruz's model of engaging and supporting all students in learning, the engagement score on the school learning environment survey will increase from a 6.3 to at least a 7.3</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During the first six weeks of school, all teachers in conjunction with the assistant principals will determine what area of the Sant Cruz's continuum of Teacher development rubric match their current teaching practices. Teachers will then set liling and short term goals to increase the level of engagement that occurs in their classroom. Administrators' observations will focus on what techniques and strategies are being implemented to promote engagement. the clinical observation method will focus on how to increase enggement. Parents will be made aware of that there is a fiocus on engagement through parent workshops, meetings, and Parent Association metings.</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>	<p>In addition to using tax levy funds to support our efforts, we will also use Title I SWP funds to assist with the professional development needs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formal and informal Observations - conducted daily</p> <p>Teachers will set goals at the beginning of the year, monitor them throughout the semester, revise them if necessary at the middle of the year, and evaluate if they were met at the end of the year.</p> <p>Student notebooks checked daily.</p> <p>Coach Logs checked monthly.</p> <p>Professional Development sign in sheets and agendas created, implmented, and evaluated weekly.</p> <p>Monthly Faculty conference notes</p> <p>Professional Development reflection sheets are used to set the following week's focus.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1			3
1	16		N/A	N/A	15		9	1
2	2	82	N/A	N/A	10		10	5
3	18		N/A	N/A	8		12	
4	18				7		24	
5	41				14		14	2
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>A push in/pull out model is used for kindergarten and grades 1-5 to deliver intervention services in literacy (Sidewalks, Foundations, Destination Success- a computer based program- Great Leaps and Wilson). Four AIS providers are assigned to work with students that have been held over and have either been identified by the teacher and/or assessments, such as Divels, DRA, Fountas and Pinnell levels and/or state standardized exams. In addition, grade one student that perform in the lowest quartile receive one-on-one tutoring as outlined by the Reading Resuce intervention program. In addition, our LEP students receive individualized English instruction through the usage of Headsprouts, a computer based reading program.</p>
<p>Mathematics:</p>	<p>A push in model is used for kindergarten and grades 1-5 to deliver intervention services in mathematics. Math instruction utilizes the Comprehensive approach to teaching balanced math. K-2 uses Everyday Math Games and Houghton Mifflin Program Components. Grades 3-5 uses Everyday Math Games. Grades 2 and 3 uses Destination success, a computer based program.</p>
<p>Science:</p>	<p>Students receive extra science instruction 3 times a week.</p>
<p>Social Studies:</p>	<p>Students receive extra social studies instruction 3 times a week.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>We have an extra social worker and university interns that provide these services in the form of counseling in school and out. Negotiating the different social systems, attending appointments with students and parents and following up to make sure that their efforts are followed through.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist and social worker provide outreach and intervention to students and their families who are at experiencing social, emotional and educational difficulties. these services come in the form of counseling in and out of school. To ensure that families are following through with the recommended help and action plan we accompany families to various appointments as well as aide in the negotiating of the different social systems. The psychologist also initiate the IEP process and act as consultant on the following teams: Instructional Support Team (IST), Student Intervention Team (SIT), and the Academic Intervention Team (AIS).</p>

At-risk Services Provided by the Social Worker:	Individual and group counseling, crisis intervention and case management and referrals for families. Types of referrals include: special education, housing, health and mental health, public assistance adult education, etc.
At-risk Health-related Services:	Since our population has varied physical needs, we have on staff one full time nurse, several occupational therapists, physical therapists, an adaptive physical education teacher, and speech and hearing therapists.

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.

Language Allocation Policy (LAP) Narrative
for
The Garrett A. Morgan Elementary School / 09X132

Part I: School ELL Profile	
A. Language Allocation Policy Team Composition	At PS 132 the Lap team works collaboratively towards ensuring high quality instruction and data analysis for English Language Learners (ELLS). The team consists of the principal, assistant principal, two curriculum coaches, guidance counselor, two ESL Teachers (one push-in/pull out and one free standing), testing coordinator, one bilingual speech teacher, network leader, senior achievement facilitator, parent coordinator, and the PA president.
B. Teacher Qualifications	In PS132 the ELL students are serviced by two certified ESL teachers in a collaborative effort with other teachers and paraprofessionals. ESL teachers as well as all teachers working with ELLs receive professional development on the best practices and pedagogy for English language instruction and second language acquisition.
C. School Demographics	The student population in PS 132 is 552 students, 118 of them are English Language Learners, who make up (21%) of student population.
Part II: ELL Identification Process	
<p>The ELL identification process starts with student registration. Parents are required to fill out the Home Language Identification Survey (HLIS) with informal oral interviews in English and in Spanish when needed. The Spanish interviews are conducted by Ms. L. Ortiz, a certified bilingual teacher and the school's Testing Coordinator. Mr. Ahmed Salama, a certified ESL teacher, screens the HLIS for students whose first language is other than English. Mr. Salama then makes sure that the information on the HLIS is complete and that the form is signed by the parent. The OTELE is then provided to the school secretary. The yellow copies of the HLIS are kept on file while the white copies are kept in the students' cumulative folders. The LAB-R is then administered to students whose first language is other than English within the first 10 days after registration. Students who score at or below the LAB-R scores are then designated to receive ESL or Bilingual instruction according to the parent selections.</p> <p>After the LAB-R testing, parents are sent letters. The letters invite parents to attend an orientation meeting where translation in their native language is provided. During the meeting, parents are shown the orientation video and an open discussion about program selection follows. The discussion includes an in depth explanation of each of the following programs: a Dual Language (DL) program, a Transitional Bilingual</p>	

Education (TBE) Program, and an ESL program.

