



P.S. 197

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 12X197
ADDRESS: 1250 WARD AVENUE BRONX, NY 10472
TELEPHONE: 718-842-2111
FAX: 718-589-7473

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 197 SCHOOL NAME: P.S. 197

SCHOOL ADDRESS: 1250 Ward Avenue Bronx, NY 10472

SCHOOL TELEPHONE: 718-842-2111 FAX: 718-589-7473

SCHOOL CONTACT PERSON: Grace Formica EMAIL ADDRESS: gformic@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Gowan

PRINCIPAL: Grace Formica

UFT CHAPTER LEADER: Mildred Santos

PARENTS' ASSOCIATION PRESIDENT: Jenny Lopez

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 SSO NAME: CFN 5

SSO NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Grace Formica	*Principal or Designee	
Mildred Santos	*UFT Chapter Chairperson or Designee	
Jenny Lopez	*PA/PTA President or Designated Co-President	
Jenny Lopez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marta Morales	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Michelle Acevedo	Member/ Teacher	
Katelini Gojcaj	Member/ Teacher	
Juanita Delgado-Aponte	Member/ Assistant Principa	
Irma Prado	Member/ Parent	
Patricia Rivera	Member/ Parent	
Virma Ortiz	Member/ Parent	
Maria Macias	Member/ Parent	
Maria Santos	Member / Parent	
Melinda Leach	Member / Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 197 is an early childhood learning environment. At P.S. 197 we believe that by fostering an atmosphere of learning, our school can best meet the needs of our young students. Our learning environment, therefore, consists of three elements: the learning context of the students, the staff, and the parents. By allowing opportunities for these three elements to develop, we believe our school can achieve its maximum learning potential.

Instruction at P.S.197 is age and developmentally appropriate as we meet the social, emotional, and cognitive domains of early childhood development. Differentiated and individualized instruction is used to support all learners as they are immersed and engaged in learning. P.S. 197 is a warm and nurturing young learners' environment.

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. 197								
District:	12	DBN:	12X197	School BEDS Code:	321200010197				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3		7		11		
	K	√	4		8		12		
	1	√	5		9		Ungraded	√	
	2		6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	72	72				TBD		
Kindergarten	221	231	245	Student Stability - % of Enrollment:					
Grade 1	247	270	287	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		92.0	93.3	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment:					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		85.6	85.6	TBD		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		8	19	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	8	5		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	4	0	2	(As of October 31)	2007-08	2008-09	2009-10		
Total	544	573	606						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	19	24	24	Principal Suspensions	1	8	TBD		
# in Collaborative Team Teaching (CTT) Classes	17	9	19	Superintendent Suspensions	3	3	TBD		
Number all others	18	19	20	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	41	36	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	150	158	165						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	22	Number of Administrators and Other Professionals	11	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	97.6	100.0	TBD
				% more than 2 years teaching in this school	56.1	58.3	TBD
				% more than 5 years teaching anywhere	36.6	38.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	85.0	83.0	TBD
American Indian or Alaska Native	0.4	0.2	0.5		89.5	93.8	TBD
Black or African American	21.9	21.5	19.3				
Hispanic or Latino	74.1	75.0	76.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	2.4	3.1				
White			0.2				
Male	45.0	47.8	46.7				
Female	55.0	52.2	53.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

▪ ***What student performance trends can you identify?***

- Students entering grade one demonstrate a wide range of reading and writing ability due to their previous schooling experience (if any); this disparity of schooling experience is evidenced in the ongoing data collected throughout school year: students with PK and K experience perform at higher levels in reading and writing by June of their grade one year.
 - Certain sub-groups of grade one students (as well as patterns between groups) can be identified from the 2008/2009 data: both male and female students read and write at similar levels; small variations in reading levels exist between English and Spanish speaking students (At grade one target level I English speakers show significant gains over Spanish speaking).
 - Students with poor attendance perform at lower levels than those with regular and consistent attendance.
 - Consistent and significant progress is indicated by the grade one informal and formal (TCRWP) reading assessment systems: all but 48 students scored level C or below in the November 2008 Formal Assessment while only 37 scored level C or below in May 2009; the majority of students scored level C or below in the December 2007 Informal while the May 2009 data indicate a normal distribution of students with the largest group scoring at level I.
 - Consistent and significant reading progress is indicated by the kindergarten TCRWP reading assessment: in May of 2009, a normal distribution of reading levels are demonstrated by data with the majority of students scoring at level B (as opposed to Fall 2007 reading scores: majority of students at pre-A).
 - Kindergarten and grade one data indicate a consistent and significant progress in phonics, phonemic awareness, word/letter/sound identification, and spelling.
-

