



THE SHAKESPEARE SCHOOL

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (DISTRICT 9 BRONX/ P.S. 199X)
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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Lilia Navarrete	*Principal or Designee	
Sherie Newell	*UFT Chapter Chairperson or Designee	
Sophia Burgess	*PA/PTA President or Designated Co-President	
Myrna Salguero Ellen McKenna	*SLT Chairperson Financial Rep.	
Tracey Casson	*DC 37 Representative, if applicable	
Carmen Rodriguez	Parent	
Yadamarie Silva	Parent	
Jarai Jabbi	Parent	
Ivette Rodriguez	Parent	
Latisha King	Parent	
Anani Kodjo	Parent	
Maria Alvarez	Parent	
Gysvel Cortez	Teacher	
Camelle Fraser	Teacher	
Anna Shoikhet	Teacher	
Laura Waterbury	Teacher	
Maria Abreu	Teacher	
Rosemarie B. Castro	Paraprofessional	
Griselle Medina	Administrator's Representative	

* 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.

The Shakespeare School initially opened in 2000 as a Pre-K to grade 3 school. In 2001, it expanded to include grades 4 &5. The School is structured into two primary levels Pre-K –grade 2 and grades 3-5. We have a total of 765 students.

In keeping with our mission to develop readers, writers, and problem solvers, we have instituted an instructional program that focuses on nurturing the whole child and supports individual learning styles, which will prepare our students for higher learning.

In addition to these goals, we are also committed engaging our students through a rigorous curriculum, which includes guided reading and writing, mathematics focus groups, data analysis, and the integration of technology to enhance the educational experience of our general, special needs and bilingual students.

Instructional Enhancements

Content Area Lab Sites
Professional Learning Community Common Planning Across the Grades
Integration of the Workshop Model across content areas
Curriculum Units of Study in reading, writing, math, social studies and science
Multi-media classrooms
Library-Media Center
Teacher Learning Centers
Differentiated Professional Development
Art, Music, and Dance Program
Internet wireless access throughout the building
Integration of technology to support bilingual
Cross-curricula integration of technology
Enrichment clusters

Special Programs

Shakespeare's Legacy will be supported in the classroom by the Arts
Perfect Attendance Assembly Programs to honor students and Parents
Monthly Assembly Programs
Library-Media Center program with open access throughout the day
Extended Day Program
End-of -Year Arts production
Annual Science Fair
Arts Fair
Multi-Cultural Dance Festival
Traveling Art Exhibit
Student Art Exhibit
High bridge Voices

Student Support Services

Student Advocate
School Based Support Team
Academic Intervention Team
Instructional Support Team
On-site nurse and D.O.E. guidance counselors; ESL support
Guidance and social services provided by the Astor Foundation
AIDP – Attendance Improvement and Dropout Prevention
Family Worker

Extended Day Programs

Academic Intervention Services- After School Instructional Programs for all students in Grades 3-5 (Title I)
SES After-school program for grades K – 5
Academic intervention services for ELL students (Title III)

Building School Community

Family night (Literacy and Math nights)
25 Book Parade
Multi-Cultural Dance Festival
Parent Curriculum Night
Food Drive
Penny Harvest
Mother's Day celebration
Father and child game night
Annual backyard picnic
End of year "Evening of the Arts"
Monthly parent workshops

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. 199X - The Shakespeare School							
District:		9	DBN:	09X199	School BEDS Code:		320900010199		
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	48	51	54		90.1	90.0	90.8		
Kindergarten	119	96	104						
Student Stability - % of Enrollment:									
(As of June 30)	2006-07	2007-08	2008-09						
Grade 1	154	143	127		85.9	87.6	86.9		
Grade 2	123	131	143						
Grade 3	103	105	117						
Grade 4	122	105	117						
Grade 5	109	128	111						
Poverty Rate - % of Enrollment:									
(As of October 31)	2006-07	2007-08	2008-09						
Grade 6	0	0	0		93.8	96.4	91.5		
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Students in Temporary Housing - Total Number:									
(As of June 30)	2006-07	2007-08	2008-09						
Grade 10	0	0	0		44	22	82		
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	0	3	1						
Recent Immigrants - Total Number:									
(As of October 31)	2006-07	2007-08	2008-09						
Total	778	767	763		19	0	19		
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	64	63	44	Principal Suspensions	4	10	1		
# in Collaborative Team Teaching (CTT) Classes	0	20	20	Superintendent Suspensions	14	12	7		
Number all others	34	17	26						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	91	77	72	Number of Teachers	59	60	60		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	165	175	146						

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	3	8	4	Number of Administrators and Other Professionals	9	20	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
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	55.9	65.0	83.3
				% more than 5 years teaching anywhere	54.2	60.0	55.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	83.0	87.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.8	86.6	96.5
American Indian or Alaska Native	0.6	0.4	0.1				
Black or African American	36.6	35.1	35.8				
Hispanic or Latino	61.3	63.2	62.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.3	0.5				
White	1.2	1.0	1.2				
Male	53.5	53.1	52.6				
Female	46.5	46.9	47.4				
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 ____						
	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:	PFR			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		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	97.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	8.4	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:	20	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	57.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	11.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	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.) 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 highlights 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?
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PART IV – A.1 – EARLY CHILDHOOD (PRE-K – 2)

<p>Data Sources reviewed – Check all that apply:</p>	<p><input checked="" type="checkbox"/> E-CLAS 2 <input type="checkbox"/> District/School Benchmark Tests (Type: Periodic Predictive Assessments) <input checked="" type="checkbox"/> Student Portfolios (Subject(s): _____)</p>	<p><input checked="" type="checkbox"/> Classroom Performance/Teacher Observations <input checked="" type="checkbox"/> Other <u>EPAL 2</u> <input checked="" type="checkbox"/> DRA <input checked="" type="checkbox"/> Running Records</p>
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ACCOMPLISHMENTS:

E.L.A. test results increased the number of students performing at Levels 3 and 4 and decreased the numbers performing at Level 1 as follows:

	Level 1	Level 2	Level 3	Level 4
Grade 3	3%	32%	64%	1%
Grade 4	1%	27%	72%	1%
Grade 5	0%	39.2%	57.8%	2.9%

The current reading scores in grades 3 – 5 are a result of improved instruction in pre-k – 2. Data analysis is the basis for all instruction and new initiatives. For example in 2008 the Academic Intervention program was revamped to target level 1 and 2 students who are now involved in a AIS pull out program serviced by 2 teachers. An AUSSIE consultant and the grade specific coach continuously models best practices including guided reading. Weekly spelling and vocabulary lists are distributed and children are accountable for learning the weekly lists. The effectiveness of this initiative is evidenced in the data below. P.S. 199X was rated as one of the ten most improved schools by Chancellor Klein as per our reading scores.

AIDES:

All early childhood classrooms are now able to use Smart board technology as part of their daily instruction to create an interactive educational environment. The newly appointed multi-media library center provides resources and promotes a reverence for reading. All teachers are well trained in the use of data which drives instruction, particularly Differentiated Instruction. The Imagine Learning computer program has increased language acquisition for our ELL population resulting in higher reading scores.

BARRIERS:

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. In addition many of the students attending are from a culture that has a different approach to education. Finally, the mobility rate is high and although we are involved in an intense program to improve attendance, we are still below our expected goal in this area.

Summary of Data Analysis/Findings – Early Childhood:

Currently, 75% of Kindergarten children and 80% of first graders are reading at or above grade level (Level C for kindergarten, level J for Grade 1) as evidenced by Running Records. The Running Records also indicate that a small percentage of students in Grade 1 are already reading at level K. Focusing on individual strands indicates that improvement is needed in spelling, decoding, vocabulary and, although some improvement was noted in comprehension skills, comprehension as well.

Implications for the Instructional Program:

To address the findings, implementation of the Readers and Writers workshops in grades K-2 will continue including the skills block, ECLAS, DRA, Running Record results, and informal teacher observation. These tools will continue to be utilized as an indicator for individual student individual needs and differentiation of instruction in the areas of phonemic awareness, and strategies to increase fluency and automatically in reading. Fully

implemented Guided Reading and effective conferencing to increase comprehension skills will be the strategies used to ensure differentiated instruction as a means of increasing the quality of accountable talk, providing opportunities for student usage of critical thinking skills and employing self-monitoring as a strategy leading to reading independence (the Principal's Instructional Goal for 2009-10). Teachers will receive additional professional development in using Bloom's Taxonomy to increase the level of questions using with an emphasis of the higher skills such as analyzing, interpreting and synthesizing rather than recall. Data from 2008-09 also indicated a need for increasing children's vocabulary initiating in school year 2008-2009. We will continue with this initiative by providing all classroom teachers with weekly lists of vocabulary and spelling words. Weekly spelling bee's will be conducted to provide data on vocabulary acquisition. Educational assistants will use the literacy training from CEI-PEA to increase their role in assisting classroom teachers in literacy instruction. Wilson- Foundations and strategies from Open Court will be used during the regular school day in all monolingual, general, and special education classrooms. Bilingual classes will use Rigby. In 2009-2010, the following supplemental programs will be used to support English instruction: On Our Way to English for bilingual students and for ESL pull out, bilingual classes, and ELL's. Imagine Learning will be expanded to bilingual and Special Education classrooms and for ELL's in the computer lab. The current year's inquiry team will focus on our ELL students. The principal has revised the AIS program. The AIS team will service all grades. Coaches will service assigned groups of targeted children in grades 3-5 during the literacy block thereby lowering class registers and teacher to student ratios. This practice will allow for targeted differentiated instruction school-wide. Rigby Running Records will replace the current system in Grades K-5 including bilingual students and all teachers in grades K-5 will use Reading/Writing Tool Kits as resources and for lesson planning ideas. During extended day, only Foundations and Wilson will be used. The purpose, components, and procedures for compiling portfolios will be reviewed in 2009-2010. Although literacy scores increased as per the 2009 ELA, data indicates that writing remains a major concern. More attention must be devoted to the writing process and mechanics as well. In order to improve writing skills K – 2 students will use a new writing program entitled Writing Without Tears which is part of the overall school-wide goal of improving writing using the new series entitled Being a Writer. All work that is being considered for inclusion in the portfolio will be reviewed against the standards and evaluated work will determine future instruction. Professional development will stress that the portfolio is a collection of exemplary work chosen by teacher and student with the goal of promoting level 4 work.

To increase its effectiveness in targeting children enrolled in the program, for the 2009-2010 school year, extended day will be conducted Monday through Thursday from 8:00 A.M to 8:37 ½ A.M. The regular school day will begin at 8:40 and end at 3:00 P.M. There will be no extended day on Friday.

Educational assistants in pre- kindergarten support small group instruction. A reduced class size model is in place for grades K – 3. Beginning September 09, there will be three instead of four Pre-K classes. Leveled books will be used to support independent reading during the Readers Workshop in monolingual, special education, and bilingual classes. Guided reading books will be used to support differentiated instruction based on data and students needs. We will continue to implement the new Language Allocation Policy adopted in 2009-10. Our ELL library collection will be expanded and will include books to engage our increasing West African population using funds provided by the Title III grant. These funds will also be used to further train ESL and ELL teachers in specific strategies for the instruction of ESL/ELL children. The AIS team will provide a menu of supplemental materials for use by classroom teachers. They will communicate with classroom teachers concerning the needs of individual students and will recommend programs to meet students' individual needs. The principal's Teacher-Supervisor Conference on Student Assessment Management System (SAMS) will facilitate the development of individualized educational plans for students including short and long term goals. Each child will have a Home-School notebook to take home to parents. Every six weeks, a copy of the short term goals will be pasted into the notebook. Students will be encouraged to share these goals with their parents and encourage parental involvement in the educational process Short term goals will be reviewed and revised on a six week cycle. The Literacy Team, Aussie Literacy Consultant, the AIS Team, and the Parent Coordinator will coordinate activities promoting parental involvement such as Curriculum Night, acquiring library cards, a resource fair about community resources and services, and a parent lending library. Workshops will provide parents with strategies to increase student performance in literacy including strategies and techniques specifically for the ELL and Special Needs populations. In addition, the principal has prepared a monthly calendar of parent/student events intended to build community. ***(Please review page 6 of the document to review events)***

The workshop model will be used during the literacy block. Teachers will use prior training to ensure that the read-aloud portion of the mini-lesson engages students and models effective expression and voice. Teachers

will work collaboratively to formulate questions that will help students determine main idea and identify author's purpose using Bloom's Taxonomy. During the work period of the Readers Workshop, teachers provide strategic instruction to individual students and small groups to improve student learning and achievement. These reading conferences are used to plan future mini-lessons and differentiated instruction.

Teachers will use the new "Being a Writer" and "Writing Without Tears" (PK-1) curriculum during the Writer's Workshop. Teachers will scaffold instruction by providing students with exemplars of standard-based pieces of writing. The America's Choice Writer's Workshop Model will be utilized including color-coded element charts for each genre and rubrics for instruction and assessment. Mentor text models will be examined to support standard-based writing. The Writing Process will be incorporated within the study of these genres.

The Literacy Team, the Aussie Literacy Consultant, the AIS Team, and the Parent Coordinator will coordinate activities that promote parental involvement to enhance student achievement in Social Studies such as: Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. In addition, parents of ELL and Bilingual students are provided with two specific workshops on the NYSESLAT Test and ways of helping their children succeed on this test.

PART IV – A.2 – ENGLISH LANGUAGE ARTS (GRADES 3 – 5)

<p>Data Sources Reviewed – Check all that apply:</p>	<p><input checked="" type="checkbox"/> NYC Assessment <input checked="" type="checkbox"/> District/School Benchmark Tests (Type: <u>Predictive Periodic Assessments</u>) <input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Item Skills Analysis (e.g., Grow Report)</p>	<p><input checked="" type="checkbox"/> Student Portfolios <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Classroom Performance /Teacher Observations <input checked="" type="checkbox"/> Other</p>
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ACCOMPLISHMENTS:

E.L.A. test results increased the number of students performing at Levels 3 and 4 and decreased the numbers performing at Level 1 as follows:

2008-2009	Level 2-4	Level 3-4	Level 4
Grade 3	97%	65%	1%
Grade 4	99%	72%	1%
Grade 5	100%	61%	3%

The current reading scores in grades 3 – 5 are a result of improved instruction in pre-k – 2. Data analysis is the basis for all instruction and new initiatives. For example in 2008 the Academic Intervention program was revamped to target level 1 and 2 students who are now involved in a AIS pull out program serviced by 2 teachers. An AUSSIE consultant and the grade specific coach continuously models best practices including guided reading. Weekly spelling and vocabulary lists are distributed and children are accountable for learning the weekly lists. The effectiveness of this initiative is evidenced in the data below. P.S. 199X was rated as one of the ten most improved schools by Chancellor Klein as per our reading scores.

AIDES:

All early childhood classrooms are now able to use Smart board technology as part of their daily instruction to create an interactive educational environment. The newly appointed multi-media library center provides resources and promotes a reverence for reading. All teachers are well trained in the use of data which drives instruction, particularly Differentiated Instruction. The Imagine Learning computer program has increased language acquisition for our ELL population resulting in higher reading scores.

BARRIERS:

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. In addition many of the students attending are from a culture that has a different approach to education. Finally, the mobility rate is high and although we are involved in an intense program to improve attendance, we are still below our expected goal in this area.

Findings:

A review of reading achievement data for the past two years indicates marked improvement in testing scores of students in grades 3, 4, and 5 in comparison to the scores of previous years. As one of the ten most improved schools in New York City, the school report card grade was A. This has been mainly due to our increase of Level 3 & 4's in the NYS ELA State exam.

2007-2008	Level 3-4	Level 4
Grade 3	44%	1%
Grade 4	34%	0%
Grade 5	44%	1%

	Level 3-4	Level 4
Grade 3	65%	1%
Grade 4	72%	1%
Grade 5	61%	3%

Implications:

Grades 3-5 monolingual, bilingual, and special education classes will continue using the workshop model for the literacy block and writing will be imbedded in the grade's Units of Study. Fully implemented Guided Reading and effective conferencing to increase comprehension skills will be the strategies used to ensure differentiated instruction as a means of increasing the quality of accountable talk, providing opportunities for student usage of critical thinking skills and employing self-monitoring as a strategy leading to reading independence (the Principal's Instructional Goal for 2009-10). Teachers will receive additional professional development in using Bloom's Taxonomy to increase the level of questions using with an emphasis of the higher skills such as analyzing, interpreting and synthesizing rather than recall. Identified at risk students and AIS students will use the Wilson Reading Program for phonics instruction as well as one of the menu of programs (Voyager, Soar to Success) for comprehension. Leveled books will be used for guided and independent reading in monolingual, special education, and bilingual classes with a parallel program for English Language Learners. In grades 3-5, results of state standardized tests, the Developmental Reading Assessment (DRA), periodic and predictive assessments, ongoing Rigby running records, and teacher made tests will be used to plan differentiated instruction. Fall 2007 data from periodic and predictive assessments indicated that children needed intervention in the area of vocabulary. A school-wide initiative consisting of weekly vocabulary lists per grade, vocabulary lists posted in hallways and weekly spelling bees was instituted and will continue in 2009-10. ITA's (Instructionally Targeted Tests which test what children have already learned) will be administered in December and April and results will be used to guide instruction as well. "Imagine Learning" will continue to address the needs of the bilingual and ELL population and will be implemented in all Special Education classrooms. Bilingual and ELL students will continue to use On Our Way to English including newly acquired visuals.

Guided reading lessons support differentiated instruction in literacy. Narrative and expository libraries at a variety of levels from School Wide Inc., Hampton Brown, and Booksource are used during Readers and Writers workshop and for independent reading. The Read aloud portion has been strengthened and teachers have worked collaboratively to formulate engaging questions to increase comprehension. Leveled reading books and standard-based mini lessons will be used for guided, shared, and independent reading. Data from Rigby Running records, the DRA, teacher assessments based on conferences, informal observations, and teacher-made tests and standardized tests will be used to ensure differentiated instruction. In grade 3, ECLAS 2 test results will also be used. The administrative staff, the coaches and members of the AIS team received training in using the Acuity system to conduct an item analysis of children's test scores to determine what skills and strategies need remediation and to determine patterns. Differentiated instruction will be designed on the basis of this analysis and the AIS team will deliver instruction: One AIS teacher will service grades 1-2 based on ECLAS, Running Record results, Tier I students will receive services from their classroom teacher.. The second AIS teacher will service students in Grades 3-5. One pull out teacher will service ELL and ESL students and the IEP

teacher will service special education students. Each of the three coaches provides small group instruction in test taking strategy skills. There are three coaches, each services their own grade from 3 – 5. The team members will set 6 week short term goals for students which will be reviewed monthly to determine if benchmarks have been met and instruction will be advanced or modified accordingly. A goal of one year's growth is the minimum benchmark to be met. Accordingly, a student who is currently in 4th grade reading at a 3.1 level is expected to be reading at 4.1 at the end of the year, which would still not be on grade level As per the current Progress Report, the one year student progress was met by achieving a score of 57.4 out of 60 resulting in an overall grade of A.

During the Writers Workshop, teachers Grades K-5 will use the new "Being a Writer" curriculum. This instructional tool will provide a structured, organized means whereby genre studies can be taught consistently. Standard-based lessons will be presented and instruction will be scaffolded using exemplars of standard-based pieces of writing and mentor texts. Since their reimplementation in 2008-2009 writing rubrics and color coded criteria charts, specific to each genre, defining elements will again be utilized. Children will continue to use narrative and expository texts as models for writing and as resources for writing science and social studies reports of information. Kaplan Advantage, Comprehensive test prep materials, Comprehensive Reading by Options, STARS and CARS from Curriculum Associates are used for reading test prep. Students' writing is expected to improve due to extensive professional development, and will be evident in students' appropriate choice of genre specific audiences, incorporation of voice effectively, and use of writing conventions. Teachers in Grades 2-5 will also utilize Reading in the Content Areas Supplement from Teacher Created Materials. Students will use the writing process to complete eight non-negotiable writing units; Small Moments, How to, Report of Information, All About Books, Poetry, Author Studies, Response to Literature and Personal Narratives. The principal designed a SAMS summary document enabling teachers to analyze reading and writing data to provide at risk students with targeted instruction which is outlined in student action plans they develop with their grade supervisor. The principal's Teacher-Supervisor Conference on Student Assessment Management System (SAMS) will facilitate the development of individualized educational plans for students including short and long term goals. Each child will have a Home-School notebook to take home to parents. Every six weeks, a copy of the short term goals will be pasted into the notebook. Students will be encouraged to share these goals with their parents and encourage parental involvement in the educational process

Writing Units of Study in writing and in the core subjects will be the focus in 2009-10. Classrooms are equipped with leveled libraries with traditional and contemporary literature in all genres and nonfiction science and social studies texts. In September 2008, all teachers received Reading/Writing Tool kits which will be used in conjunction with the "Being a Writer" Program in 09-10. During reading conferences, teachers provide immediate academic intervention and beginning September 08, coaches provided targeted grade 3-5 students with academic intervention services. The current A.I.S. model will remain in place.

