



P.S. 310 EDUCATIONAL COMPLEX

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 10X310

ADDRESS: 260 W. KINGSBRIDGE ROAD, BRONX, NY 10463

TELEPHONE: (718) 796-9434

FAX: (718) 796-9528

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310 **SCHOOL NAME:** P.S. 310 Educational Complex

SCHOOL ADDRESS: 260 W. Kingsbridge Road, Bronx, NY 10463

SCHOOL TELEPHONE: (718) 796-9434 **FAX:** (718) 796-9528

SCHOOL CONTACT PERSON: Elizabeth Cardona **EMAIL ADDRESS:** Ecardon2

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Colon

PRINCIPAL: Elizabeth Cardona

UFT CHAPTER LEADER: Keeley Sasseen

PARENTS' ASSOCIATION PRESIDENT: Maria Esparza

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** ESA – (SFN10)

SSO NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Cardona	*Principal or Designee	
Keeley Sasseen	*UFT Chapter Chairperson or Designee	
Maria Esparza	*PA/PTA President or Designated Co-President	
Vanessa Cabral	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Josephine Louison	Member/Teacher	
Martina Meijer	Member/Teacher	
Maria Colon	Member/Teacher	
Mildred Perez	Member/Teacher	
Christina Iannaccio	Member/Teacher	
Julie Fernandez	Member/Parent	
Mercedes Suncal	Member/Parent	
Margarita Hernandez	Member/Parent	
Johana DeLeon	Member/Parent	
Jocelyn Cueto	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

The vision of the P.S. 310 Complex is a school community where all its members, parents, students, staff and community-based organizations work collaboratively to provide an instructional program that challenges every individual to reach higher standards. The ultimate goal of the Complex is to support the development of students, parents and staff as active and thoughtful learners, able to view themselves as lifelong learners in a multicultural world.

The P.S. 310 mission is based on the belief that all children can and will learn. We value each student, parent, staff member, business and community member and are respectful of each other's differences and build on each other's strengths. The learning and growth of each individual child will be the focus of all activity within the school community with the goal of ensuring that our students are ready to seek higher education in the future and will be prepared for the challenges of the twenty first century. In partnership with parents, students and staff and respecting the needs of each individual student, P.S. 310 will:

- Provide a safe, nurturing, child-centered environment
- Expect students to achieve high academic standards through a rigorous, integrated curriculum
- Recognize that the home/school connection is vital to the success of our children, and
- Be dedicated to the development of our children as productive and thoughtful learners who will become responsible, contributing members of a globe society.

P.S. 310 is located in the northwest section of the Bronx in District 10. The school has an enrollment of 700 students in grades Pre-K-5. Our school is divided into four mini-schools, each with an assistant principal, that offer smaller communities in which the staff can better provide the individualized attention that each child requires. This year we have restructured our organization to accommodate our expanding preschool program. One of our four schools has been designated an Early Childhood Center to ensure that students in our community are provided a positive well developed early start program. The four mini schools within our complex are the following:

- ◆ Early Childhood Center (E.C.C.) is committed to providing a child-centered, early start program for Pre-Kindergarten through first grade students that will develop students' social-emotional, academic and physical skills. Through an integrated curriculum rooted in language development, students will develop readiness skills to become confident learners. Students will be engaged in experiential and hands-on activities that promote thinking and build independence and students' love of learning.
- ◆ Achieving Reading Together Through the Arts (A.R.T.) promotes the theme of language and literacy through the arts and sciences. Through an integrated curriculum rooted in literature, students develop the ability to become creative learners and critical thinkers. By connecting literature with the arts, math and science, students learn the skills of reading and writing and use them to develop the life-long process of communication.
- ◆ Science and Literacy Academy (S.L.A.) promotes science inquiry where students can initiate short meaningful projects or long term inquiry of the world around them. The science curriculum is integrated with our literacy program in which students develop literacy through a holistic approach. The link with hands-on science inquiry, cooperative learning groups and technology helps to develop critical thinking and problem solving skills.
- ◆ Math and Literacy Together (M.A.L.T.) which is committed to providing a child-centered reading, writing and mathematics program that supports problem solving and critical thinking skills. In the MALT Academy teachers provide mathematical instruction that utilizes hands-on instructional strategies and activities that promote thinking and reasoning. Students enjoy mathematics as they build confidence and develop better understanding of mathematical ideas and concepts.