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

- The development of a comprehensive system of collecting, organizing, and analyzing school-wide student data (Datafolios).
- The successful adoption and internalization of the Balanced Literacy Model as a truly responsive approach to teaching students at their point of need.
- The development of a comprehensive system of tracking students' reading level growth.
- The opportunity to have professional authors (Sharon Taberski, Tony Stead, Shelly Harnwayne, and Matt Glover) top closely collaborative with teachers on a one-to-one basis in addition to all day and half day professional development opportunities.

- Increased communication and collaboration between the staff of P.S. 197 and the staff at P.S. 195/196.
- The establishment of interschool “reading buddies” between Grade 1 (P.S. 197) and Grade 3 (P.S. 196).
- The development and constant revision of Kindergarten and Grade One Curriculum Maps that are specific to our school, aligned to State Standards, and address the needs of our students.
- The training of a Reading Recovery teacher and the implementation of Reading Recovery services to provide intervention support to struggling readers.
- The launching and implementation of Project-Based learning in kindergarten and grade one.
- The development of Reading and Writing continuums to better inform instructional practices.
- The development of various forms of documentation that are specific and appropriate to the early childhood population of PS197.
- The launching of Inquiry Teams to conduct inquiry work specific to the needs of the students and teachers at PS197.
- The empowerment and support of teachers to ensure their success:
 - Curriculum Planning Teams
 - Teacher-initiated and teacher-led professional development
 - Book Studies
 - TCRWP Assessment
 - On-site Mentoring Program
 - Common Preps/Planning periods
 - On- and Off-campus professional development

▪ ***What are the most significant aids or barriers to the school’s continuous improvement?***

Significant aids:

- Strong commitment to meeting the needs of the “whole” child by every member of the staff
- School culture is characterized by the collaborative learning environment which has been fostered over the last three years
- The Comprehensive Educational Plan and its goals were developed by a representative team and forms the basis for planning Professional Development for all staff in this school
- Strong support of teacher empowerment by an administration that has progressively enhanced professional growth through provision of financial and physical resources
- Enthusiastic experienced and beginning teachers who embrace the school’s early childhood philosophy

Significant barriers:

- Transient student population
- The attendance issues for some students have affected their academic progress and engagement.

SECTION V: ANNUAL SCHOOL GOALS

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

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

The goals of PS197 are divided into three sections as indicated below. Our focus on fostering a learning environment conducive to the students, staff, and parents reflects our belief that student achievement is best achieved through collaborative school-family-child efforts. Therefore, the three priorities each encompass SMART goals that are specifically targeted at improving student outcomes.

1. To engage students in meaningful and developmentally appropriate project-based learning activities. This approach to instruction will result in improved student learning outcomes across all curriculum areas.
2. To cultivate a learning environment in which the teachers and staff become reflective and conscientious educators. It is our intent that teachers and school staff will further their professional growth by seeking out on- and off-campus learning opportunities to meet their individual professional needs.
3. To encourage a learning environment in which the parents and family members of the students are allowed opportunity to further their own growth and become active and contributing members of the school community.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In order to measure the efficacy of an environment of project-based learning, the school leaders and teachers at PS197 will continue to monitor and evaluate student learning through a variety of assessment tools: formal and informal running records, daily anecdotal records, the analysis of student writing samples, etc. The data and documentation obtained from such assessment tools will be compared with data from the beginning of the school year (and past years) to measure the degree of progress made. Our target for the school year is to achieve a 3% percentage increase in students who are reading on or above grade level standards by the end of the year.</p> <p>Furthermore, evidence of having met target goals will also be measured by means of classroom atmosphere – including the instruction, activities, and levels of student engagement. Children will participate in all facets of academic learning; however, such activities will be child-centered and reflective of their needs as young learners. It is our hope that at least 85% of our classroom teachers will adopt aspects of the project approach in their daily instruction by the end of the 2010 school year.</p> <p>Finally, this approach will develop increased student motivation and autonomy. As students become self-initiated and self-directed learners, evidence of students engaging in lines of inquiry in which self reflection, negotiation, and evaluation will become an essential component of their learning process. This will be made measurable by:</p> <ol style="list-style-type: none"> 1) Choosing of own research topics 2) Negotiating length, scope, and sequence of projects 3) Making connections between subjects/content 4) Developing own questions 5) Answering questions on their own 6) Integration of project across all curriculum 7) Increased representation and recording of student work
<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>School leaders and staff have been involved in, and will continue to be involved in, a collaborative effort to learn from each other and to share their personal experiences with the project method. Information regarding implementing and sustaining a rich project-based instructional environment is disseminated to staff from school leaders as well as from teacher to teacher.</p> <p>The following will be/have been implemented to support the plan:</p> <ol style="list-style-type: none"> 1) The integration of art and music into the daily instructional routines in order to make student-learning experiences more meaningful and developmentally appropriate.

