



P. S. 198x

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

SCHOOL: 12X198

ADDRESS: 1180 TINTON AVENUE BRONX, NEW YORK 10456

TELEPHONE: (718) 842-5656

FAX: (718) 589-7680

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P. S. 198x SCHOOL NAME: N/A

SCHOOL ADDRESS: 1180 Tinton Avenue Bronx, New York 10456

SCHOOL TELEPHONE: (718) 842-5656 FAX: (718) 589-7680

SCHOOL CONTACT PERSON: Sandra Lopez EMAIL: Slopez13@schools.nyc.gov
ADDRESS: yc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: _____ Judy Hunt-Hutchings

UFT CHAPTER LEADER: _____ Tanya English-Rogers

PARENTS' ASSOCIATION PRESIDENT: _____ Nelida Diaz

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 SSO NAME: Empowerment

SSO NETWORK LEADER: _____ Laurence Harvey

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
Judy Hunt-Hutchings	*Principal or Designee	
Tanya English-Rogers	*UFT Chapter Chairperson or Designee	
Nelida Diaz	*PA/PTA President or Designated Co-President	
Michele Lincoln	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Bertha Durant	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sandra Lopez	Member/ Teacher	
Monaye Muller	Member/ Parent	
Zelideth Diaz	Member/ Paraprofessional	
Sylvia Rubio	Member/ Parent	
Isabel Llovet	Member/ Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P. S.198x is located in the Morrisania section of the South Bronx. There are currently 175 students on register. The school is a barrier free school with 4 Special Education classes. The Special Education population encompasses 30% of the student population and ELLs account for an additional 11%.

Due to parental opt-outs and low numbers there are no bilingual classes. Our ELL students are being served by 1 ESL teacher. P. S. 463x and P. S./I. S. 212x now share the 198x campus.

Year to date student attendance is 93.7 and the rate of student mobility is 72%.

The school has developed a specialized Arts enrichment department which included a fine arts teacher and a music teacher (1 strings). These disciplines are used to help us integrate the core content. A highly capable student class has been formulated in grades 3-5 with which to assist these students with maintaining their exceptional academic achievements. In grade 3-5 we are implementing a modified version of the school enrichment model of reading. One of the reasons for using this model is to increase students reading stamina.

We have and are developing understanding by design units for social studies to ensure that students are reaching the skills needed to successfully pass the NYC social studies exams. Units are developed utilizing the NYS standards and the NYC scope and sequence. Units are developed in grade 3 through 5. We have also begun to develop a unit for science. Each year we review and revise our literacy curriculum maps as needed.

We utilize data to inform instruction and professional development. Our students are given benchmark assessments in all the core content areas. Interim assessments are done every 6-8 weeks. Student's goals are revised every 6 weeks and this information is shared with our parents.

We hold between 6 to 8 parent workshops each month. These workshops consist of many topics: helping your child achieve success on NYS ELA test, cooking with Cornell University and Domestic Violence just to name a few.

We have one CBO program this year. Vacamas through United Way, targets 150 students that are at risk academically and/or exhibit poor attendance. Vacamas provides attendance out reach, homework help, parent workshops and monthly camping trips for students and their families as an incentive for student improvement.

Standardized test scores for the 2009 ELA revealed an increase of 15% in students scoring at levels 3 and 4 and 14% decrease of students scoring at Level 1. Our mathematics scores revealed an increase of 19% in students scoring at Level 3 and 4 along with 12% decrease of students scoring at Level 1. Even with the above results it was found that students making 1 year's progress was at 71%

and 69.9% respectively. We expect to see a minimum of 94% of students making 1 year's progress in ELA and mathematics.

The school climate has improved tremendously which can be attributed to mandatory uniforms, increased parental involvement, professional development which includes enrichment teachers to improve our delivery of instruction through thematic units using UBD and LCMs. Our social workers have also begun a school wide character education program. The students, parents and staff are also involved in Power Brain training.

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.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 198						
District:	12	DBN:	12X198	School BEDS Code:	321200010198		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	51	52	39		90.3	91.4	93.7
Kindergarten	57	35	40	Student Stability - % of Enrollment:			
Grade 1	70	73	53	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	77	63	68		88.1	87.3	87.1
Grade 3	85	80	58	Poverty Rate - % of Enrollment:			
Grade 4	56	80	58	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	81	51	74		93.3	91.4	95.9
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		16	16	20
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		4	2	2
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	4	27	12	(As of October 31)	2006-07	2007-08	2008-09
Total	481	446	407				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	101	95	74	Principal Suspensions	1	8	11
# in Collaborative Team Teaching (CTT) Classes	5	7	3	Superintendent Suspensions	14	14	11
Number all others	29	12	26	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	11	8	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	60	38	39	Number of Teachers	54	60	48

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	7	5	Number of Administrators and Other Professionals	12	37	38
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	35.2	35.0	60.4
				% more than 5 years teaching anywhere	38.9	36.7	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	67.0	65.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.0	79.2	100.0
American Indian or Alaska Native	0.6	0.7	1.2				
Black or African American	37.2	37.2	38.1				
Hispanic or Latino	61.5	61.7	58.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.5				
White	0.6	0.4	1.0				
Male	50.3	51.4	54.3				
Female	49.7	48.6	45.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			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
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		X	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		3	5	3	0	0	0

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

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			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, 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?
-

Upon a review of the assessment variables listed above, staff oral and written surveys were collected. A parent survey was also developed and distributed along with student interest surveys. The results from the needs assessments were as follows: P. S. 198x has strength in the collection of student data in all core areas. Student goal setting is a priority and it is felt that we need to have our parents as partner in order for our students to achieve the goals that the staff and students set for themselves. We have also successfully integrated the Arts into our core curriculum. In the past several years the school has been removed from the SURR list and SINI in the area of mathematics. 30% of our students are with special needs and 11% are ELL.