Entitlement and Parent Selection letters are sent out to parents to inform them of their child's ELL status. Parents sign the letters and send them back to school. If a parent chooses a program that is not offered at PS 132, we provide them with information on schools that offer their program choice.

In case a form is not returned, or if a parent misses the orientation, a second letter is mailed to the parent to reschedule another orientation session. If the parent does not respond, the student is then placed in an ESL program, as PS 132 does not offer a TBE program or a DL program.

The pedagogue who is responsible for conducting the initial screening and administration of the HLIS and LAB-R is Ahmed Salama, certified ESL teacher.

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are:

- 1) Review the Bilingual Education Student Information Survey (BESIS) to determine a student's eligibility to take the NYSESLAT.
- 2) NYSESLAT is administered either individually or in a group according to the modality – speaking, listening, or writing – being tested.
- 3) Proficiency levels are determined when the NYSESLAT is scored and the results are reported.

The structures that are in place at our school to ensure that parents understand all three program choices (TBE, DL, and ESL) after viewing the orientation video are:

Process and Outreach

Entitlement letters are sent by certified mail to parents informing them of child's ELL status. Parents' signature is required to acknowledge receipt and they must return them. If parents do not respond, a second certified letter is mailed. If parents fail to respond again, the student is placed, depending on his or her grade level, in either a free standing ESL program or he or she receives push-in/pull-out services from a certified ESL instructor.

Timeline

1st certified entitlement letter is mailed to parents within the first two weeks of school.

2nd certified letter is mailed after the first orientation, approximately the third week of school, to parents who failed to attend.-

The process is completed by the fourth week of school.

During our orientation sessions, parent surveys and program selection forms are distributed, completed, returned, and filed by Mr. Salama, certified ESL teacher.

The criteria used to place identified ELL students in bilingual or an ESL instructional program is based on student LAB-R scores. The procedure is to cluster ELL students in the same class on the same grade with licensed common branch teachers that have demonstrated best teaching practices as well as have a record of their students' achievement data falling on the higher level of the learning continuum. The students are then grouped according to proficiency levels and receive push-in/pull-out services via a certified ESL teacher. In addition to parent meetings – in parents' home language - conducted by the parent coordinator, parents also receive letters in their home language explaining our instructional strategies.

After reviewing the Parent Survey and Program Selection forms over the past few years, 90% of parents have requested that their children be placed in an ESL program. The remaining 10% have decided on placing their children in a TBE program and have transferred their children to another school that offers TBE for General Education Students. PS 132 does not have a TBE program for General Education students. The school has a TBE program for Special Education students only. PS 132 does not have a Dual Language program.

The program models offered at PS. 132 are aligned with parents' choices and requests based on the program selection forms. PS 132 offers an ESL program for General Education students and special needs students, and our TBE program is solely for special needs students. If the parents of 15 or more ELLs in two consecutive grades opt for a TBE program, creating one will be considered to ensure alignment between parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

PS 132 follows a number of organization models including push-in, pull-out and a self contained ESL class. In addition, there are 2 Bilingual self contained special education classes. The configurations are as follows:

Transitional Bilingual Education	
Grade	Students
2	6
3	9
4	9
Dual Language	
Grade	Students
n/a	n/a
ESL Self-contained	

	<table border="1"> <thead> <tr> <th>Grade</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>14</td> </tr> <tr> <th colspan="2">ESL Push-in/Pull-out</th> </tr> <tr> <th>Grade</th> <th>Students</th> </tr> <tr> <td>K</td> <td>8</td> </tr> <tr> <td>1</td> <td>3</td> </tr> <tr> <td>2</td> <td>16</td> </tr> <tr> <td>3</td> <td>13</td> </tr> <tr> <td>4</td> <td>20</td> </tr> <tr> <td>5</td> <td>21</td> </tr> </tbody> </table>	Grade	Students	1	14	ESL Push-in/Pull-out		Grade	Students	K	8	1	3	2	16	3	13	4	20	5	21
Grade	Students																				
1	14																				
ESL Push-in/Pull-out																					
Grade	Students																				
K	8																				
1	3																				
2	16																				
3	13																				
4	20																				
5	21																				
B. ELL Years of Service and Programs and ELLs by Subgroup	<p>Number of All ELLs: 118 Number of SIFE: 0 Number of Newcomers: 73 (ELLs receiving services 0-3 yrs) Number of ELLs in years 4-6: 24 Number of Long-term ELLs: 3 Breakdown of number of ELLs by subgroups and years of service:</p>																				
C. Home Language Breakdown and ELL Programs	<p>Since we do not have a general education TBE or DL program, we do not have any students to report for these two programs.</p> <p>The students in Ps 132 come from a variety of linguistics and cultural backgrounds. The native languages of the ELL students include Spanish, Fulani, French and Arabic. Our breakdown of the number of ELLs in ESL by grade and language are as follows:</p>																				
D. Programming and Scheduling Information	<p>Instruction is delivered for ELLs in English Language Arts (ELA) via a balanced literacy model. Reader's workshop, guided reading using differentiated instructional strategies, and writer's workshop are included in this block. Our intervention services include:</p> <ul style="list-style-type: none"> A) Headsprouts - a computer based generated reading program that adapts to the level of the ELL student. B) Sounds in Action - a computer program that specifically targets and develops students' auditory processing skills C) Riverdeep – an ELA and math interactive web based computer generated program that adapts to the child's' academic level. Since it is web based, students may access the program any where in the world. D) Academic Intervention Service (AIS) – using a pull-out model skilled instructors provide extra instruction in ELA and mathematics to our most struggling ELL students. <p>We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure we are on track with meeting our long-term goals. Our interim assessments are</p>																				