	<ol style="list-style-type: none"> 2) Regular and collaborative opportunities to analyze and reflect on documentation and assessments and to discuss how the project method can be used to meet the varied needs of individual learners 3) Provide support for teachers to implement a seamless learning schedule in which reading, writing, and math are integrated naturally into the daily flow. 4) Utilize a variety of instructional materials and activities to meet the varied learning styles of our early childhood students. 5) Differentiate instruction and learning activities to ensure that every child receives a well designed and equitable school experience. 6) Seek out and develop liaisons with other early childhood schools and/or project-based schools in order to refine our practice 7) Adequate funding will be allocated to support the initiatives of classroom teachers, e.g., opportunities for field trips, supplies and materials to support a rich, project-based classroom, etc. 8) Professional literature is available for school staff.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Allocate the necessary funds in order to contract math and literacy AUSSIE consultants • Literacy coach on each grade • Per-session money to fund afterschool and Saturday professional development • The contracting of various specialists and authors (i.e., Sharon Taberski, Tony Stead, Shelly Harnwayne, Matt Glover, etc.) to support our curriculum and instruction • Summer institutes in which teams of teachers developed curriculum and assessment resources
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1) Records of the formulation of investigative questions and inquiries into specific projects 2) All students will be responsible for maintaining a method of recording and organizing their individual research 3) Teacher documentation of student progress, e.g. photographic evidence, audio/video recordings, etc. 4) Student made projects 5) All students will create webs with and without teacher support 6) Portfolios in which student work is maintained 7) Representation of student work through construction and manipulatives 8) All data forms (running records, formal and informal assessments, etc.) to monitor and chart student progress 9) Evidence of increased nonfiction writing 10) Evidence of increased content knowledge and connections between subject areas

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To cultivate a learning environment in which the teachers and staff become reflective and conscientious educators. It is our intent that teachers and school staff will further their professional growth by seeking out on- and off-campus learning opportunities to meet their individual professional needs.</p> <ol style="list-style-type: none"> 1) By the end of April, we would expect 90% of staff to have attended at least one off-campus professional opportunity 2) The regular attendance (3 meetings per month) at weekly and monthly planning/grade meetings 3) By the end of the year, we hope that teachers will have had the opportunity to provide at least 1 informal professional development for their colleagues 4) Teacher-initiated requests specific to their professional growth, e.g., approaching instructional leaders will occur on a daily basis 5) Evidence of enhanced dialogue that reflects their professional growth, e.g., the use of project-based language, more in-depth discussion, and developmentally appropriate understanding reflective in their conversations. <p>By the end of the year, it is expected that 90% of teachers will form and participate in a study group (of approximately 3-4 members) that will focus on their individual professional needs</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>In order to further develop a learning environment among school staff, weekly planning meetings have been established for teachers to collaborate and engage in conversations concerning instructional and curriculum practices; assessment and documentation tools; classroom activities and learning resources; and other elements pertaining to the successful implementation of project-based learning. In addition to the weekly common preps, weekly after-school PD sessions have also been established in which 80 minutes have been dedicated to meeting the specific learning needs of teachers, differentiated by need, grade, and/or subject.</p> <p>Plans to further meet the above goal, and to build capacity in school staff, include the following:</p> <ol style="list-style-type: none"> 1) Scheduling weekly planning meetings for teachers and school leaders in which differentiated professional development occurs. 2) Opportunities for teachers to participate in learning walks and classroom inter-visitations. 3) Opportunities for new teachers to receive support and coaching from our Author Consultants, literacy coach, and instructional team. 4) Continue to supply professional libraries to each teacher to deepen their understanding of pedagogy and curriculum. 5) <p>Adequate funding has been allocated for teachers and school leaders to attend professional development</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Allocate the necessary funds in order to contract math and literacy AUSSIE consultants • Literacy coach on each grade • Per-session money to fund afterschool and Saturday professional development • The contracting of various specialists and authors (i.e., Sharon Taberski, Tony Stead, Shelly Harnwayne etc.) to support our curriculum and instruction • Summer institutes in which teams of teachers developed curriculum and assessment resources