In looking at student trends it has been noted that in the past 2 years there has been an increase in students' academic achievement in grades 3 to 4 and again from grade 4 to 5 in ELA and mathematics. In a careful review of our data it has been recognized that the skills required for students to be successful in grades 4 and 5 had to be identified and taught from books 2 and 3 of the state's ELA and mathematics exams. We have begun to identify these skills and have reversed our instructional curriculum to include these skills.

There are several barriers to our continuous improvement. The first is the large number of students with special needs that have been identified as learning disabled that attend our school. Many of them come into our school 3 to 5 years behind in academic ability. An even more serious problem is inappropriately placed students with special needs. Each year a minimum of 7 students are inappropriately placed in grades 3 through 5 (testing grades) that exhibit serious emotional problems. These students constantly disrupt instruction in their classes and assault the students, staff and safety agents within the school building. Also the newest and most inexperienced teachers are assigned to the students mentioned above who are the neediest.

Our school is not located in a travel friendly or safe area. If teachers take public transportation to work they are required to take a train and a bus to get to the school. It is also difficult for staff members who drive to work. Since we don't have a school lot to park in, finding a parking spot is almost impossible in the area. Cars parked on the street are often vandalized

or stolen. Due to these and other barriers mentioned, it is hard to retain good teachers and other staff.

In closing 198x made an average gain of 17% last year in students receiving Level 3's and 4's on the social studies, ELA, mathematics and science exams. Our charge this year will be to ensure that a minimum of 74% of our students make at least 1 year progress in the areas of ELA and mathematics.

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.

- **To increase student attendance to 94.4%**
- **To increase the number of students making 1 year's progress in ELA to 74%**
- **To increase the number of students making 1 year's progress in Math to 73.4%**

	<p>After-school/Saturday Academy.</p> <p>Differentiated Instructional for Literacy content components.</p> <p>Staff development in Literacy components.</p> <p>After-school staff planning.</p> <p>Parent Workshops.</p> <p>AP of Literacy/ Social Studies.</p> <p>Inquiry Teams on and across grades.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding: Children First, Fair Students, FSF General Hold Harmless Title 1 SWP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Timeline for identification of individual student targets and distribution of information to appropriate staff.</p> <p>Administration of assessment at the conclusion of each 6 week instructional time allocation.</p> <p>Administration of diagnostic and predictive tests from acuity to determine progress.</p> <p>Conversion of test scores to levels of achievement to ensure positive trend.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	15	12	N/A	N/A	31	0	26	4
4	22	8	12	N/A	34	0	0	1
5	37	23	N/A	30	5	0	0	1
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.).
<p>ELA:</p>	<p>P. S. 198x is phasing out and is only servicing students in grades 3-5 this year.</p> <p>AIS</p> <ul style="list-style-type: none"> • SS- Group C and D • ELA 3rd M and lower • Math- see chart • Get NYS scores for 4th/5th ELA and Math <p>SEM_R (School-Wide Enrichment Model- Reading)- emphasizes the development of students' capability to engage in sustained silent reading of self-selected high interest books. Children read 30-40 minutes daily.</p> <p>Achieve 3000- is a web-based individualized instruction for reading and writing. It is tailored to the students' individual reading levels.</p> <p>Small Grouping daily during the school day- small group instruction is provided 30-40 minutes daily 1 hour daily during the school day.</p> <p>Wilson Reading System Intervention Program- students are provided with multi-sensory and interactive instruction in the area of decoding, encoding, oral reading fluency and comprehension. Small group instruction is provided 1 hour daily during the school day.</p> <p>Kaplan-English Language Arts Advantage- This program provides students with targeted and strategic review of key content on the New York State test that is aligned to state standards. This program serves as a supplement to the core content that is taught in the classroom daily.</p> <p>Kaplan-Essential Skills Foundation- builds and reinforces to core English Language Arts skills that teachers teach the students everyday. Students learn systematic methods and construct conceptual understanding in lessons that complement existing classroom instruction.</p> <p>Small group instruction is provided daily during the school day- Word Study block, AIS block, Winter</p>