administered, analyzed, and discussed every four to six weeks during our weekly collaborative learning meetings. We also provide extra help with syntax and grammar usage during our morning tutorial block for 37.5 minutes.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is that students will continue to be heterogeneously clustered as an ELL cohort on each grade with licensed common branch teachers that have demonstrated best teaching practices as well as have a high rate of success with ELL students. The cohorts allow students to continue to receive uninterrupted access to all aforementioned school intervention programs in all core subject areas. Each classroom is equipped with either two computers and/or a smartboard to provide continued access to modern technology and provide other avenues of delivering instruction. Each cohort continues to receive testing modifications and push-in/pull-out services from the certified ESL and bilingual speech teacher to support the rapid transition from their native language to standard English. These services are designed to meet the needs of the child's proficiency level, grade and age.

We ensure that explicit ESL, ELA, and Native Language Arts (NLA) instructional minutes are delivered to our heterogeneous cohorts in each program model as per CR part 154 by using a large group push-in and a small group pull-out instructional approach.

Monday through Thursday mornings for an extra 30 minutes, students are engaged in small group tutorial sessions. The ELL students that have obtained a beginner or intermediate proficiency level receive 360 minutes of weekly instruction. The students that have obtained an advanced proficiency level receive 180 minutes of weekly instruction.

ESL methodologies are incorporated in all content areas. In addition, various differentiated instruction (DI) techniques are integrated to promote optimal achievement. These techniques are combined with the use of visual aides and the use of Total Physical Response (TPR) techniques to support language acquisition.

Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record reading levels, standardized test scores, interim and teacher made assessments, conferencing, kid watching, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets. Every six weeks the data is reviewed and assessed to determine where students are in relation to meeting their learning target. Depending on the outcome of the data analysis the learning targets are maintained, tweaked, or revised.

Although we do not currently have SIFE students, we have a highly motivate instructional team that is trained in the School's Attuned Approach that provides multiple data from a varied of sources that will assist with designing a targeted instruction program.

When registered students are categorized as newcomers and parents choose our ESL program, the students receive their instruction from highly qualified teachers through total immersion with ESL support. These students become a part of a heterogeneous cohort based on their grade and then group according to varied proficiency levels. Kindergarten through second grade teachers follow the Zaner-Bloser Voices reading curriculum and Teacher's College (TC) writing curriculum. Grade 3-5 teachers follow the TC reading and writing curriculum. All teachers follow the Everyday Mathematics (EDM), the NYC science, social studies, and arts curriculum. Beginning in January 2010, continued language acquisition support for our early childhood learners will be received through our partnership with Learning Through an Expanded Arts Program (LEAP), an organization that teaches literacy through various art genres. Students also receive additional exposure to the format and the content of the NYSESLAT.

In addition to the aforementioned instructional plan, our long term ELLs and ELLs receiving service for 4-6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

Students that qualify for bilingual special education are placed in a TBE bridge class and follow the same instructional program as previously mentioned while having access to literature in their NL. Their certified bilingual teacher is assisted by a paraprofessional that speaks the students' NL. Extra support through AIS is provided for the students that are at-risk.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is for them to remain with their grade cohort while continuing to receive instruction from the teachers that have demonstrated continued success with ELLs. All former ELL students still receive their testing modifications for 2 years and AIS based on need.

Next year we are considering to fully expand our computer based auditory processing program- Sounds in Action – to incorporate our ELLs. This is being considered so we may strengthen students' phonemic awareness as well as their annunciation and pronunciation of the English language. As we continue to expose students to all

curriculums, we are partnering with Pearson Publishing company to integrate Waterford Computer Programming, a cross curricular reading approach, into our daily lessons.

Since our large and growing population of ELLs has not fully obtained proficiency, we are not considering discontinuance because we want to sustain the progress we have made while we work towards 100% proficiency.