Indicators of Interim Progress and/or Accomplishment

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

Collegiality, professionalism, and interdependence will be evidenced through the following:

- 1) Upon the completion of the current school year, attendance records of weekly common planning meetings will be reflective of the dedication of staff to furthering their practice.
- 2) Outcomes, goals, and next steps as identified in planning meetings will be measured by the continued evolution of classroom practices as indicated in formal and informal administrative observations.
- 3) A further measure of professional growth is evidenced by teacher-initiated attendance at off-campus sites. Upon their return, teachers are encouraged to share their reflections and observations with their peers in planning meetings and professional development sessions.
- 4) Lesson plans will reflect professional growth in design, implementation, and curriculum content. Furthermore, lesson plans will evidence teacher collaboration across grade level, e.g., team teaching; Kindergarten and First grade partnerships; Pre-Kindergarten and Kindergarten intervisits; interclass presentations; and joint-field trips and activities

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To encourage a learning environment in which the parents and family members of the students are allowed opportunity to further their own growth and become active and contributing members of the school community.</p> <ol style="list-style-type: none"> 1) Active and regular participation in weekly parent workshops. Our goal is to increase the current percentages by 5% <ol style="list-style-type: none"> a) Pre-Kindergarten: 25% to 30% b) Kindergarten: 15% to 20% c) First Grade: 10% to 15% 2) 5% increase in participation in Parent Association events and activities 3) Increased in-class participation in monthly parent activities planned by teachers (increase of at least 8 parents per month involved in classroom activities). 4) Increased attendance at literacy workshops in which parents and teachers discuss strategies and appropriate learning activities (a 15% increase would set the target for our next activity at 48 parents). 5) Participation in field trips with the classroom teacher 6) Involvement in fundraising 7) Parent participation in School Leadership Team
<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>Parents and family members are provided with regular correspondence from the school. This communication enables parents to be aware of opportunities to participate in school activities. All letters and communication are translated into Spanish.</p> <p>Funding (about 4% of Title I) for parent/child classroom activities and parent workshops has been allocated.</p> <p>There is a family worker on each grade level and 1 social worker scheduled to meet with parents and conduct the workshop and parent trips. Everyday, activities are planned for in the Parent Room, from September through June. The monthly calendars for each grade are distributed at the start of each month.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Allocate the necessary funds in order to contract math and literacy AUSSIE consultants • Literacy coach on each grade • Per-session money to fund afterschool and Saturday professional development • The contracting of various specialists and authors (i.e., Sharon Taberski, Tony Stead, Shelly Harnwayne etc.) to support our curriculum and instruction • Summer institutes in which teams of teachers developed curriculum and assessment resources • Title III funds to support LEAP artists and parent/child performances
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased number of parent/child events • Increased number of parents in kindergarten and grade one <i>Family Workshops</i> (as evidenced by attendance records) • Increased number of parent “<i>Reading Workshops</i>” • Increased number of parents in attendance of teacher-conducted <i>Literacy and Math Workshops</i> • Increased <i>Parent Volunteers</i> • Increased parent attendance at <i>Dance and Music Performances</i>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a		N/A	N/A	8		15	
1	53		N/A	N/A	12		25	
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Student literacy needs are addressed through small group intensive guided reading focusing on phonological awareness, visual perception of letters, word recognition, phonics/decoding skills, phonics/structural analysis, fluency/automaticity and comprehension. These groups are held throughout the school day as well during extended day time.
Mathematics:	n/a
Science:	n/a
Social Studies:	n/a
At-risk Services Provided by the Guidance Counselor:	n/a
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	<p>Individual Counseling/At-Risk Services: a variety of services were conducted according to student and/or family needs. At-Risk services by the school social worker included:</p> <ul style="list-style-type: none"> • Intervention & Preventive Services for Child/Family • Short-Term Counseling • Conflict-Resolution and Mediation Sessions with Students • Classroom Observations & Visits • Meetings, Phone contact and Follow-Up with Parents • Meetings with both Parents and Teachers • Referrals to Community-Based Agencies and Resources <p>Contact/Follow-Up with Community Agencies involved with Student/Family.</p>
At-risk Health-related Services:	n/a