	<p>Academy and Mid-Winter Academy</p> <p>ELA curriculum maps for grades 3 through 5.</p> <p>Small group instruction is provided daily during the school day with NYU tutors.</p> <p>Individualized and small group instruction daily and AIS block.</p>
ELA/ Mathematics:	<p>F-Status instructors, during administrative preps, after school, Saturday Academy, Holiday Academy</p> <p>Math Connects, Kaplan Advantage, Math Keys, Math Steps, Math in Our World Math Strand by Strand</p> <p>Small group/one –to-one instruction by teachers/para/F-status During Administrative Preps with teachers Small group tutoring by NYU peer tutors After school/Saturday and Holiday Academies</p>
Science:	<p>Coaches will provide additional science lessons in grade 4</p> <p>Small group instruction</p> <p>Saturday Academy/Holiday Academy, After school</p>
Social Studies:	<p>Measuring Up- purposeful skills instruction that develops geographic literacy, improves students' abilities to learn and prepares students for the test. Thinking skills are taught, practiced and applied to help students become critical thinkers and problem solvers.</p> <p>Small grouping daily during the school day, after school and Saturday Academy.</p> <p>Strategies for Success- purposeful skills instruction that develops geographic literacy, improves students' abilities to learn and prepares students for the test. Thinking skills are taught, practiced and applied to help students become critical thinkers and problem solvers.</p> <p>Small grouping daily during the school day, after school and Saturday Academy.</p> <p>Scotts Foresman Document Based Questioning- This Social Studies program that provides reading through the content area. The units are aligned with the New York State Social Studies standards. This program provides activities and features that build students' vocabulary skills which makes content easier to learn. DBQ also helps prepare students for their state test by familiarizing students with the process of scaffolding and students learn how to use the documents to correctly answer questions and write clear and concise essays.</p>

	<p>Small grouping daily during the school day, AIS block and after school.</p> <p>Understanding by Design 6-8 week theme units which are aligned to NYS standards and the NYC Social Studies scope and sequence.</p>
At-risk Services Provided by the Guidance Counselor:	to provide goal directed individual and small group counseling based on the student needs. To support teachers in providing character education and behavior management for students/families to serve as a resource for needing community based services. All services are to be provided during the school day.
At-risk Services Provided by the School Psychologist:	To provide immediate initial assessments for students in crisis. To provide a more clinical counseling environment for identified students. To support teachers in developing classroom and behavior management skills. Direct services are provided individually and in small groups. All services are to be provided during the school day.
At-risk Services Provided by the Social Worker:	To provide immediate initial assessments for students in crisis. To provide a more clinical counseling environment for identified students. To support teachers in developing classroom and behavior management skills. Direct services are provided individually and in small groups. All services are to be provided during the school day.
At-risk Health-related Services:	To provide initial assessments and periodic follow-ups. To provide services as recommended by students' IEP, 504 plan or SST plan. Services are provided on an individual basis during the school day.

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

Form TIII – A (1)(a)

Grade Level(s) 3-5 **Number of Students to be Served:** 30 **LEP**

 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Part C: Title III, Part A:

Form TIII-A(1)(a)

P.S.198 is located in the South Bronx. It is a 3rd through 5th grade barrier free school with a multicultural population. There is a Free-standing ESL Program servicing students in grades 3-5. Our students are served on a push-in/pull-out basis. English is the language of instruction for the Free-standing ESL Program.

To ensure that ELL students meet the standards and pass the required 4th grade state assessments our ELLs programs are aligned with the core curriculum offered in our non-ELL instructional program. Through the use of the push-in/pull-out model the 1 certified ESL teacher is able to provide differentiated instruction based on the results of the NYSESLAT. Students who are at the beginner and intermediate levels will receive 360 minutes of instruction per week as per the CR Part 154. Advanced students will receive 180 minutes of ESL and 180 minutes of ELA. Our ESL teacher will use strategies of Balanced Literacy and Math Connect to ensure comprehensive growth in these areas; and instructional materials are aligned with State ESL standards. Schoolwide Enrichment Model/Reading, Literacy coaches, Math coaches, Math Aussie, and the Acuity Performance are supporting our school to ensure student achievement and to scaffold teacher development. All instructional programs are scientifically based.

Title III funds will be used for the following programs:

Grade 4/5 After-school and Saturday Academy English Intervention Programs. Third grade students will be selected to participate in these programs in alignment with the results of the NSESLAT Test, DRA, teacher recommendations, and the Acuity Performance results.

The after-school program will operate on Wednesdays, and Thursdays from 3 P.M. to 5 P.M. During the additional hours of instruction students will be engaged in ESL strategies through the content areas. Supplemental materials will be purchased for the after-school program. This program will run 40 weeks.

The Saturday Academy will be in session from 9 a.m. to 12 p.m. for a period of 32 sessions. The students will be immersed in ESL/ELA instruction for one hour and in mathematics using ESL content area strategies for the remaining hour and a half. Supplemental materials will also be purchased for the Saturday Academy. Students will engage in differentiated instructional practices, using higher order thinking skills, metacognition skills and developing stamina for reading through multiple activities. Services will be provided by our licensed ESL/Bilingual teacher.