The 2009-10 focus will be on differentiated instruction supported by the study group reading of The Differentiated Classroom: Responding to The Needs of All Learners by Carol Ann Tomlinson. Portfolios will be used in conjunction with the Skills binder. Work on portfolios will continue. Work considered will be reviewed against the standards and evaluated to plan for instruction. The binder used by teachers in testing grades includes activities for students who exhibit difficulty in reading skills and strategies such as finding the main idea, defining the author's purpose, using supporting details, and using context clues. The data from an informal Grade 2 assessment which identifies students' areas of strengths and weaknesses will be given to Grade 3 teachers in September 08 in order to address academic needs expediently.

The school-wide implementation of a uniform system of communicating students individualized goals to better understand what each student needs to do in order to improve their writing, will continue in 2009-10 as will the use of the conference binder. Subjective assessment from the binder will be used with test data to provide differentiated instruction to students individually and in small groups. Technology under-pins the curriculum through the use of Smart Boards in the classroom to assist in instruction, computers, overhead projectors, listening centers and in an open access library media center. Field trips enrich the curriculum by providing children with a better understanding of the cities and global community's various cultures. Fifth grade class trips will focus around Shakespearean performances so that the Shakespearean theme can be studied in the classroom. English Language Learners whose English proficiency is at the intermediate level in grades 3 and 4 Children will participate in the Project Boost enrichment program which also funds trips to various city locations.

The Literacy Team, the Aussie Literacy Consultant, the AIS Team, and the Parent Coordinator will coordinate activities that promote parental involvement to enhance student achievement such as: Curriculum Night, a drive

to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. In addition, the principal has prepared a monthly calendar of parent/student events intended to build community. (These are listed on page 6 of this document. **)

PART IV – A.3 – MATHEMATICS

Data Sources Reviewed –
Check all that apply:

- NYC Assessment
- District/School Benchmark Tests (Type: Periodic Assessments)
- Unit/Teacher-Made/Grade Level Tests
- Item Skills Analysis (e.g., Grow Report)

- Student Portfolios
- Journals
- Classroom Performance /Teacher Observations
- Other _____

ACCOMPLISHMENTS:

In Mathematics, P.S. 199X will capitalize on the gains made in 2009 and continue to improve current practices. For SY 2008-09, 86% of students in grades 3-5 were meeting or exceeding standards as compared to 74.5% in SY 2007-08 as measured by the NYS Math Achievement Exam with a minimum of 95% participation for all subgroups. Instructional practices in place contributing to these results include the “Say-Why Strategy”, which mandates that students give an explanation about why they used a certain strategy and what steps they used to reach a conclusion, and the “Probe Workshop”, which encourages an analytical approach to problem solving.

AIDES:

Students in grades Pre-K – 2 utilize the ‘Everyday Math program’ which ensures that they are exposed to each mathematical strand in a cyclical fashion. Students in grades 3 – 5 utilize the Houghton Mifflin series to obtain a deeper understanding of each of the mathematical stands. A yearly school wide mathematical focus enhances students ability to comprehend the four basic mathematical operations and apply their knowledge to solving mutli-step problems. Academic Intervention Services are not only provided during the day, but also in after-school Title I and Title III programs.

BARRIERS:

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. The opportunity for students to apply mathematics learned in school to their every day life is extremely limited as is math vocabulary decoding skills.

Summary of Data Analysis/Findings – Grade K-3 Math:

A review of the Everyday Math Unit tests and quarterly tests reveal the following:

Kindergarten and Grade One students demonstrate a proficiency in numeration concepts and skills. However, they require additional support in concepts and skills related to money, measurement, the calendar, time, patterns, data, geometry, and problem solving.

For SY 2008-09, 86% of students in grades 3-5 were meeting or exceeding standards as compared to 74.5% in SY 2007-08 as measured by the NYS Math Achievement Exam with a minimum of 95% participation for all subgroups as compared to the SY 2007-08 scores as follows: 86.8% of third graders scored at levels 3 & 4 and 0.0% scored at level 1. 77.4% of fourth graders scored at levels 3 & 4 and 7.6% scored at level 1. In grade 5, 58.7% scored at levels 3 & 4 and 8.3% scored at level 1.

Implications for the Instructional Program:

The Math Workshop Model will continue to emphasize clear expectations in mathematics; students learn best when they know what is expected of them. Teachers will continue to deliver an academically rigorous curriculum emphasizing accountable talk, the use of critical thinking skills and real life problem-solving activities. Teachers' use formative and summative data to conduct on-going assessment using a diagnostic continuum and the continual development of procedural fluency, the ability to self-assess and self-monitor as evidenced by the school-wide implementation of Mathematics Journals. During conferences, as in reading, the teacher and the student will analyze written problem solutions. The teacher will determine if and where the student was incorrect and provide differentiated instruction in the form of suggested strategies to reach the correct solution and a deadline for re-submission of the work. School-wide implementation of Mathematics Journals will provide evidence of students' continual development of procedural fluency, the ability to self-assess and self-monitor. Journals will be submitted to Grade supervisors on a six-week cycle. In grades K and 1, math journal writing will be emphasized daily. Mathematics journals and conference logs will be fully implemented school wide. For SY 2009-10, mathematical operations will be focused as follows: Grade 1, addition, grade 2, subtraction, grade 3 multiplication, grade 4 division and grade 5 fractions. In grades 3-5, components from the Houghton Mifflin program will support Every Day Math Instruction which is used school-wide.

In grades, Pre K-3, student-centered learning experiences will engage students in active learning and encourage positive social skills. Real life experiences such as using the calendar, counting the days, and collecting and displaying weather data facilitate the teaching of computational skills.

Everyday Math exposes students to concepts and engages them in various games and activities to help them construct understanding. Its embedded spiral curriculum focuses on a central concept or skill for several lessons while reviewing previously taught concepts and skills. Lessons and activities build incrementally in complexity within each strand and exposure to all the mathematical strands is ensured. On-going assessment, formal (tests) and informal observation is used to inform instruction and for planning. Communication between classroom teachers and parents, (i.e., SAMS, conferences) encourage parental involvement.

The mathematics pacing calendar is created collaboratively by the teachers, the Coaches and the Aussie Consultant during planning sessions and reviewed and revised throughout the year to meet the needs of all students. In addition to the basic instructional program, students in grades 3-5 participate in a structured program of test-taking strategies which is integrated into their daily schedule to provide them with the skills necessary needed to succeed in City, and State Mathematics Assessments.

All students will be taught a wide variety of problem-solving skills based on real life experiences as well as instruction emphasizing operations, applications, geometry, measurement, probability, statistics, relationships, logical thinking, and recognition of patterns. In 08-09, greater emphasis was placed on solving problems with multiple steps. The focus on solutions for multi-step problems will continue in 09-10. Manipulatives will provide children with concrete models for a better understanding of abstract ideas during the daily one hour math workshop. In addition, teachers will provide students with motivating, hands-on, child-centered activities. Teacher observations, unit tests, and results from the periodic predictive, city and state assessments will be used to identify students at risk.

The Math Workshop which includes a mini-lesson, a work period, and a closing will continue to be used. During the mini-lesson, teachers will set the stage for the work period by demonstrating and introducing the concepts to be done during the work time, reviewing introducing a strategy, clarifying homework problems or explaining a ritual. During the work time, students will solve problems independently, with a partner or in small groups. The teacher will be engaged in conferences, focused math groups, assessing learning or preparing students for the closing. During the closing, accountable talk will be emphasized when students present the mathematics they have done during the work time. Students will be encouraged to use accurate, grade level mathematical terminology and present their work in an articulate and sequential manner.

The data gathered from the Every Day Math Assessments, Unit Tests, and the periodic and predictive assessments by strand, will support teachers in determining common deficiencies in strands and create focus groups accordingly. The Math Portfolio includes a mathematical autobiography, a personal analysis of strengths and weaknesses, mathematical goals, and a practical project emphasizing the connection between math and real life. It engages students in academic rigor and provides them with self analysis aimed at improving their overall math performance. It is being used as a prototype to create similar portfolios in literacy, science, and social studies and, eventually, towards a portfolio which will require the student to reflect on his or her behavior

as it relates to academic learning. School-wide Mathematics Journal writing will be a 09-10 focus in assessing students; ability to develop procedural fluency and self-assessment and self-monitoring skills.

All instructional coaches, the Aussie Mathematics Consultant, the AIS Team, and the Parent Coordinator coordinate activities that promote parental involvement to enhance student achievement such as: Curriculum Night. A Math Family Night is conducted twice yearly. Workshops for parents are offered to support parents. During workshops, emphasis is placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. As previously indicated, the principal has developed a cross-curricula calendar of community building activities including a Father and child game night which will include specific mathematics activities.

PART IV – A.4 – SOCIAL STUDIES		
Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/> NYS Assessment	<input type="checkbox"/> Journals
	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Other <u>student projects</u>
	<input type="checkbox"/> Student Portfolios (Subject(s): _____)	

ACCOMPLISHMENTS:

In Social Studies, P.S. 199X students’ scores have risen for those Level 3 & 4 students. In 2008-2009 the levels of those students who scored Levels 3 & 4 was 62% compared to the previous year. In 2007-2008 the total number of students in Levels 3 & 4 were 44%; therefore, a gain of 18% amongst our fifth grade students.

AIDES:

Students in grades Pre-K – 3 and grade 5 utilize the Scott Foresman program and Grade 4 will use the Houghton Mifflin series to obtain a deeper understanding and more meaningful experience of history, geography and the diversity of cultures. The Social Studies instructional program also implements the NYS Standards and Performance Indicators on all grade levels. The context includes the utilization of NYC Social Studies Units of Studies. We incorporate the use of maps, web research, artistic expression as well as literary skills.

BARRIERS:

The overarching barriers to deepening the Social Studies experience and learning is the exposure to cultural institutions language barriers due to our West African population and the financial challenges faced by many families.

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. The major barrier we find our students have issues are of issues of cultural diversity due to a lack of exposure beyond their families. Our students inability to visit cultural institutions (due to entrance fees, etc.) also hinders their literacy ability to respect and learn about other cultures.

Findings:

Approximately 4.5% percent of students attending the Shakespeare School are recent immigrants. The student body consists of children from the Hispanic cultures of the Caribbean (Puerto Rico and Dominican Republic), and Central and South America and the African cultures of West Africa (Gambia, Senegal, and Mali). These students possess knowledge of their own cultures, but lack knowledge of United States history, and geography. Students are expected to develop an appreciation and understanding of cultural diversity, specifically about New York City by being exposed to significant historical events in United States history.

Implications:

Results from the 2007 standardized Grade 5 Social Studies Test reveal that students need a richer and more meaningful experience in Social Studies. Results from the fall 2008 Social Studies exam shows that 9% of students are performing at level 4, 50% performing at level 3, 11% performing at level 2 and 27% performing at

level 1. Strong intervention in fourth grade helps prepare them to successfully pass the New York State Assessment in Social Studies in Grade 5.

Students in Grades K-3 and 5 will use Scott Foresman texts in accordance with the city's mandated program. As per the 2008 City mandate, Grade 4 students will use the Houghton Mifflin series. Teachers will utilize strategies targeting preconceived cultural attitudes that lead to misunderstandings in order to promote cross-cultural acceptance. Grant money was used to purchase books about various West African cultures in order to expose children to the culture and traditions of this region and to create an inclusive environment for them. All classes receive two or three periods of Social Studies per week and background knowledge in history, economics, and geography is supported by content area libraries for Grades K-5 from School Wide Inc. and Booksource. Scott Foresman Social Studies document based question materials are also used to prepare fifth graders for the NYS Social Studies Assessment. Fourth graders use Social Studies Black Line Masters New York edition and Assessment for Grade 5 and Comprehensive Social Studies from Options are used for instructional and test prep purposes in Grade 5. Kindergarten students use Hampton Brown Big Books and materials. Students' access information from print material and the Internet to complete individual and small group projects at all grade levels. A 5th grade Social Studies project is a graduation requirement and Fourth graders complete a year end project in preparation for the Social Studies State Assessment. In SY 2009-10, students will write research reports in the core subject areas; science and Social Studies, within the Writer's Workshop portion of the Literacy Block. During open access library hours, they will use the multi-media center to ensure that information gathered comes from multiple sources. Smart Boards will enable teachers to make actual historical documents available to students during class room discussions to improve student's ability to answer document based questions.

Additional DBQ and test prep materials will be purchased to provide the students with support in skills and content necessary for success on the Fall 2009 test. Field trips are planned to expose students to the contributions made by diverse cultures in New York City and the world and to engage them in the use of complex research skills. Teachers require their students to work on group and individual social studies projects integrating Literacy and Math skills and exhibiting an understanding of different cultures with support from grade coaches. Newly purchased Smart Boards are used to provide hands on learning opportunities. Children will have greater access to social studies content including the ability to work on map and geography skills. As a result of Project Boost, fourth grade students performing at levels 3 & 4 will go on trips to historical sites in New York City as an enrichment activity.

The Literacy Team, the Aussie Literacy Consultant, the AIS Team, and the Parent Coordinator coordinate activities that promote parental involvement to enhance student achievement in Social Studies such as: Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents are offered to support parents helping their children to read and to specifically target the West African parents. During workshops, emphasis is placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. In addition, parents of ELL and Bilingual students are provided with two specific workshops on the NYSESLAT Test and ways of helping their children succeed on this test. All workshops are conducted in English and Spanish. All parents receive a letter informing them about the Common Cents Penny Harvest encouraging them to participate. Information in the letter supports a dialogue between students and their families concerning community issues and how people can work together to make communities better. During Spring 2009, students from grades 3-5 met to discuss community problems and agencies that address them. They invited representatives from these organizations and then chose organizations to receive grants from Common Cents. They were encouraged to work collaboratively in a group setting, to increase their oral communication skills by speaking to the group and to engage in making informed decisions based on listening to the speakers. This will continue in school year 2009-2010.

PART IV – A.5 – SCIENCE

Data Sources Reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/>	NYS Assessment Results (From School Report Card)	<input type="checkbox"/>	Lab Books/Journals
	<input type="checkbox"/>	District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/>	Classroom Performance/Teacher Observations
	<input checked="" type="checkbox"/>	Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/>	Other <u>surveys</u>
	<input type="checkbox"/>	Student Portfolios (Subject(s): _____)		

ACCOMPLISHMENTS:

In science P.S. 199X will capitalize on the gains made in 2009 by continuing and improving current practices. For the 2007-2008 school year, 23% of students in grade 4 scored Level 4 on the New York State Science exam. In the 2008-2009 school year, 41 % of Grade 4 scored Level 4 on the New York State Science exam. Therefore, a gain of 18% has been achieved. We will continue to use current practices by using the Inquiry Science modules which will be incorporated into the science workshop.

AIDES:

Students in grades Pre-K – 5 have a yearly science fair. Students in grades K – 5 participate in conducting an experiment based on the Unit of Study for their grade level. Students are encouraged to work in groups or individually. As a reward students from each grade receive a prize both individually and for their entire class for participation.

BARRIERS:

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. In addition many of the students attending are from a culture that has a different approach to education.

Findings:

Results from the 2007-2008 standardized New York State grade 4 science test revealed that students need a richer and more meaningful experience in the area of science. Compared to prior years when 0% were performing at Level 4, 23% performed at Level 4 and 49% at Level 3. Most teachers have been trained in the Inquiry approach and the use of science manipulatives with new teachers receiving training as well. One school science cluster delivers instruction and assists classroom teachers in planning lessons. The results of a past professional development survey indicated that 90% of our teachers need training in the New York State Science Assessment. Teachers need training in how to teach standards based lessons and in how to conduct experiments using the scientific method and an inquiry-based approach.

During the Reader's Workshop portion of the Literacy Block, teachers use science content materials to engage students in a study of the non fiction genre and in writing Reports of Information. For school year 09-10, there will be a monthly core curriculum focus for writing. At the school wide Science Fair, students provide oral explanations and written reports to experiments performed indicating their understanding of scientific concepts. Students, parents, and staff respond favorably to this format.

Currently, the science cluster utilizes a combination of kits and texts for science instruction. Field trips are also used to provide students with hands on science experiences including the I Fish NY program which teaches children about aquatic habitats and instructs them in learning how to fish. Strategies and skills gleaned from Project Inquiry are also incorporated by classroom teachers in their weekly lessons. Beginning 2006-07, we transitioned into the research based, NSF supported Houghton Mifflin Experience Science Put the Science in their Hands Program for Grades 3 and 4 which will be used in SY 09-10. The modules used will be: Aquarium Habitats, Space and Light, Energy and Matter. Modules contain comprehensive Teacher Guides, high-quality equipment kits and print and video resources for pair or small group projects with consumable material for four classes. Activities encourage divergent thinking and inquiry skill development while building understanding of scientific concepts and content.

Implications:

Success on the Grade 4 NYS Science Test is dependent on hands-on experiences beginning in kindergarten. Teachers need on-going professional development in order to successfully implement the NYS Science Curriculum. An inquiry based hands-on science curriculum is facilitated by the continued use of the Project Inquiry Science Modules. In September 2007, the City’s core science curriculum was implemented in grades 3 and 4 as per Mayor Bloomberg’s and Chancellor Klein’s initiative and grades K-2 and Grade 5 were targeted in 2008-2009. The school chose a combination of text and kits for delivery of instruction. Beginning September 08, and continuing for SY 2009-2010, Foss Kits and Delta science materials are in place for science instruction. As in social studies for 2009-10, the LCI technology consultant will support science instruction.

All classes will receive two or three periods of science instruction per week. Teachers will receive training in the use of the exemplary materials. One science teacher specialist serves as a facilitator in providing support to all classroom teachers in inquiry-based learning. In addition, she prepares a packet of hands-on, practical lessons for classroom teachers to use with students in Grade 4 prior to the test. She also provides them with a calendar for administering science content lessons. An assistant principal provides additional support in science across the grades. Classroom libraries contain science-oriented fiction and non-fiction materials to support literacy, research, and science projects. Beginning Spring 08, a free program from Sea Grant NY entitled I FISH NY provided fifth grade students with instruction in fishing and lectures on fish anatomy, camouflage, aquatic food web, local species, and wetlands.

Our findings indicate that one of the obstacles to fully preparing students for the NYS ESPET test is the lack of time during the school day. With the Literacy Block being two and a half hours long and the Math block lasting one and a half hours, teachers find it difficult to carry out a meaningful science program. By including science as part of the cluster program, we will be able to alleviate some of the time constraints on the classroom teacher. The focus on implementing Interdisciplinary Units of Study whose focus is science content in 09-10 will be instrumental in preparing students to produce standard work in science in preparation for the NYS ESPET test. The science room has been updated with a laboratory station including a working sink. The science teacher is now able to conduct actual scientific experiments with student participation. She is using this to support science content writing and to provide students with knowledge and understanding of the scientific method.

The Literacy Team, the Aussie Consultants, the Parent Coordinator, and the AIS Team will coordinate activities that promote parental involvement to enhance student achievement in Science such as: Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. In spring 2010, students will participate in the Science and Arts Fair.

PART IV – A.6 – THE ARTS		
Data Sources Reviewed -	<input type="checkbox"/> District/School Benchmark Tests (Type: _____) <input type="checkbox"/> Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Student Portfolios (Subject(s): <u>The Tempest Writing Project</u>)	<input type="checkbox"/> Journals <input checked="" type="checkbox"/> Class Performance/Teacher Observations <input checked="" type="checkbox"/> Other <u>School Performance</u>

ACCOMPLISHMENTS:

Ever year for the Shakespeare School presents “Evening of the Arts.” For the past ten years students in grades 3 – 5 put on a show inspired by a story written by William Shakespeare. Students are selected by both their peers and by teachers. Students audition just like on Broadway to partake in the evening’s main event. Also,

“Evening of the Arts” gives students in all grades, a chance to show off their very best art work created during the Project Arts programs.

AIDES:

The Shakespeare School has also brought on to our team a dance and music teacher. The dance teacher has brought new and exciting activities to the students of the Shakespeare School. Daily instruction to students in grades K – 5 gives those students a chance to learn about different cultures. With half of our student body being of either Hispanic or African descent, it gives our students a chance to share and learn about the various cultures that surround them daily.

The implementation of music instruction has also benefitted all students of the Shakespeare School. Daily music instruction is given to students in grades K –5. Students learn about various types of music and where they originated from. Everything from classical to pop is introduced in a fun an exciting way to our students including the implementation of a Choir with students from all grades.

BARRIERS:

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result students are not familiar with the many various cultures. Through the implementation of the dance, music, and arts program students will develop a deeper understanding and an appreciation of cultural diversity.

Findings:

The need for students to improve their achievement levels on State and City Standardized Tests in Literacy, Math, Science, and Social Studies is of great concern because many students are at risk of not meeting minimum performance standards. In addition, students have few opportunities to develop an appreciation for the arts given that they rarely have the opportunity to visit the many cultural institutions that are available. This leads to limited opportunities to develop an artistic talent or experience the creative process of music, dance, or fine arts. The school is viewed as the primary location for students’ creative expression. Parents indicated this void on a past parent surveys/meetings requested additional information about local cultural opportunities.