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. 310 Marble Hill								
District:		10	DBN:		10X310	School BEDS Code:		321000010310		
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:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09			
Pre-K	0	32	35		93.4	93.0	93.7			
Kindergarten	106	110	125	Student Stability - % of Enrollment:						
Grade 1	114	103	108	<i>(As of June 30)</i>	2006-07	2007-08	2008-09			
Grade 2	135	108	110		89.7	89.4	92.2			
Grade 3	117	108	118	Poverty Rate - % of Enrollment:						
Grade 4	128	108	118	<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
Grade 5	129	125	113		88.2	79.1	83.4			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09			
Grade 8	0	0	0		6	5	39			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
Grade 11	0	0	0		15	27	24			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
Total	729	711	722							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09			
# in Self-Contained Classes	35	31	28	Principal Suspensions	21	5	16			
# in Collaborative Team Teaching (CTT) Classes	14	23	43	Superintendent Suspensions	1	4	2			
Number all others	59	59	58	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	71	51	46	Number of Teachers	53	57	65			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	198	206	190							

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	15	0	11	Number of Administrators and Other Professionals	8	15	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
				% more than 2 years teaching in this school	49.1	57.9	64.6
				% more than 5 years teaching anywhere	49.1	45.6	38.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09		75.0	75.0	75.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	14.7	13.8	12.5		88.0	87.3	96.0
Hispanic or Latino	80.4	81.2	82.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	1.7	2.1				
White	3.0	3.4	3.2				
Male	53.4	55.6	54.0				
Female	46.6	44.4	46.0				
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		X	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		√ ^{SH}	√	√			
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:	97.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	11.6			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:	17.2			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	59.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9.8						
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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Trends:

- We have had a 12% increase in our English Language Arts (ELA) scores for the 2008 academic year, moving from 43% at Level 3 or above, to 55%.
- We have had a 10% increase in Special Needs students and an 11% increase in English Language Learner (ELL) students meeting grade standard allowing us to meet safe harbor targets for both subgroups.
- We have had a 14% increase in our mathematics scores for the 2008 academic year, moving from 72% at Level 3 or above to 85%.
- We have had a 19% increase in the number of Special Needs students in mathematics meeting grade level and a 12% increase in ELL students meeting grade level.
- Currently, 65% of our 5th grade students are performing at or above grade level in the Social Studies test, a 9% increase in performance from 2007.
- In 2009, 73% of our 4th graders scored at or above grade level in science, a 7.5% increase from 2008.

Accomplishments:

- Expansion of Pre-Kindergarten program for 2009-2010 school year.
- Sustained reduced class size.
- Further development of after school enrichment programs to include collaboration with Midori and Friends providing students with instrument instruction.
- Further development of school inquiry team and the development of inquiry teams in each mini school.
- Significant increase in parent participation rates.
- Improved outcomes in school survey.
- Continued implementation and supplementation of Reading First program with limited financial support.

Barriers:

- Special education students are bused to the school, thereby making it harder for them to attend after school and Saturday programs designed to help them to improve.
- Having to test students who have been in the country for only one year and do not have sufficient English language development to perform proficiently on state tests.
- Providing differentiated instruction for Special Needs students while still meeting grade level standards.
- 65% of teachers have less than 5 years of experience.
- Student mobility: students take early and/or extended vacations.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal#1: By June 2010, students will approach, meet or exceed performance standards in the area of literacy with an emphasis on differentiated instruction by way of goal setting and increasing rigor in all activities. This goal will be measured by improvement in ELA state test results by 8-10% and by reviewing student portfolios.

Goal # 2: By June 2010, students will approach, meet or exceed performance standards in the area of mathematics by emphasizing the process strand of the math standards in order to increase academic rigor in all activities. This goal will be measured by a 5% improvement in state test results or predictive results and a review of student portfolios.

Goal #3: By June 2010, 90% of teachers will be involved in professional development focused on the use of data and goal setting to differentiate instruction and further development of mini school inquiry work focused on the continued development of best practices, as measured by agendas, monthly walkthroughs, differentiated lesson plans, and student goal setting logs.

Goal # 4: By June 2010, all Special Education and English Language Learner (ELL) students will approach or meet performance standards by providing them with differentiated targeted academic by using data. This goal will be measured by achievement of Individualized Education Program (IEP) goals and or an increase of 5-10 points on student scale scores on state ELA test.

Goal #5: By June 2010, there will be a 25% increase in parent participation in the learning community as measured by sign-in sheets and agendas.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students will approach, meet or exceed performance standards in the area of literacy with an emphasis on differentiated instruction by way of goal setting and increasing rigor in all activities. This goal will be measured by improvement in ELA test results by 8-10% and by reviewing student portfolios.</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>Target Population: Grades Pre-K-5 Timeline: September 2009-June 2010</p>	<p>Responsible Staff: Coaches, Assistant Principals, AIS staff, and teachers</p>
	<p>Actions:</p> <ul style="list-style-type: none"> • Coaches will support teachers with unit development and outcomes using performance indicators as a guide. • Teachers will use performance indicators to create lesson criteria in the areas of reading and writing. • Teachers will use reading assessments such as Running Records, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Early Childhood Literacy Assessment System (ECLAS), Developmental Reading Assessment (DRA), and weekly comprehension assessments (K-3) to monitor progress of the students' independent reading level. • Teachers will use the writing continuum as a guide to monitor progress of the students' writing. • Teachers will use conferencing as a time to set goals with students using performance indicators. • All classes in grades 3, 4, and 5 will be adopted by a staff member that will work with small groups as well as support teachers in analyzing class data. • Teachers in grades K-3 will work to infuse comprehension strategies into the Reading First program. • Identified students in grades 3-5 will participate in the after school program for targeted test prep instruction. • Identified students in grades 3-5 will participate in the Saturday program for targeted test prep instruction. • Teachers will conference with students during the reading and writing workshops in order to improve 	