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) K-1 Number of Students to be Served: 142 LEP _____ Non-LEP _____

Number of Teachers 4 Other Staff (Specify) 3 (1 AUSSIE Consultant and 2 Authors)

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.

P.S. 197 is an early childhood school, with 605 Pre-Kindergarten through grade one students, of which 142 of them are ELL students in Kindergarten and Grade One. The Title III program for kindergarten and grade one students will be as follows:

- Instruction for ELL students is conducted in the English language. Students to be served are students who have scored at the beginning, intermediate and advance level of ESL proficiency based on either their LAB-R or NYSESLAT score. ELL students will be served by two ESL certified teachers. Students who are at the beginning and intermediate level of proficiency are serviced 8 times a week and students at the advance level 4 times a week by certified ESL teachers. ESL services are provided on a pull-out model for duration of 45 minutes each session. ESL teachers will use appropriate ESL scaffolding strategies to service the beginners, intermediate and advance level students. In addition to the mandated services, each of three ESL classes

are reduced class size (no more than 10:1 ratio) to assist in the development of the four modalities (speaking, listening, reading, and writing) assessed by the NYSESLAT. ESL teachers push in one period a week to each of the ESL classes for reduce class size for a total of six 45 minutes periods a week. The purpose of reducing class size is to help young learners (five and six year olds) to improve in their English language skills while improving on oral language development and to move towards meeting the New York State learning standards for ELLs. Also, ESL teachers meet with classroom teachers at least once a week during their common planning time.

- An after school program coordinated, monitored and delivered by our two NYS certified licensed ESL teachers which utilizes the *Getting Ready for the NYSESLAT and Beyond* text to identify and put into practice the best strategies in standards-based instruction. The goal for this program is to prepare LEP students for the listening, speaking, reading, and writing sections of the NYSESLAT, thereby increasing student preparation for the NYSESLAT exam as evidenced by the 2009-2010 exam results. Teachers will use these instructional materials and teachers' guides to create a comprehensive NYSESLAT preparation curriculum for the 2009-2010 academic year. The after school program will be provided twice a week for two hours and will start in January and will run through the end of May. In addition, each classroom and the ESL Lab will have a separate library of literature specifically designed for the English Language Learner. Literature will consist of non-fiction titles and will be used for; daily practice in reading, writing, word study and Project Based Learning. The expected outcome is for these students to be better prepared in the reading and writing sections of the NYSESLAT. Students will be given opportunities to practice these skills each week.
- In addition, ESL licensed teachers and monolingual teachers will work in a collaborative effort with LEAP (Learning through Expanded Arts Program) specialists in providing music and visual arts customized experiences to expand on language development and gain a greater insight into the cultural values of the community. LEAP specialists provide instruction in English three times a week, for duration of 45 minutes. Both the ESL teacher, monolingual teacher and LEAP specialist must meet on a weekly basis to plan, assess, and discuss the needs of the students. These meetings take place after school where both ESL teachers and classroom teachers are paid per session. LEAP assembly programs will be conducted seven times throughout the year to both parents and students. Assembly programs engage students and families on visceral, intellectual, and emotional levels.
- Parent Involvement: PS 197 offers ESL classes for parents on an ongoing basis to support the parents of LEP students. The ESL class will be offered to parents twice a week (Mondays and Wednesdays) to help parents of ELLs learn English and to become more involved in their child's education. We will purchase dictionaries, notebooks, and ESL workbooks for parents to use during the ESL classes. Parents will be given the opportunity to take the dictionaries home with them. Parent workshops and trips will include topics such as; *Healthy Home, Library, Literature & Technology, FDNY Fire Zone* in addition to museums with the use of the *Cool Culture* passes. These trips will not be funded with Title III funds.