The school currently provides a visual arts and drama (literacy through the arts), specialist who serves all classes in the school through Project Arts in order to integrate the arts throughout the curriculum. Students have the opportunity to enjoy the arts while supporting the literacy instructional focus of the school. For SY 2009-10, we have a music and dance specialist. Our music teacher will organize and support the P.S. 199 Choir, thus providing students with exposure to this strand of The Blue Print for Arts standards. Our Dance teacher will organize collaboration with all of the classroom teachers she supports in order to teach our students about movement. Whenever possible, specialty area teachers, along with the librarian and classroom teachers have infused the curriculum with the writings of Shakespeare. In addition, a strong collaboration with Marquis Studios has enhanced the curriculum through a creative movement program which encourages students to use their senses to understand the world around them. This program will be incorporated in our science, math, and literacy curricula to increase academic performance by encouraging students to explore the connection between movement and rhythm as a means of self-expression, stress reduction and as a basis for encouraging positive personal interaction. This collaboration also provided students in grades 2 and 5 with a ten week exploration in architecture through hands-on model building and design projects to heighten awareness of their surroundings and to foster observational skills. The program encourages students to use mathematics, vocabulary, history, sociology, cultural understandings, and problem solving skills. Beginning in Spring 2001 and continuing throughout the current academic year, P.S. 199X will continue to conduct to present our annual instruction from the arts program.

Collaborations with different organizations expose students to a variety of experiences in the performing arts experiences:

- Marquis Studios- This collaboration provides the following:
 - Kindergarten Creative Movement to develop students’ coordination, enhance body awareness and explore ways to be in contact with others through cooperative physical behavior.

- Grades 2 and 5 will enhance their academic skills in mathematics, vocabulary, history, sociology, problem solving and the understanding of other cultures by participating in a ten week Architecture in school residency by participating in hands-on model building and design projects.

These collaborations provide our students with an integrated arts curriculum in meeting our goal of preparing students to meet the New York State Learning Standards for the Arts. As of September 09, New York State Arts Education requirements will include the following: Grades 1-3, 20%(46.5 Hours of instructional time) will be devoted to arts education in dance, music, visual arts and theater and in Grades 4-6, 10% (23.25 Hours) per each arts discipline. The engagement in arts activities will be used as a vehicle to reach all students across multiple disciplines.

Implications

The school needs to provide students with the opportunity to experience an arts enriched curriculum which can enhance success in literacy. Classroom teachers need professional development and the support of trained artists to ensure that students receive an arts-enriched education. Teachers are trained and supported in providing direct instruction to students in drama, dance, visual arts, writing, and music. For 2009-2010, the school will focus upon music. Funding has been provided to provide one professional performance per month for both the lower and upper grades. All of these activities will support the theme of music and dance as will the inclusion of arts activities in all Interdisciplinary Units of Study. A long term goal of this emphasis on the arts is to create a PS. 199X band and choir. We will continue to implement the after-school Arts Program and arts performances which expose our students to theatre arts, visual arts experiences, music, and dance. We will continue to promote the arts through school performances. Additionally, performances for the school community and family events will involve students in the study of storytelling, theatre, and music. Through these programs, students will be able to make connections between the arts and literacy. In storytelling, teachers will discover how to make a familiar folktale come alive. They will use imagination, voice, gestures, and repetition to develop their own storytelling skills. In spring 2009, the entire school participated in "A Poem A Day" which included having staff members read poems of their choice over the loudspeaker to celebrate Poetry Month and to enhance children's exposure to this genre. Teachers receive poetry resource packets and engage students in exploring the poetry genre and writing their own poems. In SY 2009-10, teachers will present a poem of the month for study to increase an understanding of this genre. Fifth grade students study the play genre in preparation for their year end trip to a Broadway show. They also attend an etiquette class in preparation for dinner at the show.

This multi-disciplinary approach allows students to express themselves in different art modalities, develop an appreciation of the arts, use technology and literacy skills in the exploration process, and gain a better appreciation for the works of Shakespeare. Through the comprehensively planned efforts of the art teacher the classroom teachers engage students in many aspects of the arts during the regular instructional program. In Spring 2010, the school will host an Arts Fair in conjunction with the annual Shakespearean production. This activity highlights the learning children have acquired as participants in a school named after and dedicated to Shakespeare. The production highlights the dramatic, musical and artistic talents of the students and helps them learn about the drama genre and its characteristics.

The Literacy Team, the Aussie Literacy Consultant, the AIS Team, and the Parent Coordinator will coordinate activities that promote parental involvement to enhance student achievement in the Arts and to incorporate the arts into all the curriculum areas. This initiative includes the annual Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. Parents actively participate in the Shakespearean performance at the end of each school year by supervising children in the show and preparing for the performance. Parent volunteers also accompany the fifth graders to a Broadway Show and participate in the Kindergarten and Fifth Grade graduation.

ACCOMPLISHMENTS:

Grant money acquired from the Bronx Borough President's office enabled us to create a multi-media center. The wall to an adjacent classroom was opened up increasing the library to twice its size. The library has been completely refurbished. Computer stations with new computers and a Smart Board will support research in all core subjects as well as literacy.

AIDES:

In our library/media center there are many hands on tools available to our students for their use. The implementation of a brand new computer lab equipped with 26 Lap Top computers, a Smart board, and a television. New books will also be purchased.

BARRIERS:

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. Many of the materials available in the library are of English and or Spanish language. There are few books available in the West African language of Sononike. Although students may have problems or issues with understanding we do have other programs available to them such as; SETSS, Speech including Academic Intervention Services to help support all members of the student population.

Findings:

A staff questionnaire had indicated that 93% of the responding staff supports an Open Access Library as instrumental in supporting the school's literacy program and a vital resource in helping students reach the ELA standard of reading a minimum of 25 books each year. However, the school library needs to support activities leading to students' achievement of performance standards in Science and Social Studies. The questionnaire also indicated that the library must continue to maintain maximum accessibility to all students. Parents have indicated that they would like to have an opportunity to use the library with their children either after-school or on Saturdays.

Implications:

Our Library/Media center is designed to promote a love of literacy for a diverse school community. Our vision statement mandates that the Library/Media program's purpose is to inspire a love of learning and reading, foster the skills of solving problems, and support the spirit of critical inquiry research. Our open access library will continue to allow classes to conduct work on specific class projects and support school-wide literacy activities (story-telling contests, folklore writing, book reports, author studies, holiday celebrations, author visits, Read Across America, Put a Poem in Your Pocket, The Ezra Jack Keats Book Writing Contest, The Birthday salute to Dr. Seuss, etc) with the support of technology. Finally, the library must support the interests of our multicultural community. With additional funds from the 2007 Library Grant, books were purchased to support the development of empathy, citizenship, and an appreciation of multiculturalism by our students. In addition, we added to our bilingual library and CD-Rom collection. Grant money acquired from the Bronx Borough President's office in 2007 and 2008 along with Title I funds, have enabled us to create a multi-media center. The wall to an adjacent classroom was opened up increasing the library to twice its size. The library has been completely refurbished with new bookcases, conference tables, rugs and a seating area for leisurely reading. Computer stations with new computers and a Smart Board will support research in all core subjects as well as literacy. Several individual classrooms have also been outfitted with Smart Boards with the goal of school-wide installation. As a result, teachers and students are able to engage in inter-active learning.

Data Sources Reviewed – Check all that apply:	<input type="checkbox"/> PASS Review <input type="checkbox"/> District Assessment <input type="checkbox"/> Registration Review Report <input checked="" type="checkbox"/> Surveys/Questionnaires	<input type="checkbox"/> Student Work <input type="checkbox"/> Folders/Portfolios <input type="checkbox"/> Other _____
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ACCOMPLISHMENTS:

As a way to bring technology to every classroom and to every student, P.S. 199 has implemented the use of Smart boards as part of everyday instruction. Students who show exemplary attendance and adherence to schools regulations have been rewarded with their own personal laptop provided to them by the school. This laptop is used in school as part of their daily instruction.

AIDES:

In our library/media center there are many hands on tools available to our students for their use. The implementation of a brand new computer lab equipped with 26 Lap Top computers, Smart boards, and a television. New books will also be purchased (Title 1). Every classroom is equipped with 2 desktops, a smart board, and a T.V. School contracted DELL services to provide technical support and parts for the school year. Also, a full-time technician from City College has been hired to support us in troubleshooting. The school building has also been configured for access to wireless connection to the internet.

BARRIERS:

In the area of technology, funding causes barrier. With many of our classroom computers not up to date or with outdated materials causes issues. Technology is always reinventing itself. It is important to always have students remain current with the technology and the best way to do that is by providing them with up to date computers, software and other educational resources.

Findings:

Integrating technology into the classroom continues to be a priority based on current research that credits technology based learning in promoting academic improvement. All individual classrooms have also been equipped with Smart Boards. As a result, teachers and students are able to engage in inter-active learning and research. Every classroom has computers with Internet access. Our auditorium is equipped with an integrated DVD/CD system and has Internet access through a projector and screen presentation. All classrooms have overhead projectors and T.V. /DVD players. As a result of the Title III, Regional Grant in 07-08, Title I, and matching school funds, we purchased Smart Boards, instructional software, and professional development resources.

Authentic assessments in the form of reports and projects necessitate students' need to access the Internet and use complex software applications. Teachers still need to become more proficient in integrating technology into the instructional program in the following areas: conducting research on the Internet, utilizing the computer as a writing tool, and managing computer-assisted instruction.

Originally, a Beaumont Foundation Technology Grant was used to purchase 30 laptop computers, a rolling storage cart, 5 digital cameras, and a projector which have been utilized by third, fourth and fifth grade students for the past few years . They received instruction in how to use a laptop and its specific functions. Integrating computer use and instruction has continued to be a priority, especially in the content areas for project-based learning.

Implications:

In the 2009-2010 academic school year, each classroom had two computers. For 2009-10, the principal will focus on increasing the number of technological resources available to students and staff and providing them with instruction in using these resources .The new multi-media library will also provide children with the resources to write research reports in core subject areas. A technology plan will be in place to provide professional development on all new equipment purchased. Each teacher will receive a personal lap top computer and a Smart Board. The new library is also equipped with a Smart Board and computer stations to facilitate research using a multi-media approach. Classroom teachers will continue to attend school-wide workshops on how to integrate technology into the classroom. Smart Board technology facilitators will provide staff development to all classroom teachers in technology standards, managing hardware, software, and Smart

Boards, classroom management when using computers, and in the integration of technology for curriculum enhancement.

Students will continue to have access to computers in their classrooms for research and writing assignments. In addition, the laptop computers granted by the Beaumont Foundation will also be made available when possible. The librarian, coaches, repair technicians and qualified staff will provide on-site support and technical assistance. In October 2009, the newly expanded and re-furnished multi-media library was officially opened. Students participated in the opening by showcasing their ability to write and make oral presentations meeting city and state literacy standards.

To provide a sequential learning experience for students, there will be a grade-by-grade technology focus. Each grade will use specific programs to support the curriculum. Kindergarten and first grade will use a multimedia approach to literacy development and will begin word processing. In addition, they will use "Read to Me," "Kids Pix," and "Graphics and Sounds" software to provide enrichment and remediation through technology. In second grade, students will continue to develop word processing skills when they complete research projects. Grades three, four, and five classes will use an integrated learning approach to help students improve their literacy and mathematics skills. The computer based, Imagine Learning Program will be expanded to all bilingual and special education classes in their classrooms, and ELLs will use the program in the computer lab. All students will also use the Internet to research reports and other writing assignments that are imbedded in interdisciplinary units. Fifth grade students will be expected to use the Internet for independent research of content area subjects and projects as outlined in the 5th grade graduation requirements. Additional software was purchased in order to support the math, science, social studies, reading, and writing areas, such as **Reader Rabbit, Reading and Math Blaster, Reading with Phonics**. To better improve students typing abilities, Type to Learn 3 program was purchased. In order to enable more classes in the school to have access to technology we have opened a new Laptop computer Lab in Room 405 in addition to using the original lap tops acquired from the Beaumont Foundation. This will provide students with the opportunity to go as a class to a computer lab, where they can be working on projects, conducting on-line research, or using computer programs to strengthen areas in need of improvement as per student assessments. In addition, the school purchased laptop rolling computer carts available for each house (K-1, 2-3, and 4-5). Each cart contains 30 computers and a projector. This resource will provide teachers with the opportunity to conduct whole class lessons integrating computers into their curriculum. A Smart Board was installed in the auditorium in September 2006 enabling staff and students to participate in interactive educational activities.

Funding granted by the Region with matching tax-levy funding in 2007 was used towards the purchase of four additional Smart Boards, 40 additional lap top computers and a cart, assorted software and library materials for ELL/LEP students and extensive teacher training in Smart Board integration into the classroom.

PART IV – A.9 – STUDENT SUPPORT SERVICES

ACCOMPLISHMENTS:

For the past three years the following programs have been in effect in our school and have proven to be successful amongst our students; Project Boost, Astor Program, Peace Builders program, Student Council.

AIDES:

There are many various aides available to students at the Shakespeare School which have been listed below:

- *School Wellness Council Project and The Cornell Cooperative extension nutrition and health programs, promotes awareness of important diet and nutrition information and awareness.*
- *Mighty Milers Program promotes an active life style and is designed to motivate students to participate in physical activities.*
- *Horace Mann School the summer on the Hill Program, We encourage academic excellence and advancement and opportunity to excel and are active participate in this program.*
- *Chess in school program, to teach students to the fundamental of the game of chess to promote critical thinking and problem solving.*
- *Out to Play, will design a playground specially designed to address the needs of our students. NY Coalition for healthy school will introduce plant based food, professional development for our food service workers and encourage students to make healthy dietary choices and for fill nutrient educational goals,*
- *Peace Builders is one of them. The Peace Builders program is designed to create a positive climate allowing children behave in pro- social and nonviolent ways. Our children begin every Monday by reciting the Peace Builders Pledge in both English and Spanish. Peace Builder praise notes are handed out to children throughout the day for those students who engage in a positive manner while in school.*
- *Student Council is new to our school. Students vote from the 5th grade student body. Students vote on who they would like to be their school President, Vice President, and Secretary. The council gives our students a chance to be a part of political experience, utilizing their decision making skills.*
- *Project Boost has been in place at our school through our PSO CEI-PEA for the last two years. A total of twenty students are selected based on their academic achievement. Students study get a chance to visit NYC Landmarks such as museums, Broadway Theaters, financial district, Chinatown, Little Italy, etc. After visiting various places, students are then given the task of writing and making connections in their personal journals.*
- *Astor Program for Children and Families – is a community based non-profit organization that provides children's child welfare services at CES 199. Children are referred to Astor after a teacher has exhausted her discipline plan and the child has not shown any improvement. A referral can occur*

BARRIERS:

A barrier that slows our student development is parent knowledge about learning modalities and cognitive behavior strategies. There are inconsistencies from what happens during the school hours and home hours. Many parents are not fluent in the English Language. Therefore teaching them how to manage crisis at home and support their children with homework is challenging task.

Findings: There are currently 72 special needs students. There are three CTT classes in grades kindergarten, three and fifth grades. There are four special education classes. Two of which are bridge classes in grades one and two and grades two and three as well as two special education classes, one in grade four and one in grade five.

A survey of the staff continues to maintain a need for additional professional development in classroom management techniques, support in identifying at-risk students, and assistance in developing early intervention strategies. Although staff members of the school's Pupil Personnel Team have conducted training sessions on initial referrals and intervention strategies, further training sessions are needed.

In 2009-2010, we currently have 1 full time Guidance Counselor for General Education and 1 Guidance counselor for Special Education to serve those students with Special Needs. They serve students who are mandated Special Education by their IEPs, including at-risk students. They work directly with teachers and families to provide guidance, support, counseling, and any other needs that arise. A full time dean will continue to see children with behavioral issues in the Child Advocate/Dean's Office. The Dean's office houses a library with books and materials that deal with emotional and psychological issues facing young children such as anger,

bullying, participating in a group, etc. It is also available to parents who can meet with the Dean to discuss their children's needs. The Dean will continue to oversee the Peace Builders Program with the support of the AP in charge of Special Needs students and the gym teacher.

Workshops need to be provided by the School-Based Support Team, Pupil Personnel Team, Community Based Organizations, Guidance Counselors, school based literacy and mathematics coaches, and other service providers in strategies that will help teachers modify instruction and implement appropriate behavior and instructional intervention techniques. Training will be provided in behavior modification and small group instruction to ensure that at risk students are maintained in general education. The Pupil Personnel Team will focus on "At Risk students and will recommend implementation of school based resources, programs, and interventions prior to referral for evaluation. Beginning spring 2007 and in 2009-2010, the AIS Team and the PPT (Pupil Personnel Team) were merged to become the Instructional Support Team capable of discussing children's instructional, emotional, psychological, and physical needs. Shared expertise has resulted in specific recommendations for at risk students leading to classroom success this practice will continue in school year 2009-2010. This team is comprised of Related Service personnel, the SBST (School-Based Support Team, AIS, the school nurse, a CBO representative, the IEP teacher and the administration of the P.S. 199 learning community. Meetings take place monthly or as needed to discuss at risk general education students and ensure, as per the Special Education Continuum Policy, that all children are being serviced in the least restricted environment and are serviced in alternative settings/models as indicated.

Additionally, the team will identify appropriate staff to deliver these services, appropriate space, and provide articulation and planning time for implementation. The professional development plan for the Academic School Year 2009-2010 will continue to develop teachers' ability to implement the Least Restrictive Environment and the Inclusion initiative. Teachers will continue to be trained in using prevention and intervention strategies such as understanding different learning styles, effective grouping techniques, student-centered approaches, individualized instruction, and team teaching in general education settings. Modification of instruction will be supported by the following personnel: one full time and one part-time Speech and Language Therapist, two Guidance Counselors, a part-time physical Therapist, a full-time SETSS teacher and an IEP teacher who facilitates the evaluation process of IEP and Type 3 meetings and works closely with teachers to provide additional support in differentiating instruction according to the students' IEP.

This program is open to special education and ELL students. Students who are enrolled in this program will receive extra guidance from tutorial programs. Promotion for special needs students will be based on grade-specific performance indicators including class-work, standardized tests and attendance. The IEP teacher will maintain an on-going dialogue with classroom teachers to facilitate student progress. Portfolio review will also inform promotion decisions. Each Assistant Principal is now in responsible for all students on their assigned grade level including special education students.

PART IV – A.10 – SCHOOL SAFETY

ACCOMPLISHMENTS:

We are committed to providing a safe and orderly learning environment as well as finding ways to implement programs to our students to help assist them in fun and positive ways to ensure that they partake in helping keep themselves and their peers safe. The Peace Builders Pledge, reward certificates and other positive reinforcements in keeping their environment safe and secure. Staff members are also reminded and provided with professional development during faculty conferences, and professional development opportunities about the importance of keeping our building safe.

AIDES:

As a way to better support our students with a safe secure environment we have implemented a Peace Builders program. This program enlists the help of students by promoting a safe and secure environment by weekly reciting of the Peace Builders Pledge to their peers over the PA system. Each student who helps participate for the morning announcement of the pledge receives "Peace Builders' certificates of appreciation. The school has also implemented a Dean of students to oversee and assist with the students by providing those students who are having a difficult time in the SAVE room. The Astor Program is another key figure in our school building and providing support to those students who may have a difficult time in school. Guidance Counselors are also available to assist students at all times by providing counseling to all students.

BARRIERS:

Although existing staff supports beyond call of duty, (school aides, Guidance Counselors), human resources are limited during entrance and dismissal times. However, we continuously promote a safe and secure environment.

To provide a safe and orderly learning environment, the Peace Builder anti-violence program, which has been successful in reducing impulsive and aggressive behavior in children, teaching social and emotional skills, and building self-esteem, will continue. Students are taught to identify and predict the feelings of others and respond in an appropriately emotional manner. They learn problem solving and conflict resolution skills, effective communication strategies, techniques to reduce stress, and how to redirect angry feelings to prevent aggressive or violent reactions. Peace Builders materials are available in Spanish and have been found to be particularly effective with special needs students. During 2009-10, the Dean and Assistant Principal's along with the gym teacher will work together to empower students with the capabilities to maintain healthy inter-personal relationships and to resolve conflicts and disputes peacefully. The Dean has established a discipline committee which is in the process of writing a contract which will be signed by the student, the teacher, and the parent outlining Shakespeare Avenue's Family Right thus providing parents with greater accessibility to the city's code of behavior and engaging their input in assuring success for their children. The Dean will visit classrooms to observe individual children as per teacher requests and develop behavior plans for selected students. He will work with the guidance counselors to help children develop personal skills and build self-esteem and will engage the parents by providing workshops on parenting skills and making home visits. For selected students, he will develop a behavior folder which the child will carry throughout the school day and be shared with the parent. Teachers will be encouraged to act as role models in taking charge and modeling conflict resolution, mutual respect, and inter-personal skills. Everyone in the school community will be encouraged to publicly acknowledge acts of kindness.