Professional Development for Title III

During our professional development periods we address the following areas:

- Differentiated Instruction

- ESL Strategies

- Metacognition

- Conditions for Learning

- Learning Styles

- Portfolios

- Common Planning

Our teachers have a common planning period once a week for 50 minutes as well as PD opportunities after school. This is provided by our instructional coaches and Supervisors. Our ESL teacher plans and collaborates with classroom teachers providing them insight on how to develop and plan effective lessons to meet her students' needs. Scaffolding structures include ESL strategies to make content comprehensible in a low anxiety environment.

Appendix 3: Language Translation and Interpretation

Part A: Needs Assessment Findings

Based on the ethnic make up of our school 60.22% of our population is Hispanic. Most of the parents are Spanish dominant and have a difficult time understanding information or documents sent home if not in their native language. Many forms were incorrectly filled out and the school had to contact the parents to explain the corrections that needed to be made. Appointments were made in order for us to assist them in completing the forms. Parents of the ELL students were also contacted because of their low attendance rate at our meetings/workshops and notified in writing as well as orally, that a translator would be provided at every meeting/workshop to ensure that all information about their child's education and needs would be translated in the language they can understand.

Part B: Strategies and Activities

To facilitate the parent's full participation in the lives of their children they must be able to understand the variety of school originated communications. It is our plan to provide written translation of our school's academic program, promotional policies, monthly calendars, Consent Forms and any critical information that must go home to parents. We will also provide a translator/interpreter during all parent-teacher night conferences, day conferences, I.E.P. meetings, afternoon workshops and Saturday workshops in order to enhance the parent's understanding of academic standards, assessments and tests. Oral translation services will also be provided by telephone by an in-house bilingual teacher. Provisions for all written translations will be done per session, as needed, also by an in-house bilingual teacher. All parents will be notified of the availability of our in-house translation and interpretation provider.

Records will be maintained of all language assistance services our school provides. These will include any documents translated, meetings at which interpretation services were provided and number of times interpretation services were provided by means of telephone will also be logged.

School (DBN): 12-BX-198 Network Leader: Laurence Harvey

Enter the number of FTE's in each school building in the Bilingual Education and ESL Programs in the appropriate column. FTE's for staff serving more than one building must reflect the portion of time spent in each building.

School Number <u>198x</u>	Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Sub-Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
	Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS	0	1	0	0	0	0	Grand Total <u>1</u>

m III – A (1)(b)

School: P. S. 198x BEDS Code: 321200010198

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	\$8,980.20	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$50.00 = \$10,000) 100 hours of per session for ESL and General Ed teachers to support ELL students in after school 100@49.89=4,989.00 80 hours of per session for ESL and General Ed teaches to support ELL student in the Saturday Academy 80@49.89=3,991.20
Purchased services		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	\$4,519.80	(Example: 2 Rosetta Stone language development software packages for after school program) NYSESLAT – Instructional Test Prep. Material Spanish-English Dictionaries
Travel		
Other	\$1,500	Parental Involvement
TOTAL	\$15,000	

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.
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.

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.
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.
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>.

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

1. Enter the anticipated Title I allocation for the school for 2009-2010 265,020.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 2,650.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 13,251.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year 100%
5. 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.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

P. S. 198 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118 - Parental Involvement of the Elementary and Secondary Education Act (ESEAQ). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide fiat opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111 - State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A fluids reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

"Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and ()the; school activities, including ensuring":

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are fill partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities, such *as* those described in Section 1118 - Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

PS. 198x will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Parent Coordinator will find out the date(s) that the plan is being formulated.
- Parent Coordinator will solicit parents to be involved in the activity
- Parent Coordinator will escort parents to meetings
- Parent Coordinator will assist parents in developing the District plan 'S. 198x will take the following actions to involve parents in the process of school review and improvement under Section 1116 - Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
- Parents will serve as members on The School Leadership Team
- Parents will serve as members on The School's Quality Review Initiative Team
- Parent Coordinator will develop and disseminate questionnaires to parents in reference to a review of school practices and needs for improvement.
- Results will be shared with the School Leadership Team to discuss opportunities for implementation of suggested improvements for the upcoming school year.
- Parents will serve as members of the school's Human Resource Committee
- Parents will serve as members of the school's Lead—Teacher Selection Committee

P.S. 198x will coordinate and integrate parental involvement strategies in Title I, Part I with parental involvement strategies :

- Distribute monthly school calendars to inform parents of parental involvement activities sponsored by the school
- Hold weekly "2nd Cup of Coffee" sessions for parents to come in and meet with school social workers and guidance counselor to discuss concerns and/or ask questions P.S. 198x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies to:
Identify barriers that limit parent participation
- Develop solutions to barriers
- Implement (where possible) suggested parental activities to increase parental participation.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents

- to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- Maximizing parental involvement and participation in their children's education, by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Hold a "Meet the Staff" night in September 2009
- Present a Winter Holiday festival performance.
- Present a Spring festival with students demonstrating the "Arts" they have learned during the school year, i.e. dance, instrumental music fine arts;
- Support Parent Workshops grant with refreshments for materials and supplies
- Purchase supplies for the Parents Association Office
- Provide refreshments for staff during Staff Recognition Week
- Invite parents out to an evening with their children featuring a restaurant atmosphere within the school

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Sending home a monthly school calendar;
- Sending home reminder flyers of planned parent workshops;
- Sending all communications with parents in English and Spanish
- Involve community houses of worship in the parent and student welcome back informal fair
- o Partnering with our CBO Vacamas to improve parental involvement activities.