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.

The Title III Professional Development program will focus on a variety of ESL strategies and methodologies for ELL students, particularly for the beginning level student.

- All teachers participate in ongoing Professional Development for ELL teaching strategies to support the appropriate instruction in the areas of academics and linguistics. As students develop academic and linguistic competence and begin to take charge of their learning, professional development and planning is modified to meet the needs of the students and teachers.

Professional development will be conducted by the AUSSIE consultant in collaboration with the ESL teachers. Professional development occurs during common preparation periods, after school and once a month during a grade conference and/or faculty conferences. Upcoming professional developments are Quality Teaching for English Learners (QTEL) and Response to Intervention Model (RtI). The QTEL workshop will take place during the mid winter break (February 16-19). QTEL is a four day (30 hours) workshop targeting academic literacy development for ELLs through a lens in which classroom social processes, language, and learning are seen as inextricably intertwined, the QTEL program promotes highly supported, carefully scaffolded tasks, which amplify and enrich the linguistic and extra-linguistic contexts of learning, as key to student achievement. This workshop is being provided by our network.. The RtI workshop, also provided by our network, is a six sessions training that will focus on strategies for struggling readers. Future professional development opportunities not funded by Title III will include; the use of ongoing assessment activities to measure progress in attaining English language proficiency using the *NYSESLAT* text and the *Oral Language – Developmental Continuum* by, *STEPS-Professional Development & Consulting*. The ESL teachers and AUSSIE consultant will meet with teachers to study and plan utilizing the curriculum map design to support all teachers in integrating ESL strategies within all areas of curricula, understanding the ELL standards, stages of Language Acquisition, and studying researched-based text on bringing together the Standards, Performance Indicators, and classroom activities. In addition, funds from other sources have been allocated for professional authors, such as, Sharon Tuberski *On Solid Ground (2000)* 40 full days, Tony Stead *Is That a Fact? (2002)* 40 full days And Shelly Harwayne *Learning to Confer (2004)* 40 full days, to conduct professional development and to work with monolingual and ESL teachers in their classroom to assist in development of strategies for teaching reading and writing in kindergarten and grade one.

- ESL and Bilingual staff will be offered opportunities to attend city and state sponsored conferences and workshops. Substitute teachers will be provided through funds other than Title III.
- LEAP specialist will meet with teachers on an individual basis to study and plan the implementation of how to create a diverse community where students are able to demonstrate cross-culture knowledge and understanding.

Form TIII – A (1)(b)

School: P.S. 197 BEDS Code: 12x197

**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 70%	\$ 16,960.00	Two FTE certified ESL teachers @ .10 each for the two ESL teachers. Teachers provide reduced class size through provisions of instruction in groups of 20 students with two teachers, 10:1 ratio for part of the day. Instruction is provided in an ESL Lab and based on a push-in model. The lab is an Early Childhood language based environment which promotes the development and enhancement of English Language skills through the workshop model and project based instruction.
Purchased services - High quality staff and curriculum development contracts. 20%	\$ 3,592.08	After school direct instruction will be provided through a residency program provided by LEAP (Learning through Extended Arts Program). Students will cycle through Music and Visual Arts for two 8 week periods each. The collaborative work of the LEAP artist, ESL teachers and AUSSIE consultants will further develop the curriculum map to assist in the planning and implementation of music and visual arts from the various parts of the country through the process of oral language development. ESL teachers and classroom teacher are paid per session to attend planning meetings. 3 hrs X 8 wks X 3 teachers @ \$49.89 = 3,592.08
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 10%	\$ 5,059.95	<ul style="list-style-type: none"> ▪ ESL notebooks and dictionaries (Velazquez Spanish-English Dictionary) for parents who attend ESL classes twice a week. 70 dictionaries @ 18.44 = \$1290.80 ▪ NYSESLAT books to help teachers of ELL students to identify skills that are needed to succeed for accountability purposes and to use ongoing assessment activities to measure progress in attaining English language proficiency. 7 sets of Getting Ready for the NYSESLAT and Beyond books @ \$495.00 = \$3,650.00 3 Getting Ready for the NYSESLAT and Beyond Teacher's Manual @ \$39.95 = \$ 119.95

Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$25,552.03</u>	

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.