The school will continue to issue awards to honor achieving students in all grades and in all subject areas. Awards and certificates will be given for academic progress and success, attendance and citizenship, and appropriate behavior in the hallways and staircases. These students will be recognized at assembly programs and at Parent Association meetings. Also, a "class of the week" program is held on a weekly basis. At these programs, one class per grade is recognized for receiving the highest number of praise certificates and is rewarded with a celebration ceremony. This daily award system will continue to be implemented throughout the school. Many classroom teachers recognize individual students in their classes and designate them as students of the week.

Parents will receive a copy of the Code of Behavior, information about the Peace Builders Program and the School's attendance policy. The school will comply with the Department of Education's requirement to have a School Crisis Intervention Plan in place with a crisis team consisting of the Principal/Designee, School Counselor, Social Worker, SAPIS Counselor, SBST Member, Parent Coordinator, School Nurse, School Based Health Clinic Clinician, Security Officer, Community Based Organization and other members versed in suicide prevention issues. Specific procedures for providing intervention and support following a crisis are in place and are spelled out in the School Crisis Intervention Plan. A key priority is to inform the school community this plan's

existence and to identify students in need of services. Professional development on the protocol for reporting incidents, childhood depression, mental illness, behavioral and verbal clues exhibited by student in need of intervention and High risk children were provided and will continue in 2009-2010. Information is also shared at grade level assemblies, parent workshops, and mailings to students' homes. Parents whose children are in need of improving their attendance are notified regularly by mail, by the automated phone system and also receive home visits. Parents of students (general education, ESL, and Special Needs) with exemplary attendance and/or academic achievement are encouraged to attend grade assemblies that recognize their children's achievement.

PART IV – A.11 – PROFESSIONAL DEVELOPMENT		
Data Sources Reviewed – Check all that apply:	<input type="checkbox"/> PASS Review <input type="checkbox"/> District Assessment <input type="checkbox"/>	<input checked="" type="checkbox"/> Formal/Informal Observations <input checked="" type="checkbox"/> Surveys/Questionnaires <input type="checkbox"/>

ACCOMPLISHMENTS:

A strong professional development program remains in place therefore making our staff very highly qualified by providing opportunities in areas such as Differentiated Instruction, and the most updated instructional strategies.

AIDES:

In the beginning of the school year in August, we hold our faculty conferences, Throughout the school year we hold various professional development opportunities. The Principal, Assistant Principal's, AUSSIE consultants, Coaches, Lead Teachers, all play a key role in assisting our teachers with monthly professional development opportunities. We conduct an annual planning retreat that sets a road map for the school year.

BARRIERS:

With the Teachers not approving SBO for professional development opportunities, teachers now meet 6 periods on a monthly which are divided into two weekly Professional Learning Community session for ever week for 3 weeks per month.

Findings:

A strong professional development program remains in place. Having been an America's Choice participant, the school's professional development continues to focus on sustaining and refining the Reader's, Writer's and Mathematics Workshop Model. The delivery of standards based developmental reading lessons including guided reading and the will continue to be professional development priorities. Coaches, the Aussie Literacy Coach, AIS personnel and F status teachers provide additional support. School wide study groups have become institutionalized as a format for addressing professional development concerns including the improvement of writing using Assessing Writers by Carl Anderson. In addition, the entire staff participated in a year – long study with the book: Getting Excited About Data by Edie L. Holcomb. Teachers engaged in deep academic discourse, regarding the instructional implications that data has. In 2008, all staff members participated in Grade-Level Book study sessions using the text: Guided Reading, by G. Pinnel & Irene Fountas. The professional development focus for the SY 2009-10 study group will be differentiated instruction. Our work will be guided by Dr. Carol Ann Tomlinson philosophy with the purpose of providing high level of professional development, we have enlisted the support the support of outside consultants in the area of Differentiated Instruction, Response to Intervention, math and Guided Reading.

As a school with one fourth of its' population categorized as ELLs (English Language Learners), it is imperative for our staff members to be exposed to the many ESL methodologies. One main area of focus for staff development is writing however, many various professional developments have been offered throughout the school year to all staff members.

Extensive professional development regarding E.S.L. methodologies, the CR Part 154 mandates, the proper identification of students in need of ESL services, the use of the ESL standards and differentiated instruction have been addressed during the mandated 71/2 hours of ESL training. All students will receive Foundations /Wilson instruction during extended day. Three teachers have received Wilson training leading to certification and teachers will be offered training on three consecutive Saturdays in October, 2008.

Lab site experiences have and will continue to be used for professional development. Lab sites provide an opportunity for collaborative planning and have been used to provide remediation for students, specifically in identified mathematical strands. Teachers conducting lab sites are given feedback from their grade level peers, Math Lead Teachers, and AUSSIE consultants leading to more effective lesson planning and delivery. Lab site presentations have expanded to other curriculum areas including science and social studies.

Implications

Test data and our Progress report indicate that many students need special intervention in order to ensure that they perform above the City and State standards in Literacy (Reading and Writing), Mathematics, Science, and Social Studies. The English Language Learners need to demonstrate English acquisition at an acceptable rate in addition to meeting content area standards. The school will be entering its fifth year using balanced literacy and all classroom teachers, especially new teachers, will continue to need strong instructional support in implementing its components effectively. Components of the America's Choice model will be reviewed and implemented school-wide and support in writing quality Units of Study and improving teacher/student communication during the writing conference will continue. During the 2007-08 school year, professional development was devoted to developing a school wide language and conference protocol. Conferences that require students to look at the rubric and element chart to determine what they need to improve in a piece of writing to achieve the grade standard will be modeled. The teacher and student will then decide upon targeted strategies to be used in making the necessary changes. During 2007-08, professional development was provided in using the newly created conference binder including how to record conference notes and how to use them to define short and long term goals for students.

Teachers who are teaching a new grade level for the first time will need additional support in the materials and curriculum for that particular grade level. Informal and formal classroom assessments indicate the need for teachers to continue to be trained in using data to inform instruction and for differentiated instruction. In September 07, the principal established a Data Team and hired a data specialist from CEI to provide the team with instruction in interpreting and using data which they then turn-keyed to the staff in addition to reading Getting Excited About Data. In order to address the needs of the teachers, we will continue to implement, during the 2007-2008 academic school year, professional development in the form of study groups, after-school and Saturday workshops for all teachers. An LCI consultant conducted monthly professional development in data analysis to the cabinet in 2008 with a particular emphasis on item analysis to inform differentiated instruction. This training will be turn-keyed to the staff during grade meetings and lunch and learns. The PLC, which began in 2005-06, will continue to focus on sharing instructional strategies for struggling writers in 2009-2010. An additional PLC will consist of out-of-classroom teachers who will discuss strategies for integrating writing and content area subject matter. Professional development on improving writing and guided reading will continue in 2009-2010 using the philosophy by Carol Ann Tomlinson. Teachers received support in implementing Carl Anderson's strategies from Assessing Writers. Training sessions and study groups focus on best practices that lead to student achievement. To support the on-going professional development needs of teachers, the following professional development activities will be implemented: Teacher-Mentor Program for first and second year teachers; monthly Professional Development sessions after school, in-class demonstration lessons conducted by Coaches, Supervisors, , AUSSIE consultants and Lab sites planned and conducted by teachers, inter-visitations to other schools to view "model instructional programs"; attendance of staff at training sessions (i.e., Project Inquiry, new teacher workshops, and special education, ESL and bilingual education workshops); and attendance of staff at local and national conferences (i.e. NABE, SABE, IRA,). Beginning in 2008-2009 and continuing throughout the current school year, the literacy AUSSIE consultant conducts a professional development workshop for new teachers.

During the year 2005-2006, we began a new school-wide initiative to develop units of study which will continue in 2009-2010. As we continue to support/train teachers in all the components of the workshop model in all content areas, we will also provide training in mapping a year long curriculum and developing units of study. In order to successfully roll out the units of study, we will provide teachers with a series of genre/author study training sessions. In addition, we will continue supporting teachers in implementing effective strategies in teaching English Language Learners and meeting their educational and needs. We continue to focus on the three principles of learning: clear expectations, academic rigor, and accountable talk.

PART IV – A.12 – PARENT AND COMMUNITY ENGAGEMENT		
Data Sources Reviewed – Check all that apply:	<input type="checkbox"/> PASS Review <input type="checkbox"/> District Assessment <input type="checkbox"/> Registration Review Report <input type="checkbox"/> ATS Reports <input type="checkbox"/>	<input checked="" type="checkbox"/> Logs of Guidance and Auxiliary Staff Surveys/Questionnaires <input checked="" type="checkbox"/> Other <u>Parent Coordinator Logs</u>

ACCOMPLISHMENTS:

We have communicated what takes place in our school community in a more efficient manner. We have developed tools to further develop parent engagement in our school. We current publish monthly newsletters, Calendars, and daily announcements in both English and Spanish. A copy of the Parent Handbook was provided to all parents in the beginning of the school year to all parents.

AIDES:

Some of the aides we use to help us reach out to our parents are as follows; parents monthly calendar, parent newsletter we also utilize the outdoor school marquee to inform parents of upcoming events.

BARRIERS:

The one barrier we have that effects our parent and community engagement is the language barrier of African American culture. Our school is located in the Highbridge section of the Bronx which is home to many African families. Currently, we enlist the help of a parent volunteer to help assist in translation services. We have also reached out to the Department of Education Translation department to help assist us in our efforts to provide our parents with the most current information.

Findings:

Data gathered from the Environmental Survey, parent workshops, feedback from discussions with the parent representatives from the SLT and data from the NYC School Survey ; 98% of parents very satisfied with the education their children received in 08-09, 95% of parents very satisfied with the opportunity to be involved in their child’ s education and 94% very satisfied with how the school communicates with them indicates that parents feel positive about the School and about their children’s learning. They also feel that the Shakespeare School is a safe, clean, and orderly educational entity. However, they want more information about their children’s progress, how they can help their children at home, instructional issues and bilingual programs. In response to these concerns and feedback from the 2008 Quality Review, increased communication will be facilitated by the Home-School Notebook which will allow parents to review their children’s six-week short term goals throughout the year. The Principal’s list of building community events targets parents and engages their participation in a number of new events. The implementation of these two practices shows how much the school values communication between the school and the parent in fostering the overall success of all students.

Implications:

The Shakespeare School recognizes that parents and the surrounding community are an integral part of our school community. Research studies indicate that parental involvement is essential and crucial for academic success. An Assistant Principal, with the support of the Parent Coordinator, is a vital link to parents. As a team, in SY 2009-10, they will continue to serve as Liaisons between parents, staff, and the principal. A Parent Room provides a place for parents to receive information, get support, and enhance parenting skills that will encourage support in the learning process through workshops. For the 09-10 School Year, the Parent Coordinator has greatly increased the number of programs to provide parents with workshops as follows: Cornell Cooperative Education will sponsor a 10 week lecture series on nutrition, Bronx Health Link, workshops on such topics as childhood obesity, immunizations, Montefiore Hospital, workshops on lead poisoning, tenant housing rights, Literacy Inc., workshops on literacy and how to help one’s child succeed in school, Legal Aid Society, workshops

on immigration status legal rights and the immigration process, Bronx District Attorney's Office, workshops on family youth services and troubled adolescents and how to initiate family court processes for troubled youth. Beginning Spring 2009 and continuing for SY 09-10, a group of parents, having learned how to crochet, make items at lunch time which are donated to the local shelter. These parents also teach children to crochet and encourage other parents to join as a means of fostering parental involvement. In addition, the school recently applied for the Mollie Parnis School Beatification Grant in partnership with the Nelson Avenue Family Residence. If we are chosen for this grant, we will bring the school and community together to enhance our neighborhood by painting sidewalk games in the school yard such as; chess, checkers, and hopscotch for recreational activities.

Monthly workshops and monthly PTA meetings will continue to be in effect specifically targeting the increasing number of West African parents in our school community. Parents continue to play a vital role on the School Leadership Team by helping to assess progress and modify strategies as needed. Communication with parents is enhanced through Parent Orientation and Curriculum Expos during the school day and at night, parent-teacher conferences, updates on the outdoor message board, a monthly calendar of events, a monthly newsletter published in two languages (Spanish and English, an Automatic Phone Call system, and translation of all materials and at all activities. Parents of students in academic and social intervention services are notified about their child's needs, services provided, and expectations via meetings and letters sent home. Parents are invited to classroom Celebrations, special awards assemblies to celebrate their children's academic successes and positive behaviors.

We will continue the two Curriculum Nights, as well as the Family Nights in Literacy and Math. The Math Coach and Aussie Consultant coordinate our Annual Math Carnival. On-going, enhanced communication between parents and teachers is facilitated by the use of the Principal's Parent Teacher SAMS Conference report which clearly indicates baseline, mid-year and end of year scores in literacy and math, running record scores, math quarterly tests and ELL and AIS services information where indicated. An Assistant Principal will assist the Parent Coordinator in order to facilitate communication between parents and school staff members.

This year marks our tenth anniversary as the Shakespeare School. We will be hosting monthly celebrations in which parental involvement will be integrated. Our parents are personally invited by their children's classroom teachers to attend these celebrations; especially those that mark their success in the classroom.

PART IV – A.13 – PHYSICAL/HEALTH EDUCATION

ACCOMPLISHMENTS:

Our school is implementing the NYS standards and performance indicators on all grade levels. These performance indicators include activities such as; team building, critical decision making, dexterity, development agility, and adherence to verbal directions.

AIDES:

The physical education instructor utilizes aides such as; jump ropes, action cones, basketballs, volleyballs, kickballs, and other instructional tools. Additionally, the physical education teacher administers the New York State Fitness Grams to students in grades K- 5.

BARRIERS:

The one barrier we have that affects our students is the lack of activity between home and school. Students while in school have the opportunity to play outside during the fall, spring, and Summer months allowing them 30 minutes for exercise. Also, children have many sweets brought in from home, furthermore adding to the breakdown of healthy eating habits and activities.

Needs Assessment:

Students need to set long and short term physical education goals to maximize their learning in order to develop physical fitness and a life long commitment to healthy living. Additionally, students need greater awareness as

to how nutrition affects their well-being. They need to learn how a healthy diet combined with physical activity can reduce the risk of obesity and heart disease and other ailments. Physical education staff needs to assess children using the New York State Fitness Gram, which is an assessment tool designed to track student's strength, flexibility and aerobic fitness.

Findings;

- Students receive physical education instruction no less than once a week and participate in sports activities as part of our Enrichment Cluster program. Students are released, as appropriate, for recess during lunch time where they participate in supervised recreational activities in the school yard. For SY 2009-2010, we have been selected by New York City Council Member Helen D. Foster to participate in the Out2Play playground renovation. Our school yard, which has been completely repaved, will be turned into a school playground created by and used by our students. During a two hour session, selected students will draw pictures of what they would like the new playground to have. Also, parents of students who attend the Shakespeare School will have a chance to brainstorm with the children. Finally, a team consisting of students, parents, custodian, and the UFT representative will meet for 45 minutes to discuss all positive and negatives as well as make sure all ideas are incorporated into the playground construction. Our annual Field Day Event will be scheduled at the end of the year and will include a full variety of physical activities, sports competition and games. Physical Education staff will attend a Professional Development in order to administer the New York State Fitness Gram.
- Our School Wellness Committee, composed of the school food manager, health teacher, physical education teacher, school nurse, recycling program coordinator and student representatives, meets monthly to discuss the school food and recycling program, obtain food preferences from students, evaluate the nutritional value of the school food program and institute a new school recycling program. School menus are now distributed monthly to all students. On October 29th will be serving a special Rachel Ray Yum o Lunch as part of the City-wide program. In addition, our school was selected to participate in The New York Coalition for Healthy School Food program in partnership with the NYC Office of School Food. This program will offer plant-based entrees to students that contain no cholesterol, are low in total and saturated fat and high in fiber. All of these entrees are homemade and unprocessed. In addition, the program can bring medical doctors into the school to speak about health and wellness in order to help the school develop an overall healthy school food policy. A canned Thanksgiving Day food drive for all grades will be conducted in November to collect items for community organizations that provide meals to needy community residents.
- A full time health teacher position has been created and filled. Students receive health instruction 2 times per week. Teachers will include lessons on health and nutrition (food pyramid, etc.) as part of their Science Curriculum. Assisted by the Physical Education teacher, classroom teachers will teach at least 6 lessons on HIV/AIDS awareness.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal	Brief Description
<p>GOAL # 1</p> <p>Reading - To increase reading achievement</p> <p>By June 2010, the percentage of students</p> <ul style="list-style-type: none"> • in Grades 3-5 performing at Levels 3 and 4 on the April 2010 ELA test will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students). • In Grade 2 by 8-10% Grades K-2, 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students) as determined by end of year Running Records, ECLAS, and Teacher conferencing notes 	<p><i>Describe your goal:</i></p> <p>Full implementation of Guided Reading and effective conferencing will be the strategies used to ensure differentiated instruction as a means of increasing the quality of accountable talk, providing opportunities for student usage of critical thinking skills and employing self-monitoring as a strategy leading to reading independence. All teachers hold conferences in the areas of reading and writing on a daily basis. This allows teachers to gather soft data (ongoing assessment). In addition, teachers will be able to gather additional information from standardized tests (summative assessment) and from the running records Teachers will be able to create individual student profiles based on all the data collected above.</p> <p>As part of our schools’ instructional intervention plan, teachers will meet with each of their students every 4 to 6 weeks to set and review and set S.M.A.R.T. goals in the areas of reading using their data profiles. Students will be able to articulate their learning and the next steps to follow. In addition, all students will be held accountable for their learning by continuously self- monitoring their reading and assessing their individualized student folders with their teacher</p>
<p>GOAL # 2</p> <p>Writing – To increase writing proficiency</p> <p>By June 2010, the percentage of students in Grades 3-5 performing at Levels 3 and 4 on the writing section of the April 2010 ELA and portfolio writing will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) and students in Grades K-2, by 8-10%, 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students). as determined by the ECLAS assessment and portfolio writing</p>	<p><i>Describe your goal:</i></p> <p>Writing conferences will be conducted on a daily basis. The use of color-coded criteria charts which highlight the elements of a particular genre that must be included in a specific writing piece along with an accompanying rubric will be re-introduced (based on the America’s Choice model). Using the color-coded chart and the rubric, students will develop the ability to self-assess their writing. During individual and group conferences, teachers will provide individualized, differentiated instruction. They will identify the missing elements in a child’s writing piece; provide targeted strategies and a deadline for re-submission. In grades K-2, teachers will focus on organization and in grades 3-5, on the quality of writing.</p>
<p>Mathematics – To increase mathematics achievement</p> <p>GOAL # 3</p> <p>By June 2010 students in Grades 3-5 performing at Levels 3 and 4 on the Mathematics assessment will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) Grades K-2 as measured by formal series assessments and classroom assessments by individual teachers, by 8-10% (8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students)</p>	<p><i>Describe your goal:</i></p> <p>All teachers hold conferences in the areas of Mathematics on a daily basis. This allows teachers to gather soft data (ongoing assessment). During conferences, as in reading, the teacher and the student will analyze written problem solutions. The teacher will determine if and where the student was incorrect and provide differentiated instruction in the form of suggested strategies to reach the correct solution and a deadline for re-submission of</p>

	<p>the work. Using formative and summative data, teachers will conduct on-going assessment using a diagnostic continuum. School-wide implementation of Mathematics Journals will provide evidence of students' continual development of procedural fluency, the ability to self-assess and self-monitor. Journals will be submitted to Grade supervisors on a six-week cycle In addition, teachers will be able to gather additional information from standardized tests (summative assessment) and from the data obtained from their unit tests throughout the school year (summative assessment). Assistant Principal's along with the grade instructional coaches will analyze the data after every unit has been administered to all students. This will allow all stake holders to have a grade and class level analysis. Monthly meetings will be held in order to discuss further interventions. Teachers will be able to create class and individual student profiles based on all the data collected above.</p> <p>As part of our schools' instructional intervention plan, teachers will meet with each of their students every 4 to 6 weeks to set and review and set S.M.A.R.T. goals in the areas of Mathematics using their data profiles. Students will be able to articulate their learning and the next steps to follow. In addition, all students will be held accountable for their learning by continuously self-monitoring their written explanations of problem solutions using rubrics and completing Mathematics Journals. ***</p>
<p>Professional Development - To increase the quality of Professional Development</p> <p>GOAL # 4</p> <p>By June 2010, all members of the pedagogical staff will have participated in and pursued specific and measurable goals as members of the developed and sustained Professional Learning Community embedded in the school culture.</p>	<p>Describe your goal:</p> <p>In order to establish a sustained Professional Development Community embedded in the school culture, teachers will participate in ongoing professional development designed to:</p> <ul style="list-style-type: none"> • improve lesson planning and lesson plan writing • Continue the development of Units of Study which include academically rigorous E.L.A. activities at Levels 3 and 4. activities to increase the frequency and quality of accountable talk • continue the implementation of differentiated instruction as a result of careful, on-going data analysis