PS 198 agrees to implement the following statutory requirements:

Parental Involvement & School Parental Involvement —

School will develop a letter that identifies all school programs, letter will identify student performance level and activities that they will participate in. They include Extended time, NYU Tutoring, After School, Saturday Academy, Wilson, Conflict Resolution (add all other programs).

Send out school report card. Notify parents of performance levels on NYSESLAT ('09) and standardized test scores. Hold monthly parent workshops for parents of ELLs and special needs students, including early notification of promotional criteria/policies, curriculum, Code of Conduct, LCM, High Stakes Tests, Integration of technology to content areas, monthly school activity calendar, all parent communication.

Parental Involvement & School Parental Involvement —

School will develop a letter that identifies all school programs. The letter will identify student's performance level and activities that they will participate in. They include extended time, NYU Tutoring, After School, Saturday Academy, Wilson Reading System, Conflict Resolution, (add all other programs).

The school will send out the school report card. The school will notify parents of performance levels on NYSESLAT ('09) and standardized test. The school will hold monthly parent workshops for parents of ELLs and special needs students, including early notification of promotional criteria/policies, curriculum, Code of Conduct, LCM, High Stakes Tests, Integration of technology to content areas, and send out monthly school activity calendars. All parent communications will be in English and Spanish.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- a. The school will provide assistance to parents of children served by the school, *as appropriate*, in understanding topics such *as* the following, by undertaking the actions described in this paragraph —
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such *as* literacy training, and using technology, *as appropriate*, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

PS 198 agrees to implement the following statutory requirements:

Parental Involvement & School Parental Involvement —

School will develop a letter that identifies all school programs, letter will identify student performance level and activities that they will

participate in. They include Extended time, NYU Tutoring, After School, Saturday Academy, Wilson, Conflict Resolution (add all other programs)

Send out school report card. Notify parents of performance levels on NYSESLAT ('08) and standardized test scores. Hold monthly parent workshops for parents of ELLs and special needs students, including early notification of promotional criteria/policies, curriculum, Code of Conduct, LCM, High Stakes Tests, Integration of technology to content areas, monthly school activity calendar, all parent communication.

Parental Involvement & School Parental Involvement —

School will develop a letter that identifies all school programs. The letter will identify student's performance level and activities that they will participate in. They include extended time, NYU Tutoring, After School, Saturday Academy, Wilson Reading System, Conflict Resolution, (add all other programs).

The school will send out the school report card. The school will notify parents of performance levels on NYSESLAT ('08) and standardized test. The school will hold monthly parent workshops for parents of ELLs and special needs students, including early notification of promotional criteria/policies, curriculum, Code of Conduct, LCM, High Stakes Tests, Integration of technology to content areas, and send out monthly school activity calendars. All parent communications will be in English and Spanish.

III. Description of How School Will Implement Required Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

activities:

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- Maximizing parental involvement and participation in their children's education, by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Hold a "Meet the Staff" night in September 2009
- Present a Spring festival with students demonstrating the "Arts" they have learned during the school year, i.e. dance, instrumental music fine arts;
- Purchase supplies for the Parents Association Office
- Provide refreshments for staff during Staff Recognition Week

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, In a language the parents can understand:

- Sending home a monthly school calendar;
- Sending home reminder flyers of planned parent workshops;
- Sending all communications with parents in English and Spanish

This School Parental Involvement Policy has been developed jointly with the School Leadership Team, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by May 1-3, 2009 retreat. This policy was adopted by PS 198 on 05-04-09 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009

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.



Public School 198

1180 Tinton Avenue • Bronx, NY 10456 • Phone (718) 842-5656 • Fax (718) 589-7680



Judy Hunt-Hutchings, Principal

Phyllis Rochester, AP

Carol Brown-Scott, AP

Meenu Jagtiani, AP

Parent Compact

As a parent/guardian, I will:

- Show respect and support for my child, the teachers, and the school.
- Support the school's discipline policy.
- Provide a quiet, well-lit place for study and supervise the completion of homework.
- Attend parent-teacher conferences.
- Talk with my child each day about his or her school activities.
- Monitor my child's TV viewing.
- Assist with at least one school or classroom activity.
- Read with my child for at least 10 minutes each day and let my child see me read.

As a student, I will:

- Always try to do my best work.
- Be kind and helpful to my classmates.
- Show respect for myself, my school, and other people.

- Obey classroom, school, and bus rules.
- Show respect for property by not stealing or vandalizing.
- Come to school prepared with my homework and my supplies.
- Believe that I can and will learn.
- Wear my school uniform daily.
- Spend at least 30 minutes each day studying or reading at home.
- Talk with my parents each day about my school activities.