	<p>student performance.</p> <ul style="list-style-type: none"> • Teachers will use data from simulated assessments, in-class assessments, and conferencing to differentiate instruction. • Teachers will use effective questioning strategies to increase students’ level of comprehension and understanding. • Teachers will continue to implement guided reading best practices to improve students’ level of comprehension and understanding. • Teachers in grades Pre-K, K, and 1 will work to develop a system of tracking basic sight words as a way of building student vocabulary. • Teachers will implement the following programs based on appropriateness of the grade: RAZ for Kids, Soliloquy, Voyager, and Ticket to Read. • Teachers will continue to work on practicing the work of the core and mini-school inquiry teams. • Teachers will collaborate with Academic Intervention Services (AIS) providers, Special Education Teacher Support Services (SETSS) providers, school counselors, English as a Second Language (ESL) teachers, and any other specialist.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Literacy Coach (Title I) • Writing Coach (C4E) • Supplemental Education Services (SES Provider) • Australian and United States Service in Education (AUSSIE) Consultant • Learner-Centered Initiatives (LCI) (Title I) • Teacher collaboration with grade level colleagues
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Simulated Assessments – Fall, Winter, Spring • Acuity Tests (1 Predictive and 2 ITAs) • Conferencing notes tied to student goals • Comprehension quizzes weekly • DRA – (September, February and June) • Running Records (November, March, May) • DIBELS: October, January, June • ECLAS: September and May • Writing Continuum – September, January, June • Portfolio pieces (Every six weeks) • Reflections <p>Projected Gains: An increase in one level after each administration of the DRA in grades 4-5. In grades K-3 students will increase from 2 to 4 Fountas Pinnell levels by the end of the year. At least one level after each administration.</p>

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students will approach, meet, or exceed performance standards in the area of mathematics by emphasizing the process strands in order to increase academic rigor. This goal will be measured by a 5% improvement in state test results or predictive tests, and a review of student portfolios.</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>Target Population: Grades Pre-K-5 Timeline: September 2009-June 2010</p> <p>Actions:</p> <ul style="list-style-type: none"> • Teachers will use an open-ended question each week. • There will be math investigation for each unit. • All classes in grades 3, 4, and 5 will be adopted by a staff member that will work with small groups as well as support teachers in analyzing class data. • Teachers will work after-school with students in grades 3-5 for targeted test prep instruction with groups created based on student need. • Identified students will participate in the Saturday program for targeted test prep instruction. • Teachers will use data from simulated assessments, in-class assessments, and conferencing to differentiate instruction. • Teachers will use standard-based assessments to identify student need. • Teacher will create smart goals with students to introduce unit based on performance indicators. • Teachers will use conferencing as a time to set goals with students. • Teachers will use a region-created baseline to help guide and plan for instruction. • Teachers will collaborate with AIS providers and SETSS teachers using individual student reports. • Teachers will encourage the use of manipulatives and process charts as resources for improving best practices. • Teachers will use math timelines for important supplemental material as well as key ideas to focus on. • Teachers will have students reflect at least three times a week. • Weekly quizzes will be given to assess performance indicators taught that week. 	<p>Responsible Staff: Coaches, Assistant Principals, AIS staff, and teachers</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach(C4E) • Supplemental Education Services (SES Provider) • Australian and United States Service in Education (AUSSIE) Consultant (Title 1) • Teacher collaboration with grade level colleagues
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Simulated Assessments – Fall, Winter, Spring • 2 ITAs and 1 Predictive • Conferencing notes – tied to student goals • Portfolio pieces (Every six weeks) • Reflections • ITAs • Predictives • Goals and Unit Assessments – tied to performance indicators <p>Projected Gains: A minimum of a 3% increase on each simulated test administered three times a year.</p>

Subject/Area (where relevant): Literacy – Special Education and ELL Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, Special Education and English Language Learners (ELL) students will approach or meet performance standards by providing them with differentiated targeted academic interventions. This goal will be measured by achievement of individualized Education Program (IEP) goals and or an increase of points on student scale scores on the ELA state test.</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: Special Education and ELL students Responsible Staff: ESL consultant, all Assistant Principals and all classroom teachers</p> <p>Timeline: September 2008 – June 2009</p> <p>Actions for English Language Learners (ELLs):</p> <ul style="list-style-type: none"> • We will continue to focus our inquiry studies on our ELLs, both school-wide and on the mini-school level during our meetings. • Grades 4 & 5 teachers will participate in a study about Guided Reading specifically focusing on developing effective questioning to support comprehension skills for our ELLs. • We will continue to use guided reading strategies and interventions, including Soliloquy, Readers Theater, Ticket to Read, and Voyager. • Levels 1 and 2 children will participate in Extended Day (T, W, Th) and will be invited to participate in After School programs on the same days. • Our Saturday program will be offered for ELLs and Special Education students.