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

<p>READING 2009-2010</p> <p>Annual Goal: Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the percentage of students</p> <ul style="list-style-type: none"> • in Grades 3-5 performing at Levels 3 and 4 on the April 2010 ELA test will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students). • In Grade 2 by 8-10% Grades K-2, 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students) as determined by end of year Running Records, ECLAS, and Teacher conferencing notes
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>READING</p> <p>Target Population: General Ed, Special Ed, Bilingual and ELL students Gr. K-5 Responsible Staff Members: certified teachers as per organization sheet, AP's- Literacy, Bilingual, Testing, Special Ed, Literacy Coaches, Aussie Consultant, AIS Teachers, ESL Teachers, Language Arts Cluster, Principal Interns</p> <ul style="list-style-type: none"> • May 2009- School Wide Retreat- presentation on Instructional Goals for 08-09 <p>Aug. 2009-PD on-ongoing</p> <ul style="list-style-type: none"> • Oct. 2009- PD- Wilson Consultant- Wilson Training for new teachers and teachers needing review • Sept. 2009-June 2010 <p>Goal setting process in place and repeated in 6 week cycles (teachers' review of ELA, ECLAS, DRA, DWA, student's folders from prior grade) to establish long and short term goals goals reviewed with AP</p> <ul style="list-style-type: none"> • AP/principal review goals and SAMS report monthly • LCI Data Consultant –monthly PD on Data Analysis- Cabinet • Aussie Literacy Consultant- weekly PD for designated teachers (model lessons/observations/debrief and feedback) PD on Guided Reading • AP's, Coaches- monitor implementation, use of Data Binder ,goal mastery, provide PD • Principal/AP's conduct informal and formal observations and meet regularly to debrief • Inquiry Team focus on ELL student's reading and writing • Sight Word Acquisition Program- Literacy and Content Word Walls • Part time Mentor Teacher

	<ul style="list-style-type: none"> • Monthly focused Learning Goal Walks Sept. Learning Environment Oct.-Writer’s Source Book Nov.- Guided Reading and Conferencing Dec.- Cumulative Review *Additional monthly focuses to be determined based on data analysis <p>April 10-June 10 Principal, AP’s, Teachers and Coaches review data from ELA (students’ reading/writing/assessment folders, teacher made tests/quizzes) and conference notes to determine class placement, individual goals for students and plans for differentiated instruction</p> <p>Strategies</p> <ul style="list-style-type: none"> • Acuity and ARIS training for data interpretation, emphasis on item analysis • Guided Reading for differentiated instruction • Skills Block (Grades K-2 Open Court) <p>Conferencing using Data Binder</p> <p>Setting/ monitoring short and long term goals based on data analysis</p> <ul style="list-style-type: none"> • AIS Team (two AIS teachers servicing Tiers 1 and 2, Grades 1-3, three coaches providing enrichment, Grades 3-5) • Imagine Learning English- Bilingual and Special Ed students • Unit implementation/Test sophistication strategies • Sight Word Acquisition Program/weekly Spelling Bees for assessment • Extended Day using Foundations (Gr.K-2, Wilson, Gr.3-5) • After-School Academy (Title I ELA Enrichment targeting students from 1st grade to 5th grade) • After School (Title III Enrichment for English Language Learners grades K-5)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding : Principal – Fair student funding Assistant Principals – Fair student funding (Title I) Coaches – Title I /Contract for Excellence AUSSIE Consultant – Title I</p> <ul style="list-style-type: none"> • Sept – Nov. 2009 - Principal, Assistant Principal’s, Coaches, and AUSSIE Consultants, provide PD on guided reading lessons, give model lessons, A.P. in charge • Nov.09 –June 10 - monitoring implementation • Oct. 09 –PD/ monitored by Principal, Assistant Principal, and Coaches • Oct. 09-June 10 - monitor use of conference binder, weekly submission of guided reading group schedules, periodic formal and informal assessments to observe accountable talk, lesson plan monitoring to assure academic rigor and use of critical thinking skills, students’ awareness of and active self-monitoring as a means of develop reading independence. *** • Dec. 09-June 10- sight word acquisition program including the posting of weekly lists per grade and weekly spelling bees to increase students’ vocabulary

	<ul style="list-style-type: none"> • Sept. 09-ongoing – Continuing to develop Units of Study and review the purpose of, components of and procedures for keeping literacy portfolios, assess the work in the portfolios against the standards to determine if work meets the standards, evaluate students' work in portfolios to plan for instruction • April 09- June 10- Principal, Assistant Principal's, Coaches, and AUSSIE Consultants review data from ELA (and all other test results), contents of children's folders, conference notes and use data to begin planning for September 2010 • On-going learning walks and newly initiated Learning Goals Walks. • Ongoing meetings adhering to assessment cycle will take place. • Assistant Principal's, Coaches, and AUSSIE Consultants will analyze data and look at students work.
<p><i>Indicators of Interim Progress and/or Accomplishment</i> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 2009-10 School Professional Development Plan • Agenda and attendance of May 2009- School Wide Retreat • Agenda and attendance at Wilson Training • Student ELA Goals -8 week cycles • Agenda and attendance at monthly LCI Data consultant training • Agenda and attendance at weekly Aussie Literacy consultant training • Coach logs • Formal and informal observations • Class and grade Data Binder • Inquiry team agendas, attendance, lists of students, and findings • Literacy content word walls • Mentor Logs • Teacher conferencing notes • 2009-10 school AIS plan • Imagine Learning English program reports • Attendance and flyers for After-School Academy

<p>WRITING 2009-2010</p> <p>Annual Goal: Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the percentage of students in Grades 3-5 performing at Levels 3 and 4 on the writing section of the April 2010 ELA and portfolio writing will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) and students in Grades K-2, by 8-10%, 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students). as determined by the ECLAS assessment and portfolio writing</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>WRITING</p> <p>Target Population: General Ed, Special Ed, Bilingual and ELL students Gr. K-5</p> <p>Responsible Staff Members: certified teachers as per organization sheet, AP's- Literacy, Bilingual, Testing, Special Ed, Literacy Coaches, Aussie Consultant, AIS Teachers, ESL Teachers, Language Arts Cluster, Principal Interns</p> <ul style="list-style-type: none"> • Spring 2009- In consultation with the principal, coaches and consultants establish calendar for non-negotiable writing genres and content area monthly topics • May 09 School wide retreat: presentation and discussion of instructional goals for 2008-09 • “Being a Writer” writing program • Sept. 09- June 1 <p>Goal setting process in place and repeated in 6 week cycles (teachers’ review of ELA, ECLAS, DRA, DWA, student’s folders from prior grade) to establish long and short term goals</p> <ul style="list-style-type: none"> • goals reviewed with AP • AP/principal review goals and SAMS report monthly • LCI Data Consultant –on-going PD on Data Analysis- Cabinet • AP’s, Coaches- monitor implementation, use of Data Binder ,goal mastery, provide PD • Principal, & Assistant Principal’s conduct informal and formal observations and meet regularly to debrief • Inquiry Team will focus on ELL’s writing development (Subgroups 3rd and 4th grade intermediate level and 5th grade advanced students) • Sept. 09- June 10 midyear, year end administration of DWA • Usage and on-going assessment of The Write Way writing program • Lunch and Learns • Extended Day- Foundations Gr. K-2, Wilson, Gr. 3-5 • Short term goal template sent to parents/six week cycles

	<p>(April 10-June 10)</p> <ul style="list-style-type: none"> • Monthly Learning Goal Walks school-wide ** (see above for calendar) <p>Principal, Teachers, AP's and coaches review data from ELA (and students' reading/writing folders, assessment folder including teacher made tests) and conference notes to determine class placement, individual goals for students and plan for differentiated instruction Strategies</p> <ul style="list-style-type: none"> • Acuity and ARIS training for data interpretation, emphasis on item analysis • Writers Workshop using the workshop model • Re introduction of America's Choice color coded element charts per genre • Conferencing using Data Binder • Setting/ monitoring short and long term goals based on data analysis • AIS Team (two AIS teachers servicing Tiers 1 and 2, Grades 1-3, three coaches providing enrichment, Grades 3-5) • ELA Test Prep period using A Skills period will be taught within the Literacy Block
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding : <i>Principal – Fair student funding</i> <i>Assistant Principals – Fair student funding(Title 1)</i> <i>Coaches – Title I/Contract for Excellence</i> <i>AUSSIE Consultant – Title I</i></p> <ul style="list-style-type: none"> • Sept – Nov. 2009 - Principal, Assistant Principal's, Coaches, and AUSSIE Consultants, provide PD on guided reading lessons, give model lessons, A.P. in charge • Nov.09 –June 10 - monitoring implementation • Oct. 09 –PD/ monitored by Principal, Assistant Principal, and Coaches • Oct. 09-June 10 - monitor use of conference binder, data binder and guided reading lessons • • Sept. 09-June 10- sight word acquisition program including the posting of weekly lists per grade and weekly spelling bees to increase students' vocabulary • Sept. 09-ongoing – Continue to develop Units of Study to monitor inclusion of academically rigorous content and inclusion of core subject curricula and review the purpose of, components of and procedures for keeping literacy portfolios, assess the work in the portfolios against the standards to determine if work meets the standards, evaluate students' work in portfolios to plan for instruction • April 10- June 10- Principal, Assistant Principal's, Coaches, and

	<p>AUSSIE Consultants review data from ELA (and all other test results), contents of children’s folders, conference notes and use data to begin planning for September 2009</p> <ul style="list-style-type: none"> • On-going learning goal walks following calendar, Sept.-Learning Environment, Oct. Writer’s Source Book, Nov. Guided Reading and Conference Notes, Dec. Cumulative /Review • Ongoing meetings adhering to assessment cycle will take place. Principal, Assistant Principal’s, Coaches, and AUSSIE Consultants will analyze data and look at students work.
<p><i>Indicators of Interim Progress and/or Accomplishment</i> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In addition to the evidence cited for reading improvement, which is also evidence for writing improvement, the following evidence specific to writing improvement will be submitted: Principal, AP’s, Coaches and Aussie Consultant will continuously monitor for:</p> <ul style="list-style-type: none"> • School-wide implementation of genre specific color-coded criteria charts at the beginning of and through the completion of specific genre writing • School wide submission of conference notes indicating differentiated instruction in the form of strategies given by the teacher enabling a student to include a missing element in a piece or revise the writing to meet the standards • Submission by Grade K-2 teachers of writing samples indicating organization, by Grades 3-5 teachers indicating quality of writing. •

MATHEMATICS 2009-2010	
Annual Goal: Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	By June 2010 students in Grades 3-5 performing at Levels 3 and 4 on the Mathematics assessment will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) Grades K-2 as measured by formal series assessments and classroom assessments by individual teachers, by 8-10% (8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students)
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	Sept.09-June 2010 Implementation of the School’s Instructional School Goals set by the Principal: Application of Problem Solving Strategies using performance-based tasks. School-wide-implementation of the following: <i>Self-assessment and self monitoring</i> & Full implementation of the mathematics journal. Follow the Curriculum Map/ Pacing Calendar - Increase use of manipulatives and tools when appropriate to support and enhance instruction. Continue implementation of differentiated instruction tasks for all students including small group instruction for targeted at-risk students. Teachers in need of assistance will receive mentoring as needed. Utilize system-wide math pre/post test results to target specific areas of need. Implement plan to redeliver this information at team meetings. (Class and Grade level Analysis)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.	Funding : Principal – Fair student funding Assistant Principals – Fair student funding Teachers - Fair student funding(Title 1) AUSSIE consultant - Title I Coaches - Title I and Contract for Excellence <ul style="list-style-type: none"> • August 2009- November 2009 – Principal, Assistant Principal’s, Coaches, and AUSSIE Consultants conduct professional development to demonstrate the Say Why Strategy and the Probe Workshop. To monitor implementation, they schedule classroom visits and conduct demonstration lessons as per assessed need. • November 2009 – March 2010 – Principal, Assistant Principal’s, Coaches, and AUSSIE Consultants supervise classroom teachers in the creation of Academic Intervention Service charts to provide instruction for students whose scores on periodic, predictive and weekly classroom assessments indicate that they have not met the

	<p>standard classroom assessments indicate that they have not met the standard.</p> <ul style="list-style-type: none"> • April 2010 – June 2010 - Principal, Assistant Principal's, Coaches, and AUSSIE Consultants review results of mathematics and use data to begin planning for September 2009. <p>Ongoing meetings adhering to assessment cycle will take place. Administration, coaches, and teachers will analyze data and look at students work.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2009-June 2010</p> <ul style="list-style-type: none"> • Teachers will use the following to monitor students: <ul style="list-style-type: none"> -Periodic and predictive assessments -Monthly unit tests -Weekly teacher made quizzes and tests will be administered -New York State Math test results will be reviewed to show projected gains -Teachers and administrators will review each students individual math folders -Teacher conferencing logs - Student Mathematics Journals • Formal and informal observations • Teacher lesson plans • Student mathematics journal will be submitted to Grade Supervisors on a six week cycle to monitor evidence of development of procedural fluency, self-assessment strategies and independent monitoring of mathematical skills • Data binder will be monitored for conference notes indicating differentiated instruction for the grasping of grade-level mathematical concepts • 6-8 weeks Student math S.M.A.R.T. goals • Curriculum Map/ Pacing Calendar - Coach logs

<p>PROFESSIONAL DEVELOPMENT 2009-2010</p> <p><i>Annual Goal: Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all members of the pedagogical staff will have participated in and pursued specific and measurable goals as members of the developed and sustained Professional Learning Community embedded in the school culture.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population- Administrative staff, all staff/teachers, AIS teachers, Coaches.</p> <p>September 2009: Data Analysis Training for Cabinet members (Assistant Principals)</p> <p>October 2009 A consultant from Learning Centered Initiatives (LCI) provides hands on training Study Group Book: <u>The Differentiated Classroom:” Responding to The Needs of All Learners”</u> by Carol Ann Tomlinson</p> <p>September 2009 – presently ongoing Teacher/Assistant Principal - Teachers will continue to use “Guided Reading” by Fontas and Pinnell to continue last year’s initiative of improving the delivery of Guided Reading which</p> <p>Administrative staff, A.U.S.S.I.E. consultants, coaches model guided reading lessons and lesson plans.</p> <p>Staff faculty conferences replaced by Professional Learning Time as per the SBO consisting of weekly double period sessions. During these times, one period will be Administrative for the purpose of conducting :Professional Development, and two sessions will be used by teachers for writing Units of Study based on data analysis that they will conduct and analysis of student work.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Grade level planning • Grade and cross grade intervisitation • Pre and post administration of assessment checklist • Extended cabinet provides professional development on strategies from Guided Reading <p>Lunch and Learns are held during the three lunch periods</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where</i></p>	<p>September 2009-June 2010</p>

<p><i>applicable.</i></p>	<ul style="list-style-type: none"> • Monthly review of lesson plans and guided reading lesson plans • Conference binder • Monthly walk through • Student Assessment Management System • Goal monitoring and report sent to parents (6 week intervals) • Logs for Professional Development and Lunch and Learns • Professional development plan, calendar, agendas, and sign in sheets • Coach logs • Formal and informal observations • Teacher lesson plans/Teacher data folders • Student goals • Data analysis of student performance • Agendas and minutes of monthly coach meetings • Agendas and minutes of Grade level planning meetings • Grade and cross grade intervisitation schedule • Units of Study • Agendas of Professional Learning Time • Agendas and minutes of grade level planning sessions • Assessment checklist <p>Attendance and agendas of Lunch and Learns</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Funding : Principal – Fair student funding AUSSIE Consultant – Title I Assistant Principals – Fair student funding (Title 1) Coaches – Title I/Contract for Excellence AUSSIE consultant – Title I Learning Centered Initiative Consultant (LCI) – Title I</p> <ul style="list-style-type: none"> • June 2010, we will have a sponsor retreat – instruct staffing interpreting data/school report card. • Ongoing meetings adhering to assessment cycle will take place. Administration, coaches, and a consultant from Learner Centered Initiatives will analyze data and look at students’ work. <p>September 2009- ongoing – Establish Data Inquiry Team and assign a Data Specialist. The Principal, Assistant Principal, LCI Consultant, will conduct monthly professional development for Data Inquiry Team and information is turn keyed to staff, surveys to staff to set yearly professional development, monitor lesson plans, on needs assessment, conduct study group sessions using “Classroom Assessment for Student Learning: Doing it Right- Using It Well” to increase knowledge of data, conduct lab sites, visitations, review children’s</p>

folders.

May 2009 – June 2010 – Distribute School report Card, Quality Review Report, ELA, Mathematics, Social Studies, Science test results and use data to refine the CEP and to begin planning for the September 2010 – June 2011 school year.

Responsible Staff:

Principal

Assistant Principaux

Coaches

AUSSIE Consultants

LCI Consultant

Acuity and ARIS Consultants

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS

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: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM (TITLE I)

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	61	0	0	21 TOTAL O.T. 12 students 9 Students
1	44		N/A	N/A				
2	52		N/A	N/A				
3	31		N/A	N/A				
4	39							
5	51				0	0		
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Foundation/Wilson Reading Program Grades K-2 Wilson Reading Program Grades 3-5	Phonemic Awareness, Phonics, Fluency, and Automaticity Program used by classroom teachers and out of class teachers assigned to groups of students during extended day portion of the school day (8:00a.m. – 8:37 1/2 a.m.) Phonemic Awareness, Phonics, Fluency, and Automaticity Program used with small groups for Grade 3 and 4 students in Group A. Teachers push in during the extended day.
Mathematics:	Tier 1 intervention in the classroom
Science:	Tier I intervention in the classroom
Social Studies:	Tier I intervention in the classroom
At-risk Services Provided by the Guidance Counselor: Conflict Resolution Bereavement Counseling Study Habits Family Counseling	Small groups & 1:1 during the school day and on Saturdays. 1:1 during the school day and on Saturdays. Small Groups & 1:1 during the school day and on Saturdays. Once a week during school hours with individual students & their parents.
At-risk Services Provided by the School Psychologist:	School psychologist attends Instructional Support Team meetings during the school day and confers with AIS providers to provide 1:1 counseling for students with psychological, emotional and social issues
At-risk Services Provided by the Social Worker:	Social Worker attends Instructional Support Team meetings and confers with AIS providers to provide 1:1 support for students and parents
At-risk Health-related Services: Provided by an Occupational Therapist	Occupational Therapist provides small group instruction during school day for students with fine motor coordination, eye hand coordination problems, etc.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP.

The Shakespeare School
Public School 199X
1449 Shakespeare Avenue
Bronx, NY 10452
Phone: (718) 681-7172
Fax: (718) 681-7176

Lilia Navarrete
Principal

Marcella Lilley, Assistant Principal
Griselle Medina, Assistant Principal
Yasmin Quezada, Assistant Principal

Academic School Year 2009 - 2010
Language Allocation Policy

Part I: School English Language Learners (ELL) Profile

A. P.S. 199X - Language Allocation Policy Team Composition

SSO/District	District 9	School	199x
Principal:	Lilia Navarrete	Assistant Principal:	Griselle Medina
SAF:	Kathleen Tuttle	Assistant Principal:	Yasmin Quezada
Coach:	Ms. Maria Abreu, Literacy	Related Service Provider:	Ms. E. De Los Santos
Teacher/Subject Area:	Ms. Celeste. Castillo, ESL Teacher	Guidance Counselor:	Ms. A. Ramirez
Teacher/Subject Area:	Ms. Laura Waterbury, Bilingual Teacher	Parent Coordinator:	Ms. Sandra Lopez
Teacher/Subject Area:	Ms. Myrna Salgado, Special Education Teacher	Teacher/Subject Area:	Ms. Marissa Sedlarcik, Academic Intervention Services: (AIS) (Title I)
Teacher/Subject Area:	Ms. Raiza Santana, Health Education	SAF	Kathleen Tuttle
Teacher/Subject Area:	Steve Baumfeld, Librarian		Ms. Rosemarie Castro, Bilingual Para-Professional

B. Teacher Qualifications

The school has a faculty of committed instructional leaders and pedagogues who use teaching methods designed to develop critical thinking skills while also offering a nurturing environment in an atmosphere that respects and fosters diversity.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	6	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers With Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

There are three certified ESL teachers and six certified bilingual teachers serving our English Language Learners. These teachers have a strong background in teaching ELL students and understand the philosophy and requirements of bilingual programs. In addition, our transitional bilingual teachers are proficient in both Spanish and English, which provides students with good language models. Our bilingual and ESL faculty is well versed in effective research-based ESL methodologies and techniques to provide English Language Learners with equal access to the curriculum.

Our ELLs have improved their reading and math skills as evidenced by our latest scores (see data analysis). At the core of our educational philosophy is our commitment to providing our students with the highest level of education by our qualified ESL and Bilingual staff.