As a teacher, I will:

- Show respect for each child and for his or her family.
- Make efficient use of learning time.
- Provide a safe and comfortable environment that's conducive to learning.
- Help each child grow to his or her fullest potential.
- Provide meaningful and appropriate homework activities.
- Provide necessary assistance to parents so they can help with assignments.
- Enforce school and classroom rules fairly and consistently.
- Supply students and parents with clear evaluations of progress and achievement.
- Use special activities in the classroom to make learning enjoyable.
- Demonstrate professional behavior and a positive attitude.
- When a child is absent, call home.

Now, hand in hand, we will work together to carry out this contract.

Signed:

Parent Signature/date

Student Signature/date

Teacher Signature/date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The Inquiry Team has done a comprehensive needs assessment looking at school data in the areas of ELA, Math, Social Studies and Science. The information has been shared with all teachers throughout the school. Strategies for the students to improve their skills in their areas of weaknesses have been developed and are being implemented by all students. Students in grades 3-5 are receiving small group instruction for the day 2 and 3 of the ELA and Math exam. UBD units have been created in Social Studies for grades 3-5 and we are beginning to develop one for science. Interim assessments have also been developed for all the core areas.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Monies have been used for class size reductions in grades 3 and 4

- Students attend after school (2 days) and Saturday school programs.
- Highly capable student classes have been developed in grades 3 through 5.
- AIS instruction is broken into small groups (no larger than 5) and provided with differentiated instruction
- NYU tutors provide 30 minutes of instruction to students all level 4 and 5.
- Students that scored at Level 1 and 2 are also given an additional 30 minutes of support by a licensed classroom teacher.
- Teachers are working with the lowest 1/3 of students in their class during their circular six period.
- Highly capable students receive enriched instruction during AIS.
- At risk counseling is provided for students with behavioral problems.
- The school is engaged with character education.
- Students will also be invited in for additional instructional (3 days) during the Christmas, mid-winter and spring breaks.
- ESL teachers push-in to assist their students with classroom instructions.

3. Instruction by highly qualified staff.

Continue to hire teachers with degrees in education.

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.

Professional Development: Literacy

Based on the result of the needs assessment, the following areas will be prioritized for the Professional Development.

- Best practices that enhance our balance literacy program to ensure that the basic reading and writing skills are being taught.
- Aligning all assessments to guide instruction
- Principles of Learning
- A systematic differentiated program incorporating writing through genre study for the support of new and inexperienced staff and a growth plan for experienced teachers
- Curriculum mapping
- Portfolios
- Incorporating writing component into Junior Great Books curriculum during the writing workshop
- Differentiated instruction
- Administering and interpreting the SRI and DRA assessments
- Looking at student's work

Professional Development: Math

- Intensive training on the implementation of Everyday Mathematics curriculum and its supplementary material, such as Math steps.
- Intervention plan that addresses the NCTM Professional Standards and meets the specific needs of individual students
- Utilization of the Princeton Review Interim as a tool to monitor students' progress and further guide teachers to plan high quality and differentiated instruction.
- POEM and instructional strategies
- Methods supporting mathematical reasoning and problem solving
- Incorporating reading and writing in the mathematics curriculum
- Addressing mathematical thinking
- Role of the teacher questioning
- Strategies to make mathematics teaching more learner centered
- Assessments as evidence of learning
- Standards based instruction
- Ability grouping and different learning styles
- Differentiated instruction

- Training on the (New) New York State Mathematics core curriculum MST standard 3

Introduction to the New State Tests for grades 3 and 5

- Looking at student's work

Professional Development: Science

The following areas will be emphasized:

- Intensive training for teachers on the implementation of Hartcourt Brace Science Program.
- Integrated science instruction with other curriculum areas
- Incorporate lab activities and supplementary resources to facilitate students' scientific inquiry and preparation for the state level science test.
- Differentiated instruction

Professional Development: Social Studies

Teacher training will address the following topics:

- Thematic approach
- Understanding by design
- Critical thinking skills
- Document based questions (DBQ) and essay
- Student observation and assessment
- Differentiated instruction

Professional Development:

Teacher training will address the following topics:

- Thematic approach
- Understanding by design
- Critical thinking skills
- Document based questions (DBQ) and essay

Professional Development:

Teacher will receive PD on how to integrate Health Ed and Physical Ed instruction into the content areas

- Student observation and assessment

- Differentiated instruction

Professional Development:

Workshops will be given to NYU tutors, teachers and paraprofessionals. Topics will include:

- Implementation of Voyager Passport Intervention Program
- Administration of VIP (Voyager Passport assessment tool)- vital indicator of program
- Data analysis
- Using data to inform and differentiate instruction
- Student progress monitoring
- Supervisors will attend conference for Curriculum Auditing

Professional Development:

- Parent workshops focusing on curriculum, intervention and enrichment programs and technology
- Parent workshops on standards, promotional policy and other Department of Education regulations
- Parent workshops to inform them of services that they can reach out for their children's academic, social and emotional needs.

Professional Development:

The focus of the professional development will be on informing the pedagogical staff, paraprofessionals and other specialists of the essential services that are available to support students' academic, emotional and social needs. Workshops regarding Schools Attuned approach to assess, implementation of individual and classroom behavior intervention plans.

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

N/A all highly qualified.