	<ul style="list-style-type: none"> • Our English as a Second Language (ESL) teachers will use more progress monitoring (Running Records and Acuity). • We will continue to provide early language intervention to our Pre-K students. • We will improve communication between ESL teachers and General Education teachers. • Classroom teachers will share weekly lesson objectives with ESL teachers. • We will ensure that all classrooms have an active listening center available to students. • We will identify and implement use of writing program to support our reluctant writers. • We will identify and implement the use of a technology program. • We will explore the use of various strategies to increase writing volume (for example use of five minute free writing). <p>Actions for Special Education:</p> <ul style="list-style-type: none"> • Periodic meetings for Special Education teachers and Special Education team. • Saturday Academy. • Students will work with the organization Puppety in Practice for grade 3. • Behavior support plan (Instructional Support Team [IST] meetings). • Using technology to differentiate instruction in Special Education classrooms <ul style="list-style-type: none"> -use of Smartboards -use of computer programs for math -use of Gr. K-3 Learning A-Z • Identify and implement use of writing program to support reluctant writers. • Extended day reading and math. • Improving communication between General Education teachers and Special Education Teacher Support Services (SETSS). • Special Education Consultant to be recruited to support teachers with lesson tiering. • Development of scaffolded calendar aligned to state standards and performance indicators.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> • Title I • Inquiry Funds • Fair Student Funds • Title III <p>ELL Professional Development:</p> <ul style="list-style-type: none"> • We will increase the amount of push-in services for ELL students. • We will offer more intervisitation opportunities for our ESL teachers to observe best practices. • Teachers who are involved in Inquiry Team activities will turnkey to their peers. • Training on the use of data to differentiate instruction.

	<ul style="list-style-type: none"> • ESL teachers to be involved in training on differentiation and lesson tiering. • Training on the New York State English as a Second Language Achievement Test (NYSESLAT) and strategies for improving writing with use of rubric and exemplars • Training on question development to enhance accountable talk – distinguishing between convergent and divergent questioning. • Training on ESL strategies and using multiple modalities to enhance language development. <p>Professional Development for Special Education: Professional development on the following topics:</p> <ul style="list-style-type: none"> • Writing IEPs using technology • Interpretation and use of IEPs • Using IEPs to differentiate instruction • How to write a behavior support plan • Using technology in a special education class • Using data to develop scaffolded lessons. (Lesson Tiering) • Effective Collaborative Team Teaching • Monthly meetings with our Special Education teachers • Continued work on differentiation with an emphasis on lesson tiering
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • IEPs • Low inference observations • NYSESLAT results, Interim ELL Periodic Assessment • Calendars <p>Projected Gains: An increase of one Fountas & Pinnell level after each administration.</p>

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 90% of teachers will be involved in professional development, focused on the use of data and goal setting to differentiate instruction and the further development of mini-school inquiry work focused on the continued development of best practices, as measured by agendas, monthly walkthroughs, differentiated lesson plans, and student goal setting logs.</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: Grades Pre-K-5 Timeline: September 2009-June 2010</p> <p>Actions:</p> <ul style="list-style-type: none"> • Weekly grade study meetings, totaling four a month. Meetings will be focused on reading/writing, math, science, and social studies. 	<p>Responsible Staff: Coaches, Assistant Principals, Principal, all staff, and teachers</p>

	<ul style="list-style-type: none"> • Teacher leaders to help facilitate grade study meetings and development of teacher best practices. • Weekly academy meetings where inquiry work will be studied. • Morning book clubs on topics that are identified as a school need. Some may focus on conferencing, differentiated instruction, and critical thinking. • Professional development on the development of Specific, Measurable, Attainable, Realistic, Time-bound (SMART) Goals. • Use of lab sites and intervention to encourage effective goal setting practices. • Turnkeys of outside of school meetings where teachers/coaches/assistant principals attend. • Increasing teachers use and understanding of technology and how it can assist with differentiated instruction. • Professional development on the use of Acuity to analyze and differentiate instruction. • Use of the Achievement Reporting and Innovation System (ARIS) to form a learning community for the sharing of ideas. • Workshops on the concept of tiering to differentiate instruction. • Teachers will share best practices through labsites, inter-visitations, and at staff conferences/meetings. • Inquiry update from each mini-school will be presented during staff conferences. (Each academy and the core team will be given the opportunity to share two times during the year, in addition to the June professional development day.) • Teachers will participate in professional development on the implementation of critical thinking activities in the classroom. • Teachers to attend the Children First Intensive (CFI) math calendar day.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Literacy Coach grades 3-5 • Math Coach grades K-5 • Writing Coach grades K-5 • Reading First Coach grades K-3 • Grades K-5 Teacher Leaders • AUSSIE Consultant • LCI
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Learning walks • Agendas (academy meetings and grade study) • Teacher formal observations • Coaches' summary reports