C. School Demographics

The Shakespeare school (P.S. 199x) is a culturally and linguistically diverse school that provides instruction to students enrolled in kindergarten through fifth grade. It is located at 1449 Shakespeare Avenue in the High bridge section of the Bronx. Currently, there are 754 students enrolled at P.S. 199x. Thirty two percent (31.5%) of the school population has been identified as English Language Learners.

Total Number of Students in School	765	Total Number of ELLs	238	ELLs as Share of Total Student Population	31%
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Our school reflects New York City's diversity. The students at P.S. 199x come from a wide range of ethnic backgrounds. There are at least 10 different languages spoken at the school. Spanish, French, Soninke, Afrikaans, Fulani, Twi, and Seneca are among the most widely spoken languages in the school. Thirty one percent of the school population has been identified as English Language Learners. Thirty nine percent of our ELLs are enrolled in the Bilingual Transitional program and 61% in the Free Standing ESL program. Our school shows a steady increase in the number of ELLs in Free Standing ESL Programs and a decrease in the number of students participating in Transitional Bilingual Programs. Sixty four percent of ELLs have received services for less than three years. Thirty three percent have received services for 4 to 6 years and 3% have received services for more than seven years. Six percent of our ELLs are enrolled in a Special Education Program. Among the newly arrived, there are children from Latin America and West Africa. Many of these children are entering school with little or no formal education. They require a strong literacy and comprehensive English as a Second Language program. According to the latest BESIS report, sixteen students were identified as SIFE in the 2009-2010 school year.

Part II: ELL Identification Process

ELL Identification Process: Screening, Initial Informal and Formal Interviews, Initial Assessment, Program Placement and Annual Assessment

As per CR Part 154, our school completes the ELLs identification process of newly enrolled students within ten school days of initial enrollment. When a parent first comes to enroll his or her child, a licensed ESL pedagogue meets with the parent to make an initial determination of the child's home language. After this initial meeting, the process is formalized with the completion of a Home Language Identification Survey (HLIS). This survey is given in the child's home language if a translation is available. The school makes every effort to provide translated materials to parents who speak a language other than English. Then the ESL teacher reviews the Home Language Identification Survey and determines if the child is entitled to be tested using the Language Assessment Battery Revised (LAB-R), which is a test that establishes English language proficiency. An interview is conducted with the child to make an initial assessment. Within ten school days of admission, the LAB-R is administered to eligible students. The children that score at or below the proficiency level on the LAB-R are designated as English Language Learners and become eligible for state-mandated services.

Within ten school days, parents/guardians of students that are identified as entitled to services are invited to attend an orientation meeting for newly identified ELLs. The orientation session is conducted in both English and Spanish. A translator is also available to provide translation services to parents who speak African languages. In addition, DVDs and a translation device are also available for parents who need further assistance. It is during this orientation meeting that we inform and explain to parents about our Transitional Bilingual and Free Standing ESL Programs. We also provide them with a parent survey and selection form for them to select the program of their choice. The ESL teachers and the Bilingual/ESL supervisor answer any additional questions or concerns parents might have; and we also distribute literature regarding the programs available in the school and other schools in the city. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. Parents' program choice and student level of proficiency in the LAB-R or NYSESLAT are used to determine placement. After entitled students are properly placed in a program, their progress is monitored closely during the year. ELLs are continuously assessed in order to measure steady progress in attaining English language proficiency. Informal and formal assessments such as conferences, observations and teacher made tests are used to monitor students' academic growth. Each spring students are tested with the New York State English as a Second Language Achievement Test (NYSESLAT). Before the beginning of the school year, the school notifies parents of NYSESLAT results and their child's eligibility for services.

The results of the Parent Survey and Program Selection forms indicated that parents of students newly arrived into the United States want their children in a transitional bilingual program. Also parents of students in the lower grades (K-2) tend to choose the transitional bilingual program. Parents of ELL students, who speak languages other than Spanish, choose to enroll their children in the freestanding English as a Second Language Program. Once the ELL students have been in the school for two or three consecutive years, most parents choose to opt their children out of the transitional bilingual program into a free standing ESL program, especially in the upper grades (3-5).

The school makes every effort to honor parents' requests. However, when a class cannot be formed because fewer than fifteen students are enrolled in a language group, the supervisor in charge of the ESL/Bilingual program informs parents about other programs available in the district. Any parent, who requests their child to be placed in a dual language program, which is not offered at the school, will be given information regarding transfer options and dual-language programs in other schools.

Part III: ELL Demographics

A. ELL Programs

The students at P.S. 199x come from a wide range of ethnic backgrounds. Currently, there are 765 students enrolled at P.S. 199x and 238 (31.5%) are English Language Learners (ELLs) who are enrolled in a Bilingual Transitional program or a Free Standing ESL program. Thirty nine percent of our ELL

population is enrolled in a Bilingual Transitional Program, and Sixty one percent is enrolled in a Free Standing ESL Program. Our school, like most schools in New York City, shows a steady increase in the number of ELLs in Free Standing ESL Programs and a decrease in the number of students participating in Transitional Bilingual Programs. As the table below shows, in kindergarten there are 17 students enrolled in the bilingual program; there are 16 students in first grade, 14 students in second grade, 11 students in third grade, 13 students in fourth grade and 21 students in fifth grade. In Kindergarten, there are 13 students enrolled in the Freestanding ESL push-in/pull-out program, 15 students in first grade, 26 students in second grade, 36 students in third grade, 27 students in fourth grade and 29 students in fifth grade. Currently, there are no self-contained ESL classes in the school.

Enrollment in the Transitional Bilingual Program and Free Standing ESL Program

Program Model	K	1	2	3	4	5	Total
Transitional	17	16	14	11	13	21	92
Freestanding Push-in/Pull-out	13	15	26	36	27	29	146
Total	30	31	40	47	40	50	238

ELL PROGRAM SUBGROUPS

Sixty four percent of the ELLs registered at P.S. 199x have been enrolled in the NYC Public School System for less than 3 years. Thirty three percent have been enrolled for four to six years and 3% have completed six years of service. Students with Interrupted Education (SIFE) have been enrolled for less than 3 years and are mostly newcomers.

ELLs by Subgroups										
	ELLS (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	78	10	0	14	0	0	0	0	0	92
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	75	6	11	65	0	3	6	0	0	146
Total	153			79	0		6	0	0	238

C. Home Language Breakdown and ELL Programs - The table below shows the number of ELLs by Language Group

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	7	8	16	25	21	22				99
Chinese										
Russian										
Bengali										
Urdu										
Arabic										
Haitian Creole										
French			2	2	3	3				10
Korean										
Punjabi										
Polish										
Albanian										
Other	6	7	8	9	3	4				37
								0	0	

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	17	16	14	11	13	21				92
Chinese	0	0	0							0
Russian	0	0	0							0
Bengali	0	0	0							0
Urdu	0	0	0							0
Arabic	0	0	0							0
Haitian Creole	0	0	0							0
French	0	0	0							0
Korean	0	0	0							0
Punjabi	0	0	0							0
Polish	0	0	0							0
Albanian	0	0	0							0
Yiddish	0	0	0							0
Other	0	0	0							0
TOTAL	17	16	14	11	13	20	0	0	0	92

Given the variability in our students' backgrounds, they often need different pathways towards academic success. In order to meet this challenge, our school offers two programs for English Language Learners – The Transitional Bilingual Program and the Free Standing English as a Second Language Program. Both programs are designed to develop English language proficiency and assist the students to meet high academic standards.

Transitional Bilingual Program (TBE) - Spanish - Our school has six transitional bilingual classes. There is a bilingual class in each grade. Research indicates that there is a strong and positive correlation between literacy in the native language and learning English (Clay, 1993) and that the degree of children's native language proficiency is a strong predictor of their English language development (Snow, Burns, & Griffin, 1998). The transitional bilingual program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. In this program, content area instruction is taught in the students' native language. English is taught using ESL strategies to assist each ELL attain English proficiency so they are prepared to later enter the all-English mainstream general education classes. Teachers in the TBE differentiate instruction, teaching in the native language for different amounts of time depending on the students' English proficiency levels. Students at the beginning level are taught for 60% of the day in their native language and for 40% in English; Intermediate ELLs are taught in English half of the time (50%); advanced students receive most of their instruction in English (75%) and 25% in the native language.

Instruction is delivered through the workshop model using a balanced literacy approach. Students at the beginning level in a TBE class receive 90 minutes of Native Language Arts instruction per day. 1. Skill block 2. Reading Workshop (mini-lesson and independent work/conferring.) 3. Writing workshop: (Mini-lesson and Independent Work/Conferring.) Ninety minutes of ESL instruction through the content areas using ESL methodology and scaffolding instruction to

make content accessible to the students (e.g. visuals, graphic organizers, realia.) Students also receive 60 minutes of math instruction mostly in the native language, forty-five minutes of enrichment classes such as art, music, dance, physical education and health. A 45-minute period is dedicated to social studies or science, which are taught mostly in the native language.

Instruction in the Freestanding ESL program is also delivered using the workshop model. Advanced students receive 90 minutes of English Language Arts instruction per day. 1. Reading workshop (mini-lesson and independent work/conferring.) 2. Skill block 3. Writing workshop: (Mini-lesson and Independent Work / conferring.) Forty-five minutes of ESL instruction. Sixty minutes of math instruction in English with native language support if necessary, forty-five minutes of enrichment classes such as art, music, dance physical education and health. A 45 minute period is dedicated to social studies or science, which are taught in English using ESL methodology.

Students in the TBE program are heterogeneously grouped by grade with different English proficiency levels as well as different Spanish proficiency levels.

The goals of a TBE program are as follows:

- Provide instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60% of instructional time will take place in the student's native language and 40% in English. As the students develop fluency in English, instructional time in English increases.
- Provide grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help ELLs attain English language proficiency within three years.
- Help ELLs meet or exceed New York State and City standards.
- In TBE programs, as each student develops his or her English proficiency, the time allocated to the native language instruction shifts to the English language until the student is ready to enter an all-English program.

Free Standing English as a Second Language (ESL) - Students in freestanding ESL programs receive all instruction in English and the required ESL units of instruction according to his or her English proficiency level. Students are heterogeneously mixed with the wider school population. Our school has the following two ESL instructional program models:

“Push-in” model - This model is established in monolingual classes with a large population of ELL students in this model, a certified ESL teacher works in collaboration with the classroom teacher to provide English instruction using ESL methodology in the academic content areas such as math, science, social studies and English Language Arts, among other subjects.

“Pull-out” model - This model is established in grades where the ELL students are in different monolingual classes throughout the same grade. In this model, students enrolled in monolingual classes are pulled out of their regular classroom to receive ESL instruction by a certified ESL teacher. The student proficiency level determines the number of ESL units the student receives.

Differentiating Instruction for ELL subgroups

Students with Interrupted Formal Education (SIFE)

According to our lasted BESIS report, there are currently 16 SIFE. These students require additional support to facilitate their integration into the school system. Our students with interrupted formal education (SIFE), receive small group instruction from either their classroom teacher or an Academic

Intervention Specialist (AIS (TITLE 1)), using the Foundations and/or Rigby Programs, and attend the After-School Program. Teachers use extra-linguistic cues to embed language in meaningful contexts. In addition, our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called **Imagine Learning**. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. SIFE participate in the extended day program where they have the opportunity to develop their phonemic and phonetic awareness.

Ongoing assessment is used to measure their academic progress and to plan for individualized instruction.

ELLs in the U.S. schools for less than three years (newcomers)

Many of the students in this category choose the Transitional Bilingual Program. The school offers the following support services to newcomers: The Extended Day program, which provides small group instruction to target their specific needs, an after school program funded by Title III and Academic Intervention Services (AIS). Individual writing and reading conferences, read alouds, choral reading and shared reading are used to develop the four language modalities. In addition, the school provides opportunities to involve the children's families and encourage them to support their children with their native language, which strengthens their overall language development. Parents are invited to attend the monthly parent workshops and the Parent Coordinator provides support and information regarding the school and the community

ELLs Receiving Service 4 to 6 Years

Our data shows there are 79 students with 4-6 of service in our school. The school is committed to making sure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP). Therefore, the school provides the following support: extended day, differentiated instruction, ongoing assessment, small group instruction, AIS support and academic enrichment programs. Teachers scaffold the curriculum using varied media to convey key concepts.

Long Term ELLs (completed 6 years.)

According to the latest data, there are 6 long term ELLs in our school. The following interventions are in place to support the academic growth of long term ELLs. Teachers provide this specific population with a small group environment in which the affective filter is low; hence its conduciveness for second language acquisition. Students will use the Rigby Program, which supports language acquisition. They engage in a series of activities geared to promoting language acquisition such as, shared reading and writing. Shared reading is an instructional technique specifically beneficial to ELLs because of the high level of support provided by the teacher.

Former ELLs

ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS (TITLE 1)) and testing accommodations.

ELLs with Special Needs

Students with special needs receive individualized instruction. The student Individualized Educational Plan (IEP) is used to plan instruction. Also the ESL teacher assesses the demand of the curriculum and the language needs of the children and designs appropriate interventions.

Professional Development

Professional development is a key component for academic success. We at the Shakespeare School are committed to provide our entire bilingual, ESL teachers and all staff with a comprehensive professional development program that will meet each teacher's individual needs. Teachers are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weaknesses. Staff development consists of professional workshops and activities at lunchtime, grade meetings/planning sessions and after school meetings. Study groups engage in reviews of professional books and materials.

Early in the year, teachers complete a professional development assessment, which allows teachers to customize professional development and a year-end self-evaluation form to define personal goals and objectives. The Principal, three AP's and three coaches develop and revise the yearly professional development calendar. Topics include, but are not limited to the following:

- Compliance Issues for Bilingual Education Programs
- ESL Strategies and Techniques
- Teaching ESL through the Content Areas
- Preparing the Students for the NYSESLAT
- Teaching Writing to ELL Students
- ESL Standards

The school offers 7.5 hours of ELL training to all faculty members. These trainings take place during staff development days and/or after school. Agendas and attendance records are kept in the main office indicating the titles of the workshops and the names of the faculty members in attendance.

Parental Involvement

The school recognizes that parental involvement is pivotal to the academic success of our students. Therefore, the school provides regular opportunities for parents to become involved. At Parent Curriculum Night in September, parents are given an overview of the curriculum and presented with the goals and standards for the year. Parents of newly enrolled ELL students attend an orientation session about available bilingual programs. On-going orientations address new students' needs. A calendar of meetings and school activities are shared with the school community. Monthly parent workshops address all curriculum areas and mandated assessments. The parent coordinator is present at all conferences to translate for Spanish speaking parents and a parent volunteer translates for parents who speak African languages.

As part of our Title III After-School Program during the 2009-2010 school year, the school will offer four workshops for parents. These workshops will take place once a month during the months of February, March, April and May. Each workshop will last two hours. All parents of English language learners enrolled in the Title III program are invited to participate in these workshops. Workshops will be presented in English and Spanish. A translator will be available for parents who speak African languages. Invitation letters to these workshops will be written in two languages (English and Spanish).

Workshops/Activities:

- How to Help Your Child Succeed in School: Activities You Can Do at Home.
- Preparing Your Child for NYSESLAT
- Community Resources: How to Get Help for You and Your Child?
(Astor counseling services, homework help, GED and ESL classes for parents.)

- Using the NYC Public Library

To evaluate the needs of the parents we conduct surveys, informally interview parents and ask for feedback during meetings. The school also takes a close look at results of the parent annual evaluation, which helps us determine the needs and concerns of our parents.

Data and Assessment

Part IV: Assessment Analysis

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	17	14	9	5	8	11	0	0	0	64
Intermediate(I)	1	9	7	21	10	12	0	0	0	60
Advanced (A)	12	8	24	22	22	27	0	0	0	114
Total Tested	30	31	40	47	40	50	0	0	0	238

According to the latest NYSESLAT/LAB-R Results, 57% of the students in Kindergarten scored at the beginning level; in first grade 45% scored at the beginning level; in second, grade 22% scored at the beginning level; in the third grade, 11% scored at the beginning level; in fourth grade, 20% scored at the beginning level and in fifth grade 22% scored at the beginning level. Forty percent of the students in Kindergarten scored at the advanced level and 3% at the intermediate level; in first grade 26% scored at the advanced level and 29% at intermediate level; in second, grade 60% scored at the advanced level and 18% at the intermediate level; in the third grade, 47% scored at the advanced level and 45% at the intermediate level; in fourth grade, 55% scored at the advanced level and 25% at the intermediate level; and in fifth grade 54% scored at the advanced level and 24% at the intermediate level.

After reviewing the NYSESLAT/LAB-R Results, we found that speaking and listening were the modalities where our students obtained the highest scores. In the listening and speaking modalities 4% of all the students tested scored at the beginning level, 7% percent at the intermediate level and 52% at the advanced level. Thirty eight percent of the students are proficient in this modality. Speaking, especially for social interaction, is usually the first modality that students master; then they acquire listening skills. Reading achievement closely follows listening. As is true for their English-speaking peers, English Language Learners have the most difficulty with writing.

We found that students' area of weaknesses were reading and writing. In these modalities 12% of all the students tested scored at the beginning level, 30% at the intermediate level and 41% at the advanced level. Seventeen percent of students are proficient in this modality. In kindergarten and first grade 19% of the students tested scored at the beginning level, 20% at the intermediate level and 36% at the advanced level. In grades 2 to 4, 10% scored at the beginning level, 37% at the intermediate level, and 41% scored at the advanced level. In fifth grade, 3% scored at the beginning level, 21% scored at the intermediate level, and 55% at the advanced level.

English Language Arts

The Performance of English Language Learners in the New York State English Language Arts Test in the 2009-2010 school year reflects the progress that our ELLs have made in reading. Sixty one percent of the ELLs tested in grade 4 scored at or above level three in the New York State Language Arts Test. Thirty seven percent scored at level two and 2% percent scored at level 1. In fifth grade, fifty two percent of the students scored at level 3 and above. In grade 3, 68% of ELLs scored at level 3, 27% at level 2 and 5% at level 1.

New York State Math Exam

Both ELLs in the Freestanding ESL Program and the Transitional Bilingual Program fared well in the math test.. Of the students currently in four grade that were tested in third grade, 9% scored at level 2; 64% scored at level three and 27% at level 4. Of the students currently in fifth grade who tested in fourth grade only 2 students in the TBE program scored at the level 1 and none in the Freestanding ESL program in the NYS Math test. Four percent scored at level 1; 18% scored at level 2; 47%% scored at level three and 31% at level 4.

NYS Science Exam

This exam is given in the native language and in English, and the results of the science test indicate that the majority of the students that took this test met or exceeded the standards. Twenty five percent scored at level 4; 43% scored at level 3, 23% scored at level 2 and 9% at level 1. There were two students enrolled in the TBE program who scored at level 1 and two in the Freestanding ESL program.

Social Studies

A total of 30 students took this test. Thirty five percent scored at level 3 or above; 26% scored at level 2 and 39% scored at level 1.

Early Childhood Literacy Assessment System (ECLAS-2)

Our school uses the ECLAS-2 assesses Grades K-3 and contains 8 levels. Each level provides benchmarks that correspond to a specific grade and term. Students are tested in the four strands: phonemic awareness, phonics, reading and oral expression and reading and writing. Based on the results of this assessment, teachers differentiate instruction to meet the specific needs of each student.

Even though, a large number of students increased at least a level in the NYSESLAT, the percentage of students scoring out remains below 30% percent. It is evident that our English Language Learners need to be immersed in rigorous activities that promote their receptive and expressive skills. We strongly believe that providing equal access to the highest level of education is the key to our ELLs overall academic success. All of our teachers differentiate instruction for our ELLs. Also students enrolled in the TBE and the Free Standing ESL classes are instructed with a rigorous academic program.

We provide all of our students with engaging tasks that support their second language acquisition, such as:

- Exposure to interactive read-alouds.
- Listening focused activities.
- Immersion in Reciprocal teaching, which empowers students in their roles as leaders and allows them to monitor their own learning.

In order to maximize English language acquisition for ELLs, the ESL and classroom teachers should work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. ELLs in *Reading First* schools spend the mandated minutes of ESL instruction aligned to ELA standards daily. For beginner- and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per

week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

Building academic vocabulary in both the native language and in English is essential for the academic success of our ELLs. As the results from the Social Studies Test indicate, students need to build their vocabulary in order to improve comprehension. Our goal is to create through balanced literacy a rigorous curriculum that ensures quality education and access to core curriculum.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) K-6

Number of Students to be Served:

237 LEP: 237 Non-LEP: 0

Number of Teachers 6 Other Staff (Specify): Ms. Medina, Title III After School Supervisor

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.