(a) School Documentation:

- **Home-Language Survey**
- **PreK Parent Interviews**
- **PreK, Kgt & 1st: Open School Week/Parent-Teacher Meetings**

(b) Parent Involvement Program:

- **Parent Interest Surveys and Questionnaires**

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.

(a) Major Findings of Written Translation and Oral Interpretation Needs:

- **School ATS Report: 49% families speak Spanish; 0.08% families speak other languages (Afrikaans, Arabic, Chinese, French, Fulani, Ga, Slovak, Wolof); 50% families speak English.**

(b) Report of Findings to School Community:

- **School Staff Handbook: all languages representative of students are listed.**
- **Student Cum Folders: Teachers have access to their students' cum folders, which include Home-Language Survey**
- **Parent Information Bulletin Board for all to refer to.**
- **Family Room**

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.

a. All school notices, flyers and postings are translated into Spanish. As much as possible, all additional resources, such as handouts, booklets and pamphlets, are ordered in Spanish and other languages available. French-translation is also provided by school staff member, as needed

b. Written translations are provided in-house by school staff (including, Assistant Principals, Social Workers, Main Office Staff, Teachers and Secretaries) and parent volunteers. Written translation in French provided by school staff member, as needed.

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.

All parent involvement activities are conducted in both English and Spanish, including Parent-Teacher Conferences and Meeting, Parent Association Meetings, Parent Workshops and Parent Information Sessions. French-translation is also available by a school staff member, as needed.

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>.

In regards to the Chancellor's Regulation A-663, parents with limited-English are provided with various opportunities to participate and support their children's education. Listed are activities that took place during the 2008-2009 academic year and will be planned for the 2009-2010 academic year:

- a. ESL Classes for parents/caregivers.**
- b. Referrals to ESL/GED classes in the community.**
- c. Parent Workshops that address math and literacy skills.**
- d. Learning Leaders training for parents/caregivers to volunteer in the school.**
- e. Learning Leaders parent workshops that provide strategies for parents on how to support their children in math, literacy, science, and social studies.**
- f. Citywide Parent Meetings for both PreK and Kindergarten parents conducted by the DOE Office of Early Childhood Education.**

- g. Parent workshop held in school by community librarian, in addition to**
- h. Parent/child trip to the library to see what materials, activities and resources are available for all members of the family.**
- i. Materials and Information provided on how to support your child's education in the family's language (ex. Booklets ordered from the US Department of Education).**
- j. LEAP Parent-Child Performances**
- k. All parent workshops held at the school are conducted in both English and Spanish**

Below is a brief action plan for the implementation of the Language Translation Interpretation:

WHAT?

- Written translations of all notices, flyers and postings.
- Oral interpretation provided during all parent involvement activities.

WHEN?

- Start/End Dates: August 30, 2009 – June 30, 2010
- Frequency & Duration: Ongoing, As Needed

BY WHOM?

- Assistant Principal: Juanita Delgado
- Social Worker: Laurence Debucquoy
- Main Office Staff: Linda Martinez and Carmen Rivera
- School Aides: Oral Interpretation, as needed
- Family Workers: Ms. Melendez & Milagros Vives
- Bilingual Teachers: Written Translations & Oral Interpretations, as needed

SUPPORT

- Interpretation Allocation (see Budget)

INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT

- September: Parent Interest Inventory
- January: Parent Involvement Questionnaire (Mid-Year)
- June: Parent Involvement Questionnaire (End-of-Year)

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:	\$ 517,215	\$ 134,030	\$ 651, 245
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5,172		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 1,340	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 26,875		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 6,702	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 51,721		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 13,403	

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.