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal 5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 25% increase in parent participation in the learning community as measured by sign-in sheets and agendas.</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>Target Population: Parents Responsible Staff: Teacher, Parent Coordinator, Coaches and Counselors</p> <p>Actions:</p> <ul style="list-style-type: none"> • Grades 3 & 4 parents will receive a calendar providing important curriculum information. • Parent meeting will be held for parents of students in Grades 3-5 to focus on the ELA and Math tests. • Parent Workshops to support parents of students in grades K-2 with literacy and math development. • Parent Workshop on science and social studies content area instruction. • Weekly meetings for parents on both curriculum and life skills, such as nutrition, health and fitness, CPR, fire prevention, etc. • Parent arts & crafts workshops. • Parent outreach prior to parent/teacher meetings. • Parent luncheon twice a year. • Parents will be invited to assemblies and school events. • Parents will be invited to classroom celebrations and will participate in class trips. • Training for parents on Internet use to support student learning and the ARIS system. • Community activities (i.e. Multicultural Fair). • Saturday ESL classes for beginners. • Development of a family resource lending library – parent volunteers.
<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>Resources:</p> <ul style="list-style-type: none"> • Community organizations (i.e. hospital) • Coaches, counselors conduct workshops • Title I • Title III • Teachers, Coaches, Assistant Principals
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Instruments/Periods of Review:</p> <ul style="list-style-type: none"> • Parent/teacher conference sign-in sheets summary • Parent Surveys • Parent Monthly Calendars • Parent Coordinator’s Bi-Yearly Attendance Summary Report

	<p>Other Forms of Documentation:</p> <ul style="list-style-type: none">• Agendas and sign-in sheets after each meeting <p>Projected Gains: 25% increase of parents across the spectrum of parent involvement opportunities based on a review of the Parents' Association attendance, workshop attendance and parent/teacher conferences participation.</p>
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	27	20	N/A	N/A	0	2	6	1
1	35	40	N/A	N/A	1	5	10	2
2	28	24	N/A	N/A	4	5	14	1
3	37	33	N/A	N/A	2	2	8	2
4	50	12	50	0	3	1	8	0
5	60	26	0	60	11	8	12	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Academic Intervention Specialist and other support personnel will provide AIS in reading and writing during the school day. AIS Specialist will work with Levels 1 and 2 students in groups of 5 to 6 students utilizing programs that target students’ academic needs. Programs such as: Voyager Passport and Ticket to Read on-line, Ladders to Success, Soars to Success, Soliloquy, Classroom Connections Skills Bag, Foundations, and Wilson will be utilized to support our at-risk students. • Teachers will provide additional literacy and mathematics instruction in an extended day program three times a week to support Levels 1 and 2 students. Teachers will provide instruction through an integrated approach aligned with the regular school day program. • ESL and bilingual teachers will provide daily ESL instruction to eligible English Language Learners. Program such as: Harcourt Intervention, Star Fall.com, and English Language Learners Trophies. • Teachers will provide additional literacy instruction during the afterschool three times a week to support Levels 1 and 2 students utilizing Targeted Reading and Math Intervention Programs. • Several after school classes on Saturday will be targeted to support English Language Learners. • All Levels 1 and 2 students were invited to attend the Afterschool Program. The students will receive support in reading comprehension as well as writing.
Mathematics:	<ul style="list-style-type: none"> • Teachers will provide literacy and mathematics instruction in an Extended Day Program (during after school Tuesday, Wednesday and Thursday) to support Levels 1 and 2 students. • Teachers will provide instruction through an integrated approach aligned with the regular school day program. Programs such as Every Day Math Games, Tables and Graphs, Math Steps, and Fast Math Program on-line will be utilized to support our at-risk students.
Science:	<ul style="list-style-type: none"> • Classroom teachers will provide small group instruction in science by integrating content area throughout the curriculum. • The science teachers will use the scientific method to provide hands-on instruction. • The 3rd-5th grade science teacher will provide science in the science lab. • Higher order thinking skills will be infused throughout the curriculum. • The 4th grade students will participate in a hands-on science intensive practical test preparation.
Social Studies:	<ul style="list-style-type: none"> • 5th grade classroom teachers will provide extra tutoring classes for those students who require DBQ (document-based questions) during extended day 3 times a week (Tuesday, Wednesday, and Thursday). • Use of teleconferencing to enrich 3rd and 4th grade curriculum.

	<ul style="list-style-type: none"> • 4th and 5th grade teachers will utilize the social studies Houghton Mifflin Harcourt Program during the day to support our at-risk students.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Guidance Counselor will provide small group counseling support once a week to students who exhibit social and emotional difficulties. • Peer Mediation.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • School Psychologist works one-on-one with students who are at risk which includes building up their coping skills and consulting with teachers. Main focus is testing and evaluation of initial triennials and re-evaluation of cases.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Offers individual support to at-risk children with academic, social and emotional needs as per our 201 and 214 reports. Parent contact is essential as well as providing referrals to outside agencies to request services of support.
At-risk Health-related Services:	<ul style="list-style-type: none"> • School nurse provides health services to students as needed.

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.