Because our cohorts are integrated within the general education population, they are afforded equal access to all school programs, which include but are not limited to our academic curriculum, social activities, as well as extra curricular activities. As previously stated, our ELLs receive or will receive extra support through LEAP, from our AIS providers, Ready, Set, Learn (RSL) – a community based organization that will provide weekly after-school extra curricula activities, a school based Saturday reading intervention academy, and our after tutorial program provided by Edison Learning.

The instructional materials used to support our ELLs and ELL subgroups are as follows:

Reading	<ul style="list-style-type: none"> • Zaner Bloser's Voices Curriculum • TC Units of Study
Math	<ul style="list-style-type: none"> • EDM
Writing	<ul style="list-style-type: none"> • 6 Traits of Writing • TC Units of Study
Science	<ul style="list-style-type: none"> • NYC Approved Standards Curriculum • Recycling-Project based
Social Studies	<ul style="list-style-type: none"> • NYC Approved Standards Curriculum
Technology	<ul style="list-style-type: none"> • SmartBoards • ELMO projectors • Laptop Carts • HeadSprouts computer software for ELA • RiverDeep Computer software for ELA & Math • Sounds in Action for ELA • Fully Equipped computer Lab

Additional support materials include NYSESLAT skills practice books and CDs,

	<p>audio/visual aides and center based activities to enrich language acquisition.</p> <p>Native language instructional support per program is delivered in the following manner:</p> <ol style="list-style-type: none"> 1. TBE – Begins with a 60/40 split and transcends to a 70/30 make up. 2. ESL – Pull out small group instruction that targets specific skills using NL text. Our cohorts receive push-in instruction that provides them with greater access to their current classroom instruction <p>The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP, are reviewed by the Instructional Support Team (IST) where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 2-4 weeks to determine its success and to create any necessary revisions. Bilingual counseling and speech therapy are among some of the services we provide.</p> <p>We are in the process of developing activities to assist newly enrolled ELL students into the PS 132 community. Due to the continued construction and modernization projects, we have not had access to our building before the start of school, thus causing us to be more creative with our approach. Some of the ideas are: an ELL family fair, Back to School orientation, and a welcome breakfast.</p>
E. Schools with Dual Language Programs	We do not have a Dual Language program; therefore, this section is not applicable.
F. Professional Development and Support for School Staff	<p>All staff receives 100 minutes of weekly in-house professional development by grade teams. These sessions are facilitated by the principal, assistant principal, and our two curriculum coaches. The sessions are structured as teacher collaborative planning periods, interclass visitations, and/or lab site observations. During the sessions, all subgroups are analyzed and action plans are created. To complement the weekly in-house workshops, staff attends outside professional development with BETAC and/or at other schools. We are restructuring the way that we design our professional development so that it best meets the needs of our teachers and our growing population of ELLS. As we move forward the structure will incorporate the chancellor's full staff development days that occur before the start of school and twice during the school year since it will afford us the opportunity to engage non-certified staff in the 7.5 hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will be split between the two days that occur during the school year and the focus will be based on summative and formative data. To make certain that all staff received the minimum number of hours, we keep accurate attendance logs/sheets.</p>

<p>G. Parental Involvement</p>	<p>Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following:</p> <ul style="list-style-type: none"> • Saturday ESL Academy for adult learners instructed by a certified ESL and/or Bilingual teacher. • Learning Leaders – A volunteer training program that equips and empowers parents on how to partner and assist the school and their child with his/her learning. When parents successfully complete the program, they are able to volunteer in their child's school. This allows them to become more familiar with the curriculum. • Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues. • Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress. • To increase attendance at our meetings, we use translation boxes that allow our parents that speak other languages to participate. • Supplemental Educational Services that align with our daily instructional program are provided by Edison Schools, Test Quest, a one-on-one at home tutoring service, <p>The needs of our parents are evaluated in various ways; we have a Q&A session following our orientation meeting; needs survey; parent feedback during Parent Teacher conferences; parent coordinator outreach; and informal talks during Saturday ESL Academy.</p> <p>All of the aforementioned activities are birthed out of the understanding that achievement is a home-school partnership and as a result of this understanding we will continue to offer our Saturday ESL Parent Academy, parent workshops, incorporate workshops that include information on food and nutrition, self-development, and ways to understand how to help their children with their homework and schoolwork.</p>
<p>Part IV: Assessment Analysis</p>	

A. Assessment Analysis

NYSESLAT Proficiency Results				
Grade	Proficiency Levels			
	Beginner (B)	Intermediate (I)	Advanced (A)	
K	0	0	0	
1	2	3	0	
2	14	4	0	
3	16	2	3	
4	14	6	6	
5	8	7	4	
NYSESLAT Modality Analysis by Grade				
Grade	Reading	Writing	Speaking	Listening
K	2	0	7	0
1	12	1	3	0
2	15	6	1	0
3	4	18	0	0
4	4	20	0	0
5	2	18	0	0
NYS ELA by Grade & Levels				
Grade	Proficiency Levels			
	Level 1	Level 2	Level 3	Level 4
3	No data yet	No data yet	No data yet	No data yet
4	0	5	8	0
5	0	6	3	0
NYS ELA NYSAA Results				
	NYSAA Proficiency Levels			
	NYSAA Level 1	NYSAA Level 2	NYSAA Level 3	NYSAA Level 4
4	0	0	4	0
5	0	0	3	0
NYS Math Results by Grade				
Grade	Proficiency Levels			
	Level 1	Level 2	Level 3	Level 4
3	No data yet	No data yet	No data yet	No data yet
4	0	0	8	1
5	0	4	5	0
NYS Math NYSAA Results				