The Shakespeare School, P.S. 199x, has a total of 237 ELLs enrolled in grades K-5. Our goal is to ensure that our ELL population has equal access to quality instructional programs that will prepare them to achieve academic and personal success. The nature of the Title III program allows our bilingual and ESL teachers to provide this specific population with a small group environment in which the affective filter is low, hence its conduciveness for second language acquisition. P.S. 199x will use the program: Getting Ready for the NYSESLAT and Beyond from Attanasio and Associates. This program is designed to support English language acquisition for our target population. It has activities that will allow our teachers to use specific teaching strategies to provide our students with additional support on the four language modalities: listening, speaking, reading, and writing. In addition, teachers will use Into English, an ESL content-based instructional program that uses grade-level content as the vehicle for language development. This program comes with a special section for newcomers designed for small group instruction. Content posters, chants, poems and visuals are used to make language comprehensible.

The Shakespeare School (P.S. 199x)

Lilia Navarrete, Principal

Title III, Part A LEP Program

As it is stipulated in our Comprehensive Educational Program, our school offers a transitional bilingual class in all grades (Grade K-5). These classes will service all new arrivals who scored below the cut off score as a result of the Revised Language Assessment Battery Test LAB-R as well as any student whose parents would like to continue to have them enrolled in a transitional bilingual class. The language of instruction of this class is Spanish with the additional periods of English as a Second Language in accordance to Commissioner Regulations Part 154 and our school-wide Language Allocation Policy. Students who have opted out from transitional bilingual classes but are still entitled to bilingual services are supported by two ESL teachers through push-in /pull-out models. The ESL teachers also serve Special Education students and students enrolled in monolingual classes through a pull-out model.

Our teachers will use ESL methodologies to bring forth the selected curriculum. As an integral aspect of the overall success of the program, they will continuously assess in order to measure steady progress in attaining English language proficiency. Informal and formal assessments such as conferences, observations and teacher-made tests will be used to monitor students' academic growth.

Students who are currently in grades 3-5 will be able to familiarize themselves with the structure of the ELA standardized test administered in the spring. The supervisor in charge will utilize an articulation tool with the Title III teachers and the regular classroom teacher in order to monitor student progress. This tool will enhance communication between all stakeholders.

The density and intensity of the program will determine our students' success at the end of the cycle. The focus of the advanced group will be to acquire academic language and reach proficiency in the NYSESLAT. The beginning and intermediate groups will strengthen their social language and academic language by developing their phonemic awareness, vocabulary, reading skills, fluency and comprehension. Students will be able to use Smart-boards to engage in interactive activities that will build their English language proficiency.

It is our objective to provide our ELLs with the opportunity to be exposed to quality programs that are geared towards their success in English Language acquisition. This advancement in the second language will take place, while continuing progressing in their overall academic curriculum. Two certified ESL teachers and four certified Bilingual/Common Branch teachers will provide instruction. Ms. Medina, the supervisor in charge of this program, is a former ESL instructional support specialist who is well versed in ESL methodologies. Consequently, she will more effectively assist the staff in meeting the needs of our ELLs. In addition, the supervisor will be responsible for the administrative component of the After School Program at no cost to Title III.

The program will include 90 students. It is expected to run from November through May on Wednesdays and Thursdays from 3:00 p.m. to 6:00 p.m. A total of 44 sessions will be held during the school year. Title III monies will only pay for 451.42 hours. The remaining 341 hours will be paid with other monies and will be of no cost to Title III.

The Shakespeare School (P.S. 199x)
Lilia Navarrete, Principal

Form TIII – A (1)(a)

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

Professional Development is a key component for academic success. We at the Shakespeare School are committed to provide all our bilingual and ESL teachers with a comprehensive professional development program that will meet each teacher's individual needs. Teachers are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weaknesses.

In light of the high linguistic demands from our English Language Learners, Attanasio & Associates has prepared a complete language instructional program that will help accelerate second language acquisition for our students enrolled in the Title III program. At the core of the overall success of the instructional program to be implemented at P.S. 199x, is the continuous professional development of our pedagogues. Members of Attanasio & Associates will conduct an initial session in which the focus will be the review of the program titled: Getting Ready for the NYSESLAT and Beyond. Teachers will be able to acquire the necessary tools and the confidence to navigate this program. Another component of the Professional Development program is for teachers to periodically reconvene under the guidance of the Title III supervisor and engage in various professional development activities. Topics include but are not limited to the following:

- Compliance Issues for Bilingual Education Programs
- ESL Strategies and Techniques
- Teaching ESL through the Content Areas
- Preparing the Students for the NYSESLAT
- Teaching Writing to ELL Students
- ESL Standards

These activities will allow our teachers to further develop their skill set as teachers of ELLs. The implementation of the ESL/Bilingual libraries into the language program will be successful with the appropriate scaffolding and activities that will tap into the three moments of reading: before, during and after. In order to address the needs of our instructional staff, a professional development team conducts workshops and provides opportunities to observe model lessons in areas of need. Our coaches and regional AUSSIE consultants provide in-class support to all teachers in need of support. The professional development plan is delivered as follows:

- Professional Learning Communities
- Study Groups
- Demonstration Lessons
- Inter-class Visitations
- Professional Readings and Viewing of Professional Videos

Staff development will take place during school hours and will be of no cost to Title III.

The Shakespeare School (P.S. 199x)
Lilia Navarrete, Principal

Form TIII – A (1)(a)

Parent/Community Involvement

At the Shakespeare School we believe that parental and community involvement is essential to our students' academic success. Through a collaborative effort of our parent coordinator, parents are actively involved in all school activities. Our regular activities consist of, yet are not limited to the following:

- **Opening of the School Curriculum Night** —During this meeting our academic school goals and expectations are shared with all parents and community members.
- **Parent Orientation**- An orientation is offered to all parents of newly enrolled ELL students during the month of September. In this conference, we share with parents bilingual programs available in our school, the description of each program and their rights as parents. On-going orientation is provided during the course of the year for students who arrive after September.
- **Monthly Parent Workshop**- These monthly workshops address all curriculum areas including New York State Standards and assessments.

To support the Title III After-School Program during the 2009-2010 school year, the school will offer four workshops for parents. These workshops will take place once a month during the months of February, March, April and May. Each workshop will last two hours. All parents of English language learners enrolled in the Title III program will be invited to participate in these workshops. Our target is to have 90 parents attend. Workshops will be presented in English and Spanish. A translator will be available for parents who speak African languages. Invitation letters to these workshops will be written in two languages (English and Spanish).

Workshops/Activities:

- How to Help Your Child Succeed in School: Activities You Can Do at Home.
- Preparing Your Child for NYSESLAT
- Community Resources: How to Get Help for You and Your Child?
(Ex: Astor counseling services, homework help, GED, and ESL classes for parents.)
- Using the NYC Public Library

Two ESL teachers will host two of these meetings. In addition, a librarian will be invited to speak about how parents can use the library to help their children. A counselor from the Astor Program will be invited to speak about the different services they provide to the community. Presenters will be paid per session. Informational materials will be distributed during these sessions, and refreshments for parents will be *served*.

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>.

In an effort to provide our parent population with timely and accurate information in their native language, we conducted a survey to gauge which are the predominate languages spoken by their parents. During our first PTA meeting, our Parent Coordinator informed our parental community regarding the survey results and our next steps. Based on the gathered data, we have enlisted the support of a parent volunteer to reach our West –African parent population whose needs were not met in previous years. In addition, a French-speaking pedagogue is supporting our French-Creole speaking parents. In order to reach larger quantities of parents at once, during meetings, the Principal purchased a set of translation device which is used during our Parent-Teacher Conferences.

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 **\$978,151**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$9,782**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$48,908**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year **99.5%**
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.**

The Shakespeare School Parental involvement Policy

The Shakespeare School in consultation with parents will develop the following parent involvement policy. The school in consultation with the parents will encourage relevant and agree upon activities that will support effective parental involvement to strengthen student academic achievement.

Part I- General Expectations

The Shakespeare School agrees to implement the following statutory requirements:

- The Shakespeare school will put into operation academic intervention programs, as well as enrichments programs during and after school hours. Programs will be in place to support ELL and Children with special needs. Parent activities will be conducted to support student academic achievement in accordance with the Title I Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA/NCLB). 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 Shakespeare school will provide full 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/NCLB in an understandable and uniform format and, including alternative formats upon request and to the practicable, in a language parents understand.
- The Shakespeare school will involve the parents of children served in Title I Part A program(s) in decision about how the Title I, Part A fund reserved for parental involvement is spent.

Part II

Description of how the Shakespeare School will implement the required school parental involvement policy components

1. The Shakespeare school will take the following actions to involve parents in the joint development of the District/Region Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA/NCLB.
The school will support the goals of the Region/District to educate all students effectively; the Shakespeare school and the parents will work as knowledgeable partners. Although the parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school District/Region and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

Actions

The Shakespeare school 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/NCLB:

Activities such as:

- School-Wide Needs Assessment Survey
- Focus Walks, Learning Walks, Curriculum Meetings
- Parents Survey
- Monthly Newsletter in English and Spanish
- Home School Notebook – goals sent home to parents in six week cycles

Mathematics:

- Family math game night
- Workshop on math skill building
- Monthly workshops to support learning

ELL:

- Bilingual workshop
- ELL Workshop

Pre-K

- Pre-K Open House
- Pre-K Orientation
- Monthly Pre-K workshops for parents

Academic Intervention Services- School-Wide Program (Title I)

- Pull- outs
- Push-ins
- Reading resources
- Math resources
- Book of the month
- After-school programs
- Project Arts
- SES Provider
- Astor
- Extended day program
- Holiday academy

Actions

2. The Shakespeare school will coordinate and integrate parental involvement strategies under the following programs:

Volunteer Tutoring Services, Student/ Community Workshop, Learning Leaders, and Family Literacy/Math Night.

Actions

3. The Shakespeare school will take the following actions to conduct, with involvement of parents, an annual evaluation (Survey) of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A - program. The evaluations (Survey) 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, and are of any racial or ethnic minority background). The Shakespeare school will use findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Environmental Learning Survey results will be used to support our parent involvement policies.
- A survey will be sent to the parents and staff of the Shakespeare school.
- The School Leadership Team will be responsible for conducting the survey.
- School Leadership Team members will use the survey to implement the results in to the school's CEP plan.

The Shakespeare will provide assistance to parents of children, by undertaking the actions described in this paragraph: Providing Professional Development Workshop on:

- The state's academic content standards.
- The state's student academic achievement standards.
- The state and local academic assessments including alternate assessments
- The requirements of Title I, Part A; ESEA/NCLB
- How to monitor their child's progress.
- How to work with educators.
- Communication between home and school is regular, to ways and meaningful.
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.

- Community resources are made available to strengthen school programs, family practices, and student learning

Actions

In state and out of state workshops, conferences and /or classes, equipment or material that may be necessary to ensure success.

- The Shakespeare school will provide materials, transportation 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: NYSABE Conference, CSA Conference, NYCESPA Conference, and Parent Academies.

Actions

The Shakespeare 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 possible, in a language the parents can understand by:

- Translated monthly newsletters
- Parent's Handbook (translated in English and Spanish)
- Calendars outlining monthly events
- Phone Messengers system calling the homes
- general flyers
- face-to-face contact by the parent coordinator (outreach)
- Student back-pack flyers.

Part III Discretionary school parental involvement policy components

Other activities included:

- Inform parents
- Provide necessary literacy training for parents from Title I, Part A funds, if the school District /Region has exhausted all other reasonably available sources of funding for that training: (Parent Academies)
- 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; Stipends, metro-cards
- Training parents to enhance the involvement of other parents; PTA Workshops
- 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 conference between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; Home Visits, and after work hours meetings
- Adopting and implementing model approaches to improving parental involvement; Conducting engaging parent academies.
- Participation in a District ISC Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs; PAC, CDEC, and CEC, Title I Parent Committee
- Development of appropriate roles for community-base organizations and business, including faith-base organization, in parental involvement activities; and providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement, as parents may request.

Part IV-Adoption

The School Parental Involvement Policy and the School–Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarrete

This policy was adopted by the Shakespeare School on September 2008 and will be in effect for the period of June 2009 The school will distribute this policy to all parents participating in Title I, Part A children on or before 02/07/09.

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

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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 at the NYCDOE website link provided above.

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The Shakespeare School PS 199x- Parent Compact Community School District Nine School Year: 2009/ 2010

School Instructional Goals:

- **Reading:** Use a data driven approach to effectively differentiate instruction as evidenced by the strategies implementation of guided reading and conferencing. **The Teacher will:**
 - Constantly monitor the use of Accountable talk
 - Provide students with the opportunity to use critical thinking skills
 - Increase students' awareness of the implications of self-monitoring to become independent readers.
- **Writing:** The effective use of color-coded criteria charts, and rubrics to enable students to self-assess and monitor their writing progress. Overall success of the writing initiative is contingent upon:
 - The strategic use of effective conferencing to further support the writing development of all students.
 - Ascertaining that the density of the writing pieces reflect:
 1. K-2 Organization
 2. 3-5 Quality of Writing
- **Mathematics:** The systematic use of on-going assessment, as a means to differentiate instruction. Teachers will use a diagnostic continuum in order to ascertain:
 - The strategic use of effective conferencing to further support the students' grasp of grade- level mathematical concepts.
 - The full implementation of the mathematics journal to develop procedural fluency and to support students' self-assessment and monitoring skills.
- **Professional Development:**

Develop and sustain a Professional Learning Community, in which collaboration is embedded into every aspect of our school culture. All members of the PLC (Staff, Teachers, Students, and Parents) will pursue specific and measurable performance goals. All members of the PLC will continue to be professionally developed in the areas of:

- Academically rigorous lesson planning
- Grades: 3-5 Academic rigor targeting ELA L3 & L4
- Facilitating the active engagement of students in accountable talk PK-2
- Data analysis to differentiate instruction

The Shakespeare School agrees to:

- Convene annual Title 1- parents meeting to inform the parents of the Title 1 program and their rights to be involved in partnership with the school to achieve high academic student success.
- Offer a flexible number of meetings at various times and days. Provide funds for childcare if needed for parents who attend school meetings and/or workshops (e.g. School Leadership Team (SLT) meetings, Family Institutes, PAC Meetings, and District Meetings etc...)
- Provide parents with timely information about school programs, policies and meetings (e.g. Monthly Calendars and Monthly News Letter)
- Encourage and involve parents in the planning of activities for student academic achievement:
 - Title I- Programs (Afterschool Program, Enrichment Program, Clusters Program
 - School Parent Compact
 - School Parental Involvement Policy
 - School Comprehensive Educational Plan
 - Recruit, support and involve parents in school-wide planning and decision making process (e.g. School Leadership Team, Title I Committee Meeting and Quarterly PTA Meetings).
 - Provide a nurturing environment and promote high quality curriculum and instruction with an emphasis on professional development.
 - Create a school climate in which parents and staff can communicate easily through:
 - Parent-Teacher Conferences, Curriculum Meetings, and Home/School Notebooks
 - Frequent reports to parents on their children's progress (3 times a year)
 - Reasonable access to staff
 - Varied opportunities to volunteer and participate in school programs, Advisory Meetings and Decision Making Committees (Title 1 Com.)
 - Ask parents and/or staff volunteers to act as translators during school parent meetings. (Spanish, African, and any other language needed)
 - Provide ongoing communication with parents, encourage and support parent participation on issues related to their child's education (e.g. Bulletins Boards, Parent News Letters, Workshops, Flyers, Parent Curriculum Meetings, Parent Handbook and Suggestion Box)
 - Provide ongoing learning opportunities for parents and families (e.g. Parent Curriculum Meetings, Family Literacy and Math Nights, ELA/ Math State Testing Workshops and Monthly Parent Enrichment Workshops).
 - Provide performance profiles and individual students' assessment results for each child as well as other pertinent individual and school district education information three times a year.

The Parent/Guardian Agrees to:

- Become involved in developing, implementing, evaluating and revising the school parent involvement policy.
 - Participate in or request assistance training that the local education authority or school offers on child rearing practices as well as teaching and learning strategies.
 - Share the responsibility for his/her child's improved academic performance.
 - Make literacy development a family focus:
 - Encourage his/her child to write at home for real purposes (e.g. letters to relative, shopping lists, thank you notes, diaries, special occasion invitations)
 - Read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g. books, magazine and newspapers articles).
 - Utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g. library card, storytelling).
- Make math development a family focus:
- Increase family awareness of the school's mathematics instructional program (e.g. participate in family math workshop, review math homework).
 - Encourage his/her child to use math at home and in daily living to create real math experience (e.g. playing math games, creating household and shopping budgets, comparative shopping as math experience).
- Regularly review his/her schoolwork at home (e.g. review notebooks, homework and special projects) home-school notebook signed by the parents daily
 - Be aware of and monitor his/her child's daily school attendance and punctuality.
 - Supervise and monitor his/her child's
 - Television watching
 - Video game playing
 - Internet use

Actively participate in curriculum and informational parent meetings as well as Parent-Teacher conference at the school.

Become familiar with school, District, and statewide assessments (e.g. DRA, ELA, and Math) and plan to prepare his/her child for the test experience.

Complete surveys and provide feedback so that Title I - Parent Involvement activities meet the needs, concerns and interest of the parents.

Become familiar with and support the school dress code, discipline code and safety plan procedures.

Communicate with his/her child's teacher and other school personnel pertinent information about the child's educational needs and health conditions.

Communicate the type of assistance, workshop needs desired by the parent community to assist them in supporting his/her child's educational progress.

Participate, when possible, on advisory or decision making committees within the school and/or school district.

Principal Signature: Lilia Navarrete

Date: 11/6/2009

The Shakespeare School Parental involvement Policy

The Shakespeare School in consultation with parents will develop the following parent involvement policy. The school in consultation with the parents will encourage relevant and agree upon activities that will support effective parental involvement to strengthen student academic achievement.

Part I- General Expectations

The Shakespeare School agrees to implement the following statutory requirements:

- The Shakespeare school will put into operation Academic Intervention Programs, as well as Enrichments Programs during and after school hours. Furthermore a Saturday Academy will be in place to assist students in need of further academic intervention. Programs will be in place to support ELL and Children with special needs. Parent activities will be conducted to support student academic achievement in accordance with the Title I Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA/NCLB). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Furthermore the school shall provide assistance to parents of the children served by this school to understand such topics as the state academic content standards and the state student academic achievement standards, state academic assessments, how to monitor a child's progress, and work with educators to improve the achievement of their child.
- In carrying out the Title 1, Part A Parental involvement requirements, to the extent practicable, the Shakespeare school will provide full 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/NCLB in an understandable and uniform format and, including alternative formats upon request and to the practicable, in a language parents understand.
- The Shakespeare school will involve the parents of children served in Title I Part A program(s) in decision about how the Title I, Part A fund reserved for parental involvement is spent. This includes but not limited to the following:

Parent involvement/ Parent Engagement

- That parents play an integral role in assisting their child's learning. The parent will be provided with computer training and the use of the school library to foster a learning atmosphere in the home.
- The Parents will be provided with the material to help them work with their child at home to improve their use of technology and literacy training to cover all academic areas.
- That parent are encouraged to be actively involved in their child's education at the Shakespeare school; Volunteering, SLT, P.T.A, Curriculum meeting, Learning walks, Focus walks, and Family Game Nights.
- That parents are full partners in their child's education and are included, as appropriate, in decision- making and on advisory committees to assist in the education of their child; CDEC, SLT, PTA, PAC.
- The carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA/NCLB.

Part II

(Description of how the Shakespeare School will implement the required school parental involvement policy components)

1. The Shakespeare school will take the following actions to involve parents in the joint development of the District/Region Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA/NCLB.

The school will support the goals of the Region/District to educate all students effectively; the Shakespeare school and the parents will work as knowledgeable partners. Although the parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school District/Region and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

Actions

The Shakespeare school 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/NCLB:

Activities such as:

- School-Wide Needs Assessment Survey
- Focus Walks, Learning Walks, Curriculum Meetings
- Parents Survey

Mathematics:

- Family math game night
- Workshop on math skill building
- Month workshop to support learning math

ELL:

- Bilingual workshop
- ELL Workshop

Pre-K

- Pre-K Open House (During parent curriculum night)
- Pre-K Orientation
- Monthly workshops for all parents

Academic Intervention Services- School-Wide Program (Title I)

- Pull- outs
- Push-ins
- Reading resources
- Math resources
- Book of the month
- After-school programs
- Saturday academy
- Project Arts
- SES Provider
- Astor
- Extended day program

- Holiday academy

Actions

2. The Shakespeare school will coordinate and integrate parental involvement strategies under the following programs:

UPK Astor Tutoring, Student/ Community Workshop, and Family Literacy/Math Night

Actions

3. The Shakespeare school will take the following actions to conduct, with involvement of parents, an annual evaluation (Survey) of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A - program. The evaluations (Survey) 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, and are of any racial or ethnic minority background). The Shakespeare school will use findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - A survey of question will be send to the parents and staff of the Shakespeare school at the end of the school year.
 - The School Leadership Team will be responsible for conducting the survey.
 - School Leadership Team Parents and staff will use the survey to implement the results in to next year's CEP plan (2010-2011)
4. The Shakespeare school will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following specifically described below:

The Shakespeare will provide assistance to parents of children, by undertaking the actions described in this paragraph: Providing Professional Development Workshop on:

- The state's academic content standards.
- The state's student academic achievement standards.
- The state and local academic assessments including alternate assessments
- The requirements of Title I, Part A; ESEA/NCLB
- How to monitor their child's progress on ARIS
- How to work with educators.
- Communication between home and school is regular, to ways and meaningful.
- Parents play an integral role in assisting student learning
- Send information home in languages understood by the parents
- Will provided support to the parents in other areas as parents may request it
- Parent Curriculum night
- Family Fun Night
- Family Game Night
- Bronx Health Link (Childhood Immunization)
- Regular PTA Parent Meetings
- SES Parent/ Provider Fair
- Monthly ARIS Parent LINK Training
- Montefiore Hospital Parent Workshop: (Tenants Right and Children's Lead Poisoning)
- Nutrition Classes By Cornell University(10 Week session)
- Fire Safety and Prevention by FDNY

Actions

In state and out of state workshops, conferences and /or classes, equipment or material that may be necessary to ensure success.