PS 310's LAP Narrative is attached

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) Cycle 1 (3-5) Cycle 2 (2-5) **Number of Students to be Served:** 110 **LEP** 0 **Non-LEP**

Number of Teachers 7 **Other Staff (Specify)** 1 Assistant Principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 310 is committed to supporting our English Language Learners to further develop their literacy skills. A review of our ELL Periodic Assessment data showed that a majority of our students (97%) were in level 2 and 3. Students showed deficiencies in the area of reading and writing area. These findings were consistent with our NYSESLAT data, which also showed a weakness in these two areas. A review of our English Language Learners' performance on last year's ELA showed that only 33% of our ELLs were on grade level with the majority of our ELLs being on level 2. In mathematics our ELLs fared better with 71% being at or above grade level. In mathematics we need to continue to support our ELL students to articulate their mathematical thinking particularly in writing. To support our students to meet grade level standard, we will create a two-cycle Program:

The first cycle (12 sessions beginning on Saturday, December 19, 2009 and ending April 10, 2010, from 8:30-11:30 a.m.) will focus on increasing students' English Proficiency using ESL strategies to build students' listening, speaking, reading and writing skills with special attention to preparation for the New York State English Language Arts Test using **Ready Set Go!**. Students will be involved in listening, vocabulary development, guided reading and test preparation work in English. 110 English Language Learners in grades 3-5 will participate.

Students will receive a 2-hour Literacy Block:

MAY 2009

- Read Aloud – Listening with Purpose
- Mini Lesson – Comprehension Strategy and Vocabulary Development Using Comprehension Skills Bags by Benchmark
- Small Group Work (Guided Reading)
- Sharing
- Test Sophistication – Writing for the ELA, use of graphic organizers to develop writing pieces

Students will also receive one hour of intensive math instruction using the following workshop model:

- Mini Lesson – with active engagement and opportunity for accountable math talk and vocabulary development
- Small Group work (Guided Practice and Independent Work)
- Sharing

Teachers will use ESL strategies to develop students’ mathematics skills by way of focusing on accountable talk and writing in this content area. Math literature and math manipulatives will be used to support the further development of all four communication strands and to support students with explaining their mathematical thinking. Students will work on explaining the process of their mathematical thinking and writing as well as in writing using **Empire State Mathematics** materials. 110 English Language Learners in testing grades will participate.

The second cycle will focus on using ESL strategies to support students with their language development with special attention to preparing students for the NYSESLAT Test. Students will be involved in activities to strengthen all four strands of English Communication skills: listening, speaking, reading and writing. Students will be involved in listening, guided reading and independent reading activities. All students will use **Empire State NYSESLAT** prep materials. (110 students will participate starting on April 17, 2010 and ending on May 22, 2010.)

All programs will be delivered by highly qualified ESL licensed teachers. Our goal for each of these intensive cycles is to ensure that all our English Language Learners are well supported to improve English competency in order to be prepared to reach standard on state assessment tests.

Parental Involvement

In addition, parents (approximately 25) will be invited to attend ESL classes for beginners during the time that their children are involved in our program. ESL workbooks will be used to support instruction. ESL class will meet from 8:30-11:30 a.m. for 18 Saturdays starting December 19, 2009 and ending May 22, 2010. Course will be provided by a certified ESL teacher.

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.

All ESL teachers involved with this program will have a 2-hour study group session to discuss English Learners Academic Literacy & Thinking by Pauline Gibbons. In addition, Title III teachers will meet for one half hour prior to each session to review student data and ensure that strategies are differentiated to meet student needs.

Form TIII – A (1)(b)

School: P.S. 310 BEDS Code: 321000010310

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Saturday School Per Session	\$18,858.42	Per session for Saturday Program First cycle- 12 sessions and Second Cycle- 6 sessions for a total of 18 sessions Teacher Per Session \$49.89 an hour x 3 hours per day = \$149.67 \$149.67 a day per teacher x 7 teachers x 18 sessions = 18,858.42 Cycle 1 \$12,572.28 + Cycle 2 \$6,286.14 = \$18,858.42
Per Session for Teacher Study Group	698.46	Teacher Study Group – 2 hours @ 99.78 x 7 Teachers
Parent ESL Class	2,694.06	One teacher for Parent Beginners ESL Class on Saturday for 18 sessions from 8:30-11:30 a.m. \$49.89 an hour x 3 hrs. = 149.67 x 18 sessions = 2,694.06
Materials	\$12,061.06	<ul style="list-style-type: none"> • Playaway Recorded Books to support students further develop listening skills. • <u>Empire State NYSESLAT</u> • <u>Empire State Mathematics</u> • <u>Ready Set Go! ELA</u> • Guided Reading Books
Educational Software (Object Code 199)		
Travel		
Materials for Parent ESL Class on Saturday	\$1,000.00	Materials for Saturday ESL class for parents <ul style="list-style-type: none"> • Downtown Textbook/workbook package Level 1 • Velazquez Spanish and English Dictionary (Pocket Edition)
TOTAL	\$35,312.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - Parent Coordinator serves as liaison with parents in identifying translation needs
 - Parent Surveys provide further information
 - Parents on the SLT also offer input
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.

All written communication to the home is translated by the secretary into Spanish, as 78% of our population is Hispanic.