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

To provide monthly Parent workshops through various CBOs, the school's literacy coaches, the Learning Leaders, SES Providers, book fairs, Cool Culture ¼ Parent Child events on weekends to parks, museums, zoo etc. This is implemented from Sept-Aug all year round. This is done through the assistance of the school's Parent Coordinator, Guidance Counselors, Family Worker, Social Workers, Health Aide, Special Ed. Dept., ESL, and Power Brain Program.

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.

N/A

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.

Teachers are involved in the selection of assessment materials. They prepare assessment binders and they meet once a week by grade to discuss which types of assessments will be utilized. This information is shared with coaches and supervisors and best practices are shared with the rest of the school. Teachers also meet 2 per week after school to revise LCMs and UBDs for social studies. They also have P. D. after school in literacy, hands on science and math pacing.

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.

Every student has a Student Instructional Plan (SIP). In this plan long, short, and interim goals are set. This information is shared with the student and his/her parent. These goals are reviewed, revisited and revised every six weeks. The parent and student are advised of student progress and new or revised goals are set. We have also developed highly capable classes in grades 3-5 to ensure that students performing at an advance level academically are not stifled.

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.

The coordination and integration of federal, state and local service and programs are supported by the school's Parent Coordinator, Social Workers and Family Workers. They hold weekly meetings to discuss the issue at hand. At times consultants are brought in to provide assistance with violence prevention, nutrition and housing programs. The staff also coordinates and informs parents about adult ed, vocational and technical education and job training programs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards. Pgs. 16-18
2. Ensure that planning for students served under this program is incorporated into existing school planning. Pgs. 16-18
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; Pg. 5

4. Coordinate with and support the regular educational program; Pgs. 5, 16-18

5. Provide instruction by highly qualified teachers;

Every effort is made to have highly qualified teachers. A minimum of 2 interviews are held along with the checking of teacher's educational qualifications. Also professional development and college courses are offered and paid for through the school's budget to help teachers acquire their teaching credentials and pedagogy.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; Pgs. 5, 6, 23-25, 16-18

7. Provide strategies to increase parental involvement; and Pgs. 23-25, 38-41, 47

8. Coordinate and integrate Federal, State and local services and programs. Pgs. 16-18, 47

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 2 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: SINI 2 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

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.

ELA- students with disabilities

As mentioned earlier at least 75% of our students with disabilities are sent to 198x 3 to 5 years below their required grade level. Another issue is that 100% of our newly acquire special education teaching staff have no formal background in education let along Special Education. Our recruits are from Teach America and the Fellows programs. So, we have the most neediest personnel working with the systems’ most neediest students. At least 35% of students with special needs are inappropriately placed. These students arrive at 198x with serious emotional and/or psychological problems. Their disabilities make it hard for their teachers to teach because of constant fighting and one year for these students to be appropriately placed. Students that are appropriately place lose out on precious instructional time.

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

Part B: For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$ 265,200; 10% of Title I allocation = \$ 26,520.

¹ School Under Registration Review (SURR)

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

An Aussie Literacy Consultant has been hired to provide P. D. in all areas of Literacy with a special focus on writing. An "F" status has been hired two days a week to work with small groups of students in reading comprehension. After school P. D. is provided two days per week in various areas of literacy. In collaboration teacher develop LCMs and UBD unit in social studies.

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

The school has developed its own student instructional plans (SIPs). Each student has a SIP that identifies goals and objective for literacy achievement. This plan also identifies student strengths and needs in the area of literacy. The plan is shared with students and their parents. Interim six week goals are set for each student. The SIP is revisited and revised every six weeks.

Special Education teachers will continue to receive P. D. in the various areas of literacy and will plan in collaboration with the general education teachers on their grade. Teachers will also continue to utilize differentiated instruction techniques as well as multiple intelligence.

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.

Parents have and will be notified through DOE form letters. A parent workshop will also be held on November 4, 2009 at 5:00PM. The Parent Coordinator is also made available to discuss any issues and/or concerns that parents may have with school's identification status.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The school engaged ELA in oral and written assessments including: DRA, Acuity, Ed Performance, and Teacher-based assessments and obtained staff feedback on the key findings for ELA curriculum. The curriculum is driven by the state standards and our curriculum map is aligned with the standards. The resources that were provided to teachers included: Genre-based literacy, Rigby Reading program, Wilson Reading System, SEM-R framework, Fountas and Pinnell leveled books.

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?

30% of the school's population was made up of students with special needs and 12% are ELL students. We were a SINI school because of our special needs subgroup. They came into the school 2 to 5 years behind in their reading skills and it was highly challenging trying to get them to complete the year on grade level. (Did you want to use 5th grade as was previously inserted)

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

We have been examining students' data to identify areas of strengths and challenges throughout the school year. These findings are analyzed and publicized. Small group instruction was put in place to address the targeted students. This encompassed the layers of academic intervention (Tier I, Tier II and Tier III). Our greatest challenge was that our neediest students were being taught by teachers with 1 to 2 years experience. We provided these teachers with in-house mentors, staff developers, outside consultants, ongoing professional development in pedagogy and subject content areas. Teachers were also recommended to take courses to address their specific needs. However, we continue to be in need of assistance with training our novice teachers on the usage of proper instructional strategies and resources that would increase student achievement. In revising our curriculum map emphasis was placed on identifying students' skills, strategies to be utilized and student outcomes to be obtained at each grade level.