	NYSAA Proficiency Levels				
	Grade	NYSAA Level 1	NYSAA Level 2	NYSAA Level 3	NYSAA Level 4
	4	0	1	3	0
	NYS Science Results by Grade				
	Grade	Level 1	Level 2	Level 3	Level 4
	4	1	2	3	3
	NYS Science NYSAA Results				
	Grade	NYSAA Proficiency Levels			
		NYSAA Level 1	NYSAA Level 2	NYSAA Level 3	NYSAA Level 4
	4	0	0	1	0
	NYS Social Studies NYSAA Results by Grade				
	Grade	Proficiency Levels			
		NYSAA Level 1	NYSAA Level 2	NYSAA Level 3	NYSAA Level 4
	5	0	0	1	0
	Native Language Reading Tests				
	ELLs Scoring at each quartile on the ELE				
	National %ile	Raw Scores			
8	79	75	69	51	
beginners	46	42	6	3	
B. After Reviewing and analyzing the assessment data, answer the following:	<p>PS 132 implements a variety of assessment tools to assess the early literacy skills of our English language learners. The assessment tools - EL-SOL, Fountas & Pinnell reading levels, and Dibels- and their explanations can be found below.</p> <ul style="list-style-type: none"> • EL-SOL, the citywide early childhood assessment, has a set criteria and benchmarks to determine proficiency levels. • Fountas & Pinnell running records are administered to determine students' instructional and independent reading levels. Our guided reading and flexible groups are infused with DI techniques and are grouped based on students' needs and abilities. • Dibels assessment is administered throughout the year and provides specific achievement data in the areas 				

that are required for basic reading. For instance, letter identification or blending ability.

The professional learning teams work on analyzing students' data to drive instruction and design programs to help ELLs through the transition to proficiency in the four modalities. The data indicates that the ELL students in our building need intensive and differentiated instruction in reading and writing. The achievement patterns learned from the previously mentioned assessment tools and periodic assessments in the early grades dictates that the emphasis should be on building a stronger foundation with phonemic awareness and decoding. The data indicates that many of our ELL students struggle with blending and segmenting. The school has actually initiated an online early reading program to help our students with their reading skills. The school aims at moving our ELL students to perform at par with their native speaking peers. It is noteworthy that the early grade students who used the early reading program have performed very well on the NYSELAT 2009. The patterns in the upper grades indicate that students are struggling writers. Students struggle with clearly communicating their thoughts so that it makes sense to the reader. Writing simple sentences in standard English has been a focus. Once that has been mastered we are moving students to concise paragraphs and ultimately essays. The results from the native language tests show that students are more proficient in their native language; therefore, some students require the opportunity to first use their native language to capture their thoughts in writing before attempting the task in English. To assist with this process, we use 6 traits of writing. These patterns have also prompted us to continue to cluster our ELLs in grades 2-5 and create a free-standing first grade ESL class.

Part V: LAP Team Assurances

Name	Title
Anissa Chalmers	Principal
Danette Wiggins	Assistant Principal
Everton Wilkins	Parent Coordinator
Ahmed Salama	ESL Teacher
Lizette Ortiz	Teacher
Janet Shin	Teacher
Henrietta Sirleaf	Coach
LaShawn Jefferies	Coach
Gerry Hemphill	Guidance Counselor

	Rachel Winston	Parent
	Kathy Tuttle	SAF
	Fianny Cabrera	Related Service Provider
	Ben Waxman	Network Leader

Appendix 3 of CEP

Part A: Needs Assessment Findings

- We use the HLIS to determine the primary language spoken by each family. This information is tracked through ATS (Automate the Schools). To determine the most effective way to communicate with families that speak a language other than English, we conduct informal interviews held with the parent coordinator and/or the child’s classroom teacher. We are able to provide on-site written and oral translation in English, Spanish French, and Arabic. We have partnered with parents to assist with translations that are not provided by the Department of Education.
- The table below indicates the plethora of languages spoken by our families, and it is disaggregated by grade.

Language	PK	K	1	2	3	4	5	Total
Afrikaans		1	1		1		3	6
Arabic				1				1
Bambara						1		1
English	9	70	56	37	55	59	58	344
French	1		3	1		2	1	8
Fulani	1	3	1	5	4	2		16
Hausa						1		1
Malinke				1				1
Niger-Congo					1			1
Portuguese			1					1
Slovak			1					1
Soninke	1	3	1	1	1			7
Spanish	1	10	23	30	31	38	28	161
Tigre	1							1
TWI							1	1
Totals	14	87	87	76	93	103	91	551

The school community is aware of the four languages we are capable of translating for families. To ensure that the community is aware of all of the language needs, this information will be incorporated in the 7.5 hour training sessions.