- Parents appear to be well satisfied with the written communications in Spanish
- Translation is provided in all school meetings and conferences
- The availability of translation for all meetings and conferences is regular
- Parent Coordinator works together with PA President to communicate information to parents
- Assistant Principals, Guidance Counselors and School-Based Support Team also provide translation services during conferences when needed

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.
 - All memos and letters will continue to be translated by school staff

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.
 - Oral translation will be offered at meetings by bilingual parents, school aides, Assistant Principals, guidance counselors and School-Based Support Team
 - During parent/teacher conferences, an out-of-classroom bilingual teacher is stationed on every floor to assist in translations, as needed
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Informational posters were placed in strategic entrance locations in areas throughout the building informing parents about translation interpretation services. In addition, flyers were available in information display in school's lobby.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	583,544	321,672	905,216
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,835		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,217	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,177		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		16,084	
6. Enter the anticipated 10% set-aside for Professional Development:	58,354		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		32,167	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.2

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

P.S. 310 is committed to providing instruction by highly qualified teachers. We have worked aggressively to seek collaborations with local colleges and universities to ensure that all newly hired teachers are appropriately certified. By way of our collaboration with Manhattan College we have been able to hire highly qualified teachers to fill shortage area positions, such as special education. In addition, by way of Title I funds we have been able to help teachers pay for college courses needed to complete their certification requirements.

We also support our teachers by providing monthly professional development opportunities during and after school to further support their growth and ensure that they are acquainted with the curriculum and state standards. We provide teachers with opportunities for intervisitations and coaching support throughout the year. These strategies are helping us to increase our level of highly qualified teachers and we project that we will meet our 100% target by next year.

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

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

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

Parental Involvement Policy:

I. General Expectations

PS 310 agrees to implement the following statutory requirements:

- The school will implement programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and to the extent practicable and in a language parents understand.
- The school will involve the parents in decisions about how 1% of Title I funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in meaningful communication involving student academic learning and other school activities, including to ensure—
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;

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

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

1. PS 310 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parent Coordinator will meet with the P.A. board, get input and bring it to School Leadership Team
2. PS 310 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - An orientation meeting will be held early in the fall for parents to inform them of the Title I Comprehensive Education Plan (CEP, No Child Left Behind Legislation (NCLB), the School Budget and other school-wide project initiatives)
 - Parents will be provided with information about standards and assessment during parent meetings
3. PS 310 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Preparing your child for the 5th grade social studies exam
 - Meeting your child’s social and emotional needs
 - Making Reading Fun Workshop
 - Preparing your child for the ELA
 - Childhood Obesity Workshop
 - Parent Math Workshop
 - Preparing your child for the NY State Math Test
 - Help Your Child Stay Healthy/Immunization
 - Child Abuse Prevention
 - Science Workshop
 - Cooking With Your Children
4. PS 310 will coordinate and integrate Title I parental involvement strategies with the following other programs:
 - Early Childhood Center will engage in student inquiry on how to increase meaningful parental involvement in Pre-K and Kindergarten
 - Pre-school
5. PS 310 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with

the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- We will create annual bilingual family surveys
 - We will analyze the survey results and present them to School Leadership Team meeting
 - Survey results will be presented at P.A. meeting
 - Large parent calendar for door
 - Parent reminder upon entering in the morning
 - Email and website development
6. PS 310 will build the school's and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the community in order to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments
 - how to monitor their child's progress
 - how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Orientation Meeting
 - Parent Support Calendars for Grades 3, 4, & 5
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - Saturday Parent Academy (ESL)
 - Parent Workshops
 - Social Studies
 - Science
 - English Language Arts
 - Math
 - c. The school will implement and coordinate parent programs to build ties between parents and the school. The school will also educate its teachers, pupil services personnel, and other staff in how to reach out and work with parents by:
 - Staff Meetings
 - Career Day
 - Peace Day
 - Violin Recital
 - Open School Week/Book Fair

- Classroom Celebrations
 - First Grade Family Celebration
 - Student of the Month Recognition
 - P.A. meetings
 - September Orientation Meetings
 - Multicultural Fair
 - Assemblies/Year-End Performance
- d. The school will coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Pre-school Youngsters, Parents as Teachers Program, Public Pre-school and other programs, and conduct other activities, such as parent resource centers that encourage and support parents in participating in the education of their children, by:
- Parent Resource Center in Library
 - Outreach to Marble Hill and other local pre-schools
 - Meetings with Pre-school Parents
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format:
- Flyers will be translated
 - Website content will be available in Spanish
 - Ticket to Read Program

III. Discretionary School Parental Involvement Policy Components

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

- Involving teachers in the training of parents to support students;
- Providing necessary literacy training for parents from Title I, Part A funds;
- Paying reasonable and necessary expenses associated with parental involvement activities and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting at-home visits by school family worker;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership agendas. This policy was adopted by the PS 310 on 10/20/08 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/20/09.

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

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

School Parent Compact

PS 310, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school parent compact is in effect during school year 2009-2010.

Required School Parent Compact Provisions

School Responsibilities

PS 310 will:

1. Provide high-quality curriculum and instruction by ensuring that all teachers are well versed with state learning standards in all areas of the curriculum for the grade they are teaching. All teachers will be provided with continuous staff development to ensue that all units of study are aligned to state standards. In addition, teachers will use the workshop model to deliver instruction that support students in their

learning by delivering instruction that includes opportunities for modeling, practicing, small group differentiated instruction, sharing and reflection.