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.

The school analyzed previous years state and Acuity math exams, developed a baseline assessment and used the EDM unit test to identify targeted students and provide targeted instruction. Teacher observations were also a major assessment tool.

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?

We provided professional development to address teachers' concerns and needs in being able to provide effective instruction in math using EDM. By the end of the year teachers felt that their pedagogy had improved but felt that the EDM curriculum did not effectively meet the needs of the students. We supplemented instruction by using Acuity, Ed Performance, and Kaplan resources. Math is integrated in all content areas to assure that it is connected to the real world.

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

We have decided to change the math curriculum for the 2009/2010 school year. We will utilize the MacMillan/MacGraw-Hill Math Connects curriculum which is aligned to the state standards. A pacing calendar will be developed in alignment with the states pacing calendar. We will provide teachers with professional development in the new curriculum resources, pedagogy and subject content area through publisher consultants, staff developers, and outside consultants.

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.

Informal and formal classroom observations, along with staff learning walkthroughs, intervisitations and critical friends are conducted weekly to assess the schools educational programs.

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?

Direct instruction is the dominant mode for instruction in 75% of our classrooms.

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

We are continuing to work with teachers on developing differentiated lesson plans for instruction. Teachers are encouraged to provide vehicles for their students to be able to engage in and produce work through multiple intelligence strategies. Staff is also engaging in teacher collaboration activities with the more senior teacher demonstrating how to empower and hold students accountable for their own learning.

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.

(Same as ELA 1B.1 changing ELA to Math)

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?

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

2B.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

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.

Our teacher mobility data is attached.

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?

In the past we have hired teachers from Teach America, the New York Teaching fellows and out of state recruits which has resulted in massive turnover every 2 years.

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.

This year we have engaged in hiring teachers with degrees in education. We also hired teachers from the 5 boroughs and the tri-state area.

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.

Continue to inform teachers of LSO and Qtel professional development, Protraxx and BETAC

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

Applicable Not Applicable

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

Teachers and supervisors have been sent to Qtel training, Protraxx and BETAC

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.

Our main concern is that Qtel, Protraxx and BETAC training are usually delivered over several days. As a small school I am unable to send out large amounts of teachers. The school could use additional support in this area.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We will continue to share NYSESLAT data with all teachers that work with ELL.

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

Applicable Not Applicable

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

Teachers that work with ELL's are given the data from the NYSESLAT. The information has not always been used to formalize instruction for these students.

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

We will continue to share NYSESLAT data using a disaggregated by level proficiency method. We will provide professional development for teachers to use the data to inform their instructional activities.

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.

General education teachers are required to view their students with special needs at the beginning of the school year to plan for appropriate instruction.

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

X 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?

Our problem is not one of teachers not having access to IEPs, due to large teacher turnover, our problem is new and inexperienced teachers that do not have the pedagogy to properly differentiate instruction in a timely manner.

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.

Continue to hire teachers with degrees in education. Continue to hire teachers that live within the 5 boroughs and the out laying counties. Continue to support teachers when preparing student's IEPs. Continue to have general education teachers review student IEP at the beginning of the school year (when we have the IEPs. Some students are sent to the school without them.) Continue to provide professional development in differentiated instruction.

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.

We reviewed student IEPs to ensure alignment with student goals in order to prepare students for grade level exams. IEP Team and special education teachers received training on writing quality IEPs.

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

Applicable Not Applicable

ELA

SEM-R- emphasizes the development of students' capability to engage in sustained silent reading of self-selected high interest books. Children read 30-40 minutes daily.

Achieve 3000- is a web-based individualized instruction for reading and writing. It is tailored to the students' individual reading levels.

ELA/Math

F- Status instructors, during administrative preps, after school, Saturday Academy, Holiday Academy

Math

Math Connects, Kaplan Advantage, Math Keys, Math Steps, Math in Our World, Math Strand by Strand

Small group/one-to-one instruction by teachers/para/F-status

During Administrative Preps with teachers

Small group tutoring by NYU peer tutors

After school/Saturday and Holiday Academies

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?

Students come into the school without IEPs and sometimes it takes a month or two before we actually receive their IEPs. In most cases when the IEPs are received they are outdated.

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.

We will continue to support our teachers with their completion of IEPs. If a behavior plan is needed the social workers will help teachers to develop them. Due to the large nature of the students with special needs population, test accommodations and/or modifications are in place for every student. Teachers are also given support with developing modified promotional criteria.

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 Page Intentionally Left Blank

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 STH population may change over the course of the year).

There are 7 students in Temporary Housing.

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

Students will receive at-risk counseling and top priority with the attendance Family Worker. They have also been actively recruited for our after school and Saturday Academy programs. These students are also receiving 30 minutes of small group instruction in reading and mathematics. 6 of the 7 students also receive service from our CBO Vacamas. Their parents have also been encouraged to sign them up for an SES program.

3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school. \$10,000

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, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.