Part B: Strategies

The school will continue o use the DOE’s translation unit to translate written notices for

and Activities	<p>parents. For notices that have a quick turn around time, we have the ability on site to produce communiqués in Spanish, Arabic, and French. During workshops and meetings, translation boxes are provided and oral translations are provided by the certified ESL teacher.</p> <p>The ESL and/or the bilingual teacher arranges for oral translation on an as needed basis. These services are provided by school staff, parent volunteers, and should the need arise, by outside contractors.</p> <p>Parents are informed of the various translation services that are available during the parent orientation session, classroom curriculum conferences, and the parent handbook. All students entering PS 132 for the first time are given a HLIS in their native language, and all newly enrolled and existing ELLs receive appropriate placement documents in their native language too.</p>
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Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

PK-5

Number of Students to be Served:

LEP 110

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) speech teachers and educational assistants

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.

As per CR Part 154, P.S. 132, which is a Pre-K to 5 school, follows the balanced literacy model for English as a Second Language Instruction in the two programs the school offers i.e. Transitional Bilingual Education and free standing ESL program. ELL students in both programs receive hours of instruction according to their proficiency level, data collected from the LAB-R and The New York City English as a Second Language Achievement Test (NYSESLAT). We work in cooperative learning groups, both homogenous and heterogeneous and differentiate instruction depending on the need and/or ability of the student. We target writing skills as well as reading, speaking, and listening. The goal of our ESL program is for students to acquire the language development necessary for transitioning to advanced levels of ESL proficiency and ultimately out of ESL program.

Public School 132 currently has a self-contained ESL class that services grade 1 with 19 ELL students. The teacher has a Transitional B Certificate. We have 6 ESL push-in/pull-out classes served by 1 certified ESL teacher. The program follows New York City Performance Indicators and New York State ESL Standards along with the New York State mandated hours.

- An approximation of 110 students is being served.
- 2 Bilingual self contained classes. One on the 2nd grade and one on the 4th grade.
- 2 Monolingual self contained classes. One on the 1st grade and one on the 2nd grade.
- Additional push in and pull out services.

The School Instructional Title III Program

P.S 132 plans to establish two Saturday Academy Programs to support both ELL students and their parents. The Saturday Academy will offer a supplementary program for ELL students in grades 2-5 to address comprehension, reading, writing, listening, and writing skills to prepare them to pass the NYSESLAT and lessen students' test taking anxiety.

We are starting an ESL Saturday Academy for adults in mid- January 2010. In this program, parents of our ELL students will learn how to become more proficient in English so they can help their children with their homework and school work. The Parents of ELL students are mostly in the beginner stage of language acquisition. Two certified bilingual teachers have been selected to work with the parents for 4 hours each Saturday to help to bridge the home/school connection and proficiency gap.

Professional Development Program

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

Our professional development program is implemented in six week cycles.

CYCLE I: Goals/Analysis

- School-wide
- Grade-wide
- Class
- Teacher
- Student

CYCLE II: Smart Goals

- School
- Grade
- Class
- Teacher (Santa Cruz Model)

CYCLE III: Inquiry Process

- Phase I (Data Collection)
- Differentiation of Instruction

The Remaining CYCLES: The Collaborative Inquiry Process

- Week 1 - pre-assess, analyze, hypothesize, strategize, goal set
- Week 2-5 - 4 weeks of Teaching a strategy to address the identify needs
- Week 6 - Postassess, analyze, hypothesize, (re)strategize, revisit, revise goal

During Cycle I - professional development is facilitated by the ,Principal and Assistant Principals. Cycle II is facilitated by the Principal, Assistant Principals and coaches. Cycle III and all remaining cycles are facilitated by the coaches with support of the principal, grade assistant principals and an AUSSIE consultant. Our target audience is classroom teachers and out-of-classroom teachers who include teachers of ELL students.

High quality professional development activities are aligned to New York State standards, data analysis, and student needs based on the school Report Card and the Progress Report.

For a more in-depth description, please refer to the professional development section and the school level Reflection section that refers to the ELLs.

Form TIII – A (1)(b)

School: 09x132
BEDS Code: 09x132

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
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	\$22,420	The ESL Saturday Academy is for the parents who want to be more proficient in English and the academy is mandated for students that have obtained an Intermediate or Advanced proficiency level on the NYSESLAT. The academy is supported by parent workshops conducted at PS 132 at no cost to Title III funds. Our ESL Saturday Academy includes expenditures for 3 certified bilingual and/or ESL teachers, 2 paraprofessionals and 1 supervisor. The Academy will begin on Saturday, January 16, 2010 and will run every Saturday for the next 24 weeks excluding holidays.
Purchased services - High quality staff and curriculum development contracts	\$19,933	These funds will be used to fund the per session salaries of teachers and paraprofessionals. The itemized list is as follows: 3 teachers X 4 hours X 24 days X \$49.89 = \$14,368 2 paraprofessionals X 4hours X 24 days X \$28.98 = \$5,564
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,487	These funds will be used to purchase teacher guides and student NYSESLAT skills practice books. In addition, we will purchase various school supplies for our adult learners.
Educational Software (Object Code 199)	none	none
Travel	none	none
Other	none	none
TOTAL	\$44,840.00	

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.