- The Shakespeare 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: inviting parents to attend, NYSABE Conference, CSA Conference, NYCESPA Conference, and Parent Academies.

Actions

The Shakespeare school with the assistance of the District and all members of the school community will work together on how to reach out and communicate and work with parents as equal partner, in value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by proving:

- Workshops
- Professional development training
- Ongoing Parent Projects

Actions

The Shakespeare School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with UPK, Learning Leaders Parents Program and other programs. Also conduct and/or encourage participation in activities, such as PTA, SLT, and Family Nights, which will support parent's full participation in the education of their children.

Actions

The Shakespeare School will take the following action to ensure that information related to the school and parent-programs, meetings, and other activities, are 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 by:

- Translated flyers, Phone Messengers system calling the homes, general flyers and face-to-face contact by the parent coordinator (outreach) Student back-pack flyers.
- Newsletter published in both languages
- Parent handbook published in both languages

Part III Discretionary school parental involvement policy components

Other activities included:

- Establish a parent right to know plan.
- Provide necessary literacy training for parents from Title I, Part A funds, if the school District /Region has exhausted all other reasonably available sources of funding for that training: **(Parent Academies)**
- 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; Stipends, metro-cards
- Training parents to enhance the involvement of other parents; **PTA Workshops**

- 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 conference between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; **Home Visits, and after work hours meetings**
- Adopting and implementing model approaches to improving parental involvement; **Conducting engaging parent academy's**
- Participation in a District/Regional Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs; PAC, CDEC, and CEC, Title I Parent Committee
- Development of appropriate roles for community-base organizations and business, including faith-base organization, in parental involvement activities; and providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement, as parents may request.

Part IV-Adoption

The school parental Involvement Policy and the school-parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarrete

This policy was adopted by the Shakespeare School on 10/22/09 and will be in effect for the period of 06/30/2010. The school will distribute this policy to all parents participating in Title I, Part A children on or before 11/06/09

Lilia Navarrete
Principal's Signature

November 6, 2009
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. P. 10-23
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.

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

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

Services for bilingual and ELLS- pgs.5, 11, 12, 13,14,16,17,18,21,23,24,26,28, 31,32,34,35,42,43,44

Improving Writing Instruction by re-introducing America's Choice Color Coded Element Charts, pgs. 14, 37, 66, 72

Re-design of AIS program for targeted children and for enrichment, pg 81

Boost Enrichment program- trips to historical sights in NYC for Grades 3, 4- pgs. 14, 17

I Fish NY Program –Science Enrichment, p. 17, 18, 19, 66

Expanded Library to provide enhanced opportunities for content learning and use of technology- pgs 5, 12, 14, 17, 22, 23, 66, 68

Extended Day, pgs. 5, 6, 11, 26, 34, 37, 46, 60

3. Instruction by highly qualified staff pgs. 23, 82
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.
Pgs, 5,11,13,14,16,18,21 – 29, 31,35, 39,41,50,51,54,56,57,60,61,63,67,68,71,75 – 78, 83.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. Pgs. 23, 82.
6. Strategies to increase parental involvement through means such as family literacy services.
Pgs. 12,14,15,17,19,21,28,51,28,59,60,61-63,67,69.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Pgs. 12,13,14,15,16,29,30,32,33,34,35,43,59
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Nutrition programs, pgs. 29

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: Corrective Action YR 2 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified. The specific academic issue for which the school was identified is English Language Arts (ELA).
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.

Services for bilingual and ELLS- pgs. 5, 11 – 13, 17, 23, 27, 33, 34, 36, 47, 49, 51, 54, 56, 66, 68, 77

Improving Writing Instruction by re-introducing America's Choice Color Coded Element Charts, pgs. 14, 37, 66, 72

Re-design of AIS program for targeted children and for enrichment, pgs. 81

Expanded Library to provide enhanced opportunities for content learning and use of technology- 5, 12, 14, 17, 22, 23, 66, 68

Extended Day, pgs. 5, 6, 11, 26, 34, 37, 46, 60

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

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: 200-10 anticipated Title I allocation = \$ 978,151; 10% of Title I allocation = \$ 97,815.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. All new teachers are state mandated to receive mentoring services. Each of the three new teachers has been assigned a teacher mentor who provides support lesson planning, modeling, best practices, curriculum/instruction assistance .resources, and supplies. In addition, grade level coaches provide modeling and additional support as needed. One fifth grade Senior Mentor teacher is available for lab site presentations and providing professional assistance school-wide .The Literacy Aussie Consultant has initiated a New Teachers Workshop which meets weekly to inform new teachers and to address their concerns. She follows up by modeling workshop lessons and then observing each teacher throughout the year. The aim of our mentoring program is to impact student achievement, teacher retention, teachers' practices, student, and school culture. Mentors are focused on the early development of teaching strategies and classroom management. Both mentors and coaches share the role of supporting the development of best practices and influencing the culture of a school. Coaches and mentors work in joint collaboration as often as possible.

¹ School Under Registration Review (SURR)

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.

The Principal conducted an Informational Meeting to which all parents were invited. She reviewed the Progress Report and explained: what the grade meant, the procedure used to arrive at the grade and the implications for the school. The Parent Coordinator and PA President were active participants. Several people were able to translate for the Hispanic parents. In order to capitalize on this initial review of the report card and to enlist the parents in improving the ability of students to meet their goals as a means of school improvement, the school will communicate with parents using the home-school notebook in which the child's goals will be written on a 6 week cycle. This is to encourage students to discuss his/her goals with parents as a means of improving parental involvement in the educational process.

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

Part A: SURRE 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 SURRE. 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 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In order to ensure that state standards are being met we have instituted the following practices:

- All teachers are required to develop lesson plans aligned to the state standards
- Pacing calendars provided to all teachers by grade level coaches
- Color Coded Criteria Charts for each writing genre and the introduction of the "Being a Writer Program" school-wide and the "Writing Without Tears" for the lower grades (Pk-K-1) to improve their writing and Being a Writer Program for Grades K-2 students to improve organization in writing and grades 3-5 students in the quality of written work and to address needed improvement in writing mechanics
- Teachers are required to maintain comprehensive assessment/conference binders detailing student progress in relation to state standards, e.g. Teacher Writing Conference Form, Teacher Reading Conference Forms, Running Records, Diagnostic Reading Assessment (DRA) and Diagnostic Writing Assessment (DWA)
- Teachers maintain four folders for each student containing student work in reading, writing, and an assessment information folder

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

Applicable Not Applicable

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

The school is data driven. All tests are analyzed and undergo item analysis to determine what skills and strategies our students need. Based upon this information, AIS charts are developed listing the skills and strategies to be taught. Teachers design lessons to include these areas and formulate cooperative groups for differentiated instruction.

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.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In order to ensure that state standards are being met we have instituted the following practices:

- All teachers are required to develop lesson plans aligned to the state standards
- Teachers receive a Mathematics Expectation Memorandum at the beginning of the school year which includes how to conduct the Math Workshop as aligned to the NY State Standards and additional information to facilitate the workshop, a Math Environment Checklist which allows for accountability, and relevant charts
- Pacing calendars provided to all teachers by grade level coaches
- Unit Chapter tests are given
- Teachers are required to maintain comprehensive assessment/conference binders detailing student progress in relation to state standards
- Teachers maintain a math and an assessment information folder for each student
- Coaches and teachers analyze data and determine what strands/skills need re-emphasis and create AIS charts on a weekly basis to ensure that these skill/strands receive additional focus
- Coaches co-teach lessons with classroom teachers prior to the test to ensure that all skills/strands are re-enforced
- Math Journal writing will be conducted school-wide to improve students' ability to write procedural solutions, to conduct self-assessment and to engage in the process of self-monitoring

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?

The school is data driven. All tests are analyzed and undergo item analysis to determine what skills and strategies our students need. Based upon this information, AIS charts are developed listing the skills and strategies to be taught. Teacher design lessons to include these areas and formulate cooperative groups for differentiated instruction.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school adheres to a regular goal setting format for students and teachers. Teachers conference with their students to establish long and short term goals. Short term goals are revised every six weeks. Beginning September 09, parents' involvement in the goal process will be improved through the use of the home-school notebook. Short term goals will be taped into the notebook on a six week rotating cycle and children will be encouraged to share and discuss their goals with their parents. 34. Information obtained from student conferences and individual test results are used to differentiate instruction. This year, teachers meet with both their Supervising AP and the Principal to establish their own professional goals for the school year.

Informal observations are conducted weekly by AP's and formal observations are scheduled according to the UFT Contract to observe active student engagement in the independent work portion of the Workshop Model. On a regular basis, AP's meet with the Principal to share their findings from these observations. The Principal also obtains feedback from the Grade Level Coaches, and, where necessary, conducts dual formal observations with the requesting AP who then hold a post observation conference and meet with the teacher to share comments and provide feedback. Based on the given feedback, the teacher is directed to prepare an additional lesson for observation. Aussie Consultants return to classrooms as per a set schedule to observe the inclusion of modeled techniques in subsequent lessons. Extensive Professional Development has been provided to ensure that all teachers know the components of the Workshop Model and what accountable talk should look like.

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?

Students, goals are pasted in each student's home-school notebook, copies of teacher observations are kept in a special teacher observation binder and all teachers are adhering to the school-wide format where they use guided reading and small group instruction. Additionally, a variety of assessments are used as the basis for differentiated groupings, e.g. DRA, DWA, ELA Sampler and Math Sampler, Genre ITA (Grades 3-5) and Math ITA (Grades 3-5), Predictive and Periodic Assessments and teacher made assessments.

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

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school adheres to a regular goal setting format for students and teachers. Teachers conference with students to establish long and short term goals. Short term goals are revised every six weeks. Beginning September 09, parents will be mailed a copy of their children's short and long term goals which will also be reviewed at Parent/Teacher conferences. Information obtained from student conferences is used to differentiate instruction. This year, teachers meet with both their Supervising AP and the Principal to establish their own professional goals for the school year.

Informal observations are conducted weekly by AP's and formal observations are scheduled according to the UFT Contract to observe active student engagement in the independent work portion of the Workshop Model. On a regular basis, AP's meet with the Principal to share their findings from these observations. The Principal also obtains feedback from the Grade Level Coaches, and, where necessary, conducts dual formal observations with the requesting AP who then debrief and meet with the teacher to share comments and provide feedback. Based on the given feedback, the teacher is directed to prepare an additional lesson for observation. Aussie Consultants return to classrooms as per a set schedule to observe the inclusion of modeled techniques in subsequent lessons. Extensive Professional Development has been provided to ensure that all teachers know the components of the Workshop Model and what accountable talk should look like.

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?

Beginning September 09, parents' involvement in the goal process will be improved through the use of the home-school notebook. Short term goals will be taped into the notebook on a six week rotating cycle and children will be encouraged to share and discuss their goals with their parents., copies of teacher observations are kept in a special teacher observation binder and all teachers are adhering to the school-wide format where they use The Say Why Strategy and The Probe Workshop where students must orally explain why they used a particular operation to solve a problem and to analyze their solutions to determine if a solution was wrong and where in the solution the error arose. Students also write out their solutions to mathematical problems indicating steps used to reach a solution in their Math Journals Additional focus will be placed on the school wide usage of the Mathematics Journal to increase students fluency in writing procedural solutions and the ability to self monitor and self assess.. In 09-10 the school wide focus will to improve students facility with mathematical operations as follows: grade 1, addition, grade 2, subtraction, grade 3 multiplication, grade 4, division, grade 5, fractions. Additionally, a variety of assessments are used as the basis for differentiated groupings and small group instruction. e.g. DRA, DWA, ELA Sampler and Math Sampler, Genre ITA (Grades 3-5) and Math ITA (Grades 3-5) and Predictive and Periodic Assessments.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Currently, there are only three new teachers on staff and no transfers.

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?

The Organization Sheet

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- One of the 08-09 goals is to improve writing. Teachers have engaged in extensive analysis of students' writing including the DWA and rubric rating of non-negotiable writing genres. Teachers record their observations of students' writing in their Data Binders and use this information to conduct differentiated instruction. Our Annual Progress Report indicated that we did not meet our AYP because of our ELL population.

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

The school adheres to a regular goal setting format for students and teachers. Teachers conference with students to establish long and short term goals. Short term goals are revised every six weeks. Beginning October 08, parents will be mailed a copy of their children's short and long term goals which will also be reviewed at Parent/Teacher conferences. Information obtained from student conferences is used to differentiate instruction. This year, teachers meet with both their Supervising AP and the Principal to establish their own professional goals for the school year.

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?

As a result of the above mentioned analysis of student writing and the review of our Progress Report, we conducted the following Professional Development for all teachers to inform both the monolingual and bilingual staff of strategies to improve the performance of our ELL population:

- August PD: How Students are Identified as ELL
- Teachers received professional development for the new ELL Rigby Program
- Writing Methodologies for English Language Learners
- Science for English Language Learners

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELL's 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

ELL students undergo the same goal setting process as the monolingual students.

The school adheres to a regular goal setting format for students and teachers. Teachers conference with students to establish long and short term goals. Short term goals are revised every six weeks. Beginning October 2009, a copy of their children's short and long term goals were sent home to parents; these goals will be reviewed at Parent/Teacher conferences. Information obtained from student conferences is used to differentiate instruction. This year, teachers will meet with both their Supervising AP and the Principal to establish their professional goals for the school year.

During the pre-observation conference, teachers bring all relevant data including, how the task will be differentiated for ELL students.

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?

The ESL Teacher Liaison distributes a class list of the ELLs with their current English Language Proficiency Level to teachers in September because the NYSESLAT results are not available until the end of August even though the test is administered in May.

Then, she meets with teachers to analyze the NYSESLAT data and plan instruction. Each new student is required to have his/her parent complete a Home Language Survey and surveys of currently enrolled students are kept in their cumulative record folder. Teachers are informed of the results of this survey. Teachers are also given a list of newly identified ELLs. Bilingual and ESL teachers are provided with copies of the New York State Learning Standards for English Language Learners. Bilingual and ESL teachers were trained in September to use the Rigby program which is being implemented this year. -

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We will conduct a school-wide survey consistent to the city and state's aforementioned data to determine our specific gaps and challenges. Once analyzed, our school community will develop systems and professional development to address our findings.

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

Applicable Not Applicable To be determined

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?

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.

Possible topics for Professional Development may include:

- Review and interpretation of IEP's
 - Differentiated instruction consistent with IEP's
 - Classroom management and behavior modification
 - Identifying students who may be in need of services
-

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

One area of concern that our school is currently addressing is Behavior Intervention Plans which are not regularly included as part of the IEP. We recognize that a stronger emphasis needs to be dedicated to this issue. The team of Special Educators including the SBST will meet to discuss the findings above and collaboratively create a plan of action to ensure our school's proper protocol.

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

Applicable ~~Not Applicable~~

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We are finding that IEP's are still being generated without BIP's included for students who have documented patterns of behavioral challenges.

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. As part of our school-wide goals, behavior intervention and the creation of behavior plans will become a high priority. SBST members along with grade leaders and Special Education teachers will need to be trained in the creation of Behavior Intervention Plans.

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2009-2010 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

Additional Guidance: In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms?**

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-2010? How many new classrooms/class sections will be created for school year 2008-2009? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2008-09	# Classes Targeted	Projected Teacher-Student Ratio 2009-2010

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-0109, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-2010 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description: Academic Intervention and intensive individual intervention pull-out program provided by one F Status mentor who will work with small groups of identified, targeted children in Grade 2. Emphasis will be on phonics and phonemic awareness using the Wilson Reading System which is a highly-structured remedial program that directly teaches the structure of language using a multi-sensory approach. It provides systematic and cumulative instruction to teach total word structure for decoding and encoding. Oral fluency, automaticity, and comprehension through the reading of controlled and decodable text are emphasized. The program uses criterion based assessments built into the program to measure students' progress and success. The mentor will also provide guided reading instruction to designated small groups and conduct periodic assessments to measure progress and redefine goals accordingly. The mentor will articulate with the classroom teacher on a weekly basis to discuss student progress.

At the principal's discretion, the mentor will be available to work with small groups prior to the ELA and state mathematics tests based upon data from periodic and predictive assessments and teacher recommendation.

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009- 2010.

Details of Program Expansion: This program, in place since 2003, is being redesigned according to a review of the current data. Originally, the program targeted 3rd, 4th, and 5th students who had been held over. The first tier, that we are addressing are for those students who had been held over twice in a grade. For 2008-09, Grade 2 students will be targeted for intervention to provide additional instruction and remediation at an earlier time to decrease the hold-over population in Grades 3-5. If time permits, identified students in Grade 1 will also receive additional instruction and remediation. Coaches will provide services to targeted students in Grades 3-5 with support from the F Status mentor. We will continue to use the 3 coaches. We have also implemented meeting in which teachers and coaches meet and plan lessons and share good practice.

D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description: The mentor will also tutor individual students who have failed the ELA and/or the mathematics test and for whom portfolios are being prepared due to their hold-over status. Following the delivery of intensive individualized tutoring, students will be re-tested. Students' portfolios will be reviewed by the principal who will recommend promotion, promotion depending on summer school scores, or retention.

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-2010.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
 No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description: One additional coach and one senior teacher/mentor will provide targeted 1st and 2nd year teachers with modeling and professional development. Coach will model lessons and conferences, observe designated teachers and review lesson plans to provide feedback. The coach will ensure that new teachers know the curriculum and the standards for their designated grade.

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion: Funds will be used to purchase the services of an additional coach and a senior teacher/mentor. The model will change from one literacy and one Math Coach to three coaches, each of whom will be responsible for both literacy and math on grade clusters as follows: Grades Pre K-1, Grades 2-3, and Grades 4-5. Under this model, the coaches will be able to direct the writing of interdisciplinary units that make the necessary curriculum connections essential to students' progress toward achieving the standards. The Senior/Mentor Teacher will serve as a model of proven instructional practices and the teacher's classroom will be used as a model lab site available for observations by new and targeted 1st and 2nd year teachers. The Coaches and the Senior/Mentor teacher will also conduct professional development and offer a menu of Lunch and Learns designed to improve instructional practices.

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description: Three Literacy/Math Coaches will service teachers in clusters as follows: a Coach for Pre-K -1, Grades 2 and 3, Grades 4 and 5. In supervising the writing of Interdisciplinary Units they will work with their designated grade cluster to: write organizing centers for science/social studies based units, create calendars for unit completion, and compile resources and direct implementation by conducting model lessons, observing teachers, and providing professional development and/or assistance as directed by the principal. The Senior Teacher/Mentor's classroom will be used as a lab site where teachers throughout the school will be able to observe model lessons.

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion: The program is being expanded by adding an additional Coach and changing the method of delivery by replacing the existing Literacy and Math Coach with three Coaches who will be responsible for both Literacy and Math. The Senior/Mentor Teacher portion of this program is a newly implemented element which establishes a model classroom where teachers can actually observe good instructional practices.

D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
 No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
 No (If no, proceed to Section VI) Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
 No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

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/TitlePartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

ANSWERS FOR TITLE I SCHOOLS

1. Currently there are 43 students in Temporary Housing (STH students) attending P.S. 199X, 5% out of the total population of 768 students. STH students are present in all grades with the majority enrolled in grades 4 & 5.
2. Due to their status, STH students face unique issues that affect their adjustment to school. P.S. 199X is particularly attuned to these students needs and provides an extensive menu of services to assist them. These services include Academic Intervention (AIS), English Language Learners/English as a Second Language (ELL/ESL), Counseling, Speech, After-School and Extended Day. Out of the 43 STH Students, 17 receive AIS services, 8 receive ELL/ESL services, 5 receive counseling, 2 receive speech, 20 attend After-School programs, either SCAN, SCAN Title, II or III and title I. Ten of these students currently attend Extended Day. We hope to continue providing these services to our current STH population and to any newly enrolled STH students. Upon enrollment, each student's records are carefully reviewed to discern what services are needed and the school communities regularly with personnel at the temporary housing site. As per these discussions,, we adjust or add services as indicated to address any problems that may inhibit the student's academic progress and social adjustment.