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

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

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

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

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

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.

See School Goals, Pages 11-17

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.

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.

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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.

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

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

PS197 has utilized several assessment systems in order to collect and analyze data (e.g., TCRWP, Fountas & Pinnell, , PS197 Reading Benchmarks, NYSESLAT, etc.).

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?

PS197 is a Pre-K through Grade One school. Our curriculum maps (designed for kindergarten and grade one) reflect state standards, include cross-curriculum resources, and present specific standards-based strategies for ELL students. Teachers collaborate during professional development sessions in order to ensure that our instructional resources and material are aligned to state standards.

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.

PS197 has hired an AUSSIE math consultant to assist with this area of our curriculum. The focus of the AUSSIE consultant has been to develop early childhood appropriate curriculum and assessment materials, including the Everyday Mathematics Baseline assessments. We have arranged that the AUSSIE consultant to visit classroom teachers in order to provide constructive feedback as to how their instruction can be better aligned to state standards and conduct demonstration lessons.

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?

- **Lack of comprehensive mathematics curriculum maps**
- **Lack of a comprehensive mathematics assessment and tracking tool**
- **Lack of mathematics support staff (i.e, math coach, mentor, AUSSIE, etc.)**

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high

academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

P.S. 197 has been (and continues to be) well developed in using available data to plan and set goals for improving teaching practice and accelerating student learning. There have been major improvements in our analysis and interpretation of data and in 2007 the school adopted a new data collection system: the Teachers College Reading and Writing Project (TCRWP) comprehensive assessment system. Professional development and on-going support was provided as teachers became familiar with the new system.

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?

As a result of adopting the new system of data collection, teachers were better informed of student progress and able to set learning goals and differentiate instruction more effectively. They met regularly to compare student work and plan for the next learning cycle using the curriculum map as a resource. Teachers also conducted on-going informal observations and assessments to further inform their practice. Students reading levels were improved as a result of better student goal-setting based on improved data collection, analysis and tracking systems.

This year our emphasis is on setting goals for individual students. These goals are based on our improved data collection and analysis methods, action plan setting, and our focus on differentiating all instruction.

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

2B – Mathematics Instruction

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

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

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

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 finding is not applicable to us as we are a Pre-K through Grade One school.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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.

- **Learning Environment Survey**
- **Quality Review Recommendations**
- **Faculty conferences**

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?

- **Lack of available teachers for shortage areas (i.e., ESL, early childhood education, etc.)**
- **Lack of appropriate teacher preparation**
- **We have noted that at the end of each academic year there are several teacher vacancies. We believe this is due to out of state recruits, maternity leaves, change of careers, continued education, and due to the fact we are an early childhood school and have limited grades for teachers to experience.**

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

In consultation with our AUSSIE consultant, Literacy specialist and authors, and instructional team, we will determine the extent in which we can improve in this area.

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?

- **Lack of awareness of available programs**
- **We have only been offered professional development through BETAC (Fordham University) via email**

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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?

- **Our ESL teachers provide LAB-R and NYSESLAT scores to teachers of students who require service**
- **Ongoing dialogue with teachers in order to interpret and understand ESL scores**
- **We have developed a push-in model of ESL instruction that requires teacher/ESL collaboration (C4E)**

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Special Education teachers, enrichment teachers, and general education teachers have been made aware of individual students who hold IEPs through grade conferences and/or memorandum. All teachers have full access to IEPs to view the students' goals and objectives. They may do this in collaboration with the Assistant Principal and/or the School Based Support Team.

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?

- **Lack of ongoing professional development by those who specialize in this field (i.e. ISC, CSE, SBST, etc.) in order to support this area.**

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

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

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

Please respond to the following questions for Key Finding 7:

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

Ongoing conversations with the Special Education Network liaison.

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?

- **Teachers and staff have shared concerns regarding this finding and we continue to work with the network to find solutions.**

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.
 - Metro cards
 - Guidance from the social worker to assist attaining furniture, clothing, food (pantry), etc.
 - Parenting workshops
 - Family room available throughout the day in school where parents can attend monthly and weekly parent workshops, clothing, breakfast, homework and curriculum support for working with their children.

Part B: FOR NON-TITLE I SCHOOLS

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

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