Please refer to our LA P narrative in our School documents.

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.

Please refer to our LAP in our school documents

Part B: Strategies and Activities

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

The school provides small group instruction in reading with ESL teacher, guided reading. Students are enrolled in an online reading program that focuses on students' phonemic awareness. Students receive targeted reading instruction for 37.5 twice a week in small groups addressing specific reading strategies.

The school provides small group instruction in writing with ESL teacher, small group instruction in writing along with the classroom teacher. Students also receive targeted instruction for 37.5 minutes twice a week that addresses specific writing skills along with SYSELAT test preparation.

The school provides small group and individualized instruction that targets specific listening skills like finding main ideas, retelling stories, listening for details, predicting through vocabulary and note-taking. Students use multimedia tools in the computer lab to diversify their listening sources and topics according to proficiency levels.

The school provides small and group and individualized instruction focusing on targeted language and thinking skills with ESL teachers and the Adaptive Physical Education teacher. Students with Speech disorders also receive specialized speech therapy with Monolingual and Bilingual speech therapists.

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.

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

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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:	\$62952	\$129,562	\$192,514
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6295		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1295	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31476		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6478	
6. Enter the anticipated 10% set-aside for Professional Development:	\$62,951		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$12,956	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
not applicable

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

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

To increase parent involvement, we are instituting an initiative titled Passport to Success, that is available in Spanish and English (soon to be available in Arabic and French). The Program is a way of rewarding parents who help students learn and improve their parenting skills at the same time. Every parent will receive a Passport Booklet, and each time a parent participates in a qualifying event he/she will be eligible to receive a stamp.

Examples of qualifying events are:

- Attending Parent\Teacher Conferences
- Attend a PTA meeting
- Attend a Community Education Council meeting
- Serve as chaperone for a field trip
- Serve on a school related committee
- Participate in a parent education class
- Attend a library event with your child or student
- Attend Parent Involvement Committee meetings
- Participate in a parent workshop or class

As soon as parent receives five stamps he/she can redeem them for a variety of incentives including gift cards at local merchants, tickets for family merchants, possible scholarships for summer camp or summer enrichment activities, etc. Once parents receive 25 stamps, they qualify for the end-of-year celebration as decided by the SLT.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 132, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 132's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 132 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 132's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 132 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title

I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 132 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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.

Section II: School-Parent Compact

PS 132, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 132 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - o communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - o respond to surveys, feedback forms and notices when requested;
 - o become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - o participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - o take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - o share responsibility for the improved academic achievement of my child;
- The school-wide uniform policy
- Academics being the first priority.
- Monitor their child's assignments, and sign off that all homework has been completed daily
- Ensure their child takes care of all school books and obligations during the school year.
- To attend all school conferences and other conferences requested by any member of the PS 132 school staff.
- Volunteering on a committee that involves activities for the entire school.
- To seek assistance when academic help is needed.

Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

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

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

Please refer to the needs assessment section.

2. Schoolwide reform strategies that:

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

Please refer to the needs assesment section.

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

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

Please refer to the needs assessment section.

o Help provide an enriched and accelerated curriculum.

Please refer to the needs assessmetn section.

- o Meet the educational needs of historically underserved populations.

Please refer to the needs assessment section.

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

Please refer to the needs assessment section.

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

not applicable

3. Instruction by highly qualified staff.

Please refer to Part A of section 4.

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

Please refer to the professional development section.

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

Please refer to section five.

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

Please refer to the parent involvement policy section.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

During the month of June, we invite our incoming pre-school children and their families to tour, visit, and meet their potential teachers. We provide families with information packets to assist them with getting ready for school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

During our weekly professional development sessions, teachers analyze their student data and create and implement action plans.

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

Please refer to the academic intervention service section.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Please refer to the students' in temporary housing section.

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.

not applicable

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

not applicable

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;

not applicable

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

not applicable

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

not applicable

4. Coordinate with and support the regular educational program;

not applicable

5. Provide instruction by highly qualified teachers;

not applicable

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

not applicable

7. Provide strategies to increase parental involvement; and

not applicable

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

not applicable

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

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

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

NCLB / SED Status:

Restructuring - Year 3

SURR Phase / Group (If Applicable):

Part A: For All Schools Identified for Improvement

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

Our school was identified based on ELA grades of all students. Our findings indicate that our students are struggling with phonemic awareness.

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.

Our AIS program is geared for the most at-risk students and is implemented and evaluated on a six week cycle. We match our intervention techniques with the identified reading strand that a student is not making progress. In addition during our extra 37.5 minutes of instruction, students are tutored in the basic building blocks of the English language.

Our data also indicates that overall our students are struggling with phonemic awareness; therefore we are utilizing a computer based program that focuses on strengthening students' auditory processing skills.

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.

We will continue to use our Title 1 funding, to help move our school. We will continue working with our students. We will continue working towards brining in the necessary technologies in curricula that will help develop the necessary skills and strategies that our students need to succeed in life. We will continue to use this money to both focus on the academic and social skills of our students.

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

Our school continues to have three administrators (who supervise two grades each), a math coach and a teacher center coach. They continue to work with teachers weekly during professional development. In addition administrators are working with teacher's who are in need of individual interventions. This is done through demo lessons, labsites, buddy teaching and working with the AUSSIE consultant. Teacher's are also sent to outside training sessions, to complement the professional development that is provided on site. Teacher's also continue to plan and support each other.

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

We have sent letters to parents. Letters are sent each year. In addition the school's parent coordinator notifies and speaks with parents. This is also done by the PA as well.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

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

This is not relevant to our school because our ELL students are clustered in one class on a grade, except for free-standing first grade class. These teachers implement curriculum as outlined by the school wide grade appropriate curriculum maps. The ESL teacher pushes in to assist with language acquisition techniques.

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

- Applicable
- Not Applicable

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

The percentage of ELL students that have made one year or more of progress as indicated on the NYC progress report supports our response.

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

1B. Mathematics

Background

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

and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

During the year we analyze our students assessment at the end of every unit and against our school created performance checklist that is aligned with the standards. We also analyze our item analysis reports from the state exams. Based on this information we create action plans.

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

Applicable Not Applicable

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

Based on the item analysis of the state exam, many of our students have scored below 60% in various standards.

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 created performance tasks that align with content and process strands that require students to individually demonstrate their in depth knowledge of math. In addition, students are required to create a project at the end of every unit to demonstrate their understanding of the unit.

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.

We continue to develop and foster an environment that promotes best practices, in our classroom. This is based upon research data, school wide assessments and practices developed in professional development. We implemented the Voices program in grades K-2 which helps to develop the social and oral skills of our early childhood grades, which will help build the foundations of our school. We continue to work on best practices, that will help engage our students, overall development. Accountable talk has been a focus of our school for the past several years. In addition we continue to focus on developing higher order thinking and developing teachers' ability to add rigor to their daily instruction.

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

- Applicable Not Applicable

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

This can be seen in teachers' daily instruction practices, as they continue to further develop the workshop model. This can also be seen in direct contact with students. Also through Dibels and Rigby Running record assessments which help foster students' oral development. As a whole our school is moving in a direction that will make our students' productive global citizens. Our weekly professional development focuses greatly on developing our students oral and independent skills. Time is allotted for think-pair and share and the Try Out is a big part of our workshop model, which allows students time to talk, practice and engage in accountable talk.

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.

We will continue to conduct weekly professional development periods with teachers and staff. We will continue to insure that teachers are following the school's mission statement in their daily practices. We will continue to focus on the oral development of our students.

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.

We continue to use the Everyday Math and Calendar math programs. We continue to spend 30 minutes of our 90 minute block working on numbers, numeration and numbers sense, to help foster overall math development in our student population. Students are actively engaged in games and hands on work during this math block. We have also developed goals during our professional development periods that are focusing on developing guided math groups, which will allow teachers time to focus on key areas and student weaknesses.

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

Applicable Not Applicable

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

This is an area that we are greatly developing in our school. We have developed a schoolwide inquiry team that is focusing on our lowest functioning mathematical students. We are continuing to develop best practices to meet all the needs of our students.

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 will continue working on developing the best intervention for our students, this will be done through Inquiry Team Work. Our students will continue to work with the AUSSIE consultant, they will continue playing math games and working on independent math work. We will continue to work with staff to help create projects and portfolio pieces. This will give students more time with math exploration work.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Every spring we distribute a teacher intent to return form. Our responses indicate that less than 1% indicate they will not return.

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

Applicable Not Applicable

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

This is supported by the number of teachers that do return that results in virtually zero vacancies for the upcoming school year.

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

not applicable.

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.

Our ELL team are active participants in QTEL, BETAC, and other trainings as evidenced by agendas, flyers, and information that is shared.

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

Applicable Not Applicable

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

Please refer to the previous response.

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.

not applicable.

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.

We find that the data we use does not specifically address the ELL student's proficiency level, the student's time in the United States, nor the type of program. It does address his/her specific academic needs without considering the fact that he/she is an ELL. We do provide mandated services.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This is supported by the way we collect and analyze our data. A place to record modifications for our ELLs is missing from our action plan templates.

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.

We will revise our action plan templates to incorporate this.

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.

Since our professional development incorporates all teachers, we allow for the sharing of information to ensure that modifications and techniques are imbedded in the daily lessons. In addition, our teachers of our CTT and self-contained classes have engaged in additional professional development to strengthen their knowledge base as well as be an effective resource for their general education counterparts.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This is supported by the NYC progress report which states that more than 80% of our students in the lowest 1/3 making at least one year progress.

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.

not applicable

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.

Our IEP team reviews every IEP at the end of the school year and at the start of the new to ensure IEP programming aligns with instruction and behavior modifications.

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?

This is supported by our various meetings and agendas that document our efforts.

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.

not applicable

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

For Title I Schools

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

10

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

Our extra social worker works with the families in temporary housing and assists them with navigating the various systems and appointments.

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).

not applicable

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

not applicable

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.

not applicable