2. Hold parent/teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress Report – twice a year (January and May)
 - Phone calls – as needed
 - Notes home – as needed
 - Behavior reports – as needed on a weekly or daily basis
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Before school begins
 - During prep periods
 - At lunch time
 - After school
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Classroom celebrations
 - Field trips
 - Assemblies
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs. Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs will be explained to parents. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet parents of participating children.
11. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide an individual student report about the performance of their child on the State assessment in at least math, language arts and reading to each parent.
13. Provide timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day; and
- Come to school prepared to learn.

Signatures:

School

Parent(s)

Student

Date

Date

Date

(Please note that signatures are not required)

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The P.S. 310 Complex will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The meeting will convene at a convenient time for parents. A flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.
7. Provide an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the P.S. 310 Complex will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School	Parent(s)	Student
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**

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.

As part of the planning process the CEP, City Quality Review, Learning Walks and Progress Reports were reviewed. In addition, staff reviewed Acuity Data, current student test results, the Annual School Report Card, ECLAS-2 scores, DRA results, Running Records, Reading First monitoring report, and student portfolios. School-wide and grade-specific strengths and weaknesses were identified.

The School Leadership Team participated in a workshop to review CEP priorities, monitor the current year’s success at implementing the current CEP, and then analyzed statistics from the 2008 tests to set new priorities for 2008-09.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

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

The following methods and strategies are offered:

- Voyager – Passport (intervention for at risk students)
- Trophies/Trofeos – Harcourt Reading First
- Wilson Reading Program (intervention for our Special Needs Students)
- Great Leaps (intervention for our at risk students)
- After school(test prep for at risk students)
- SES Provider (BELL) (after school program for K-5)
- Small group math (for levels 2 and 3 students)
- Extended Day (reading and math support for at risk students)
- Soar to Success (AIS, SETSS)

Enrichment through

- Music/Instrument
- Science Club
- Math Club

3. Instruction by highly qualified staff.

Instruction by highly qualified teachers:

P.S. 310 is committed to providing instruction by highly certified teachers. Working collaboratively with local universities and colleges, P. S. 310 has been able to develop a recruitment network. Currently, we have two schools that have sent student teachers to intern with us for a semester. This gives us the opportunity to support these colleges, as well as find potential highly qualified candidates to fill our vacancies. In addition, teachers participate in ongoing professional development at the school during and after school throughout the year. The P.S. 310 Curriculum Team has developed school wide curriculum calendars to support teachers in providing consistent and comprehensive instruction aimed at ensuring that students meet state and city standards. During teacher study groups, teachers work collaboratively to look at student work against the state and city standards and to discuss the implications for teaching.

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.

P.S. 310 is committed to providing high quality professional development to all teachers. Literacy and Math Coaches will provide professional development activities for the staff which are designed to meet the literacy and math needs of students. There will be training demonstrations and workshops conducted on a weekly basis for classroom teachers and continuous on-site training and support for staff members. Outside consultants will

provide additional professional development on implementing literacy and math instruction. Professional development will support teachers with in-class demonstration lessons, observation and conferencing. Study groups will provide teachers with opportunities to reflect on their practice and to share expertise with new and experienced teachers. Teachers participate in LAB sites and participate in discussions regarding observation of best practices and implications for their own instruction.

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

- Offer parent ESL program (Saturday)
- Implement a family resource lending library
- Provide parents opportunities to evaluate and provide feedback on school related issues through surveys, checklists and questionnaires
- Revise and implement the Parent Handbook
- Continue a Parent Volunteer Program with parent sign-ups for appropriate time slots
- Present a homework policy to parents that incorporates a Parent Responsibility section and defines ways that parents and teachers should monitor and provide feedback on homework
- Have weekly meetings on various topics to include life skills and how to support their children with academic work.

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

P.S. 310 has developed a relationship with the preschool programs that send students to its Kindergarten classes. Parents and children are invited to a Parent Orientation session which includes classroom visit in May during pre-registration. In addition, the Assistant Principal who supervises the registration process attends a Parent Information session at the neighboring preschool sites.

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

In all content areas, teachers are being trained how to use assessment data results to drive instruction and to develop differentiated lessons to meet the needs of specific subgroups and individual students

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.

In all content areas, teachers are being trained how to use assessment data results to drive instruction and to develop differentiated lessons to meet the needs of specific subgroups and individual students

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.

The school principal in collaboration with the School Leadership Team has the responsibility of ensuring that the federal Title I monies, state and city funds are integrated with other resources to serve all students.

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.

At risk students are offered guided reading, small group instruction, after school and Saturday classes.

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

The school principal in collaboration with the School Leadership Team has the responsibility of ensuring that the federal Title I monies, State and city funds are integrated with other resources to serve all students. The school has a teacher coordinator to work collaboratively with the SES provider to ensure alignment of program goals with school goals. School personnel work to ensure all compliance documentation is kept up-to-date for the nutrition program. In addition, our conflict resolution specialist works to implement anti-violence/anti-bullying lessons in all classrooms. The school nurse leads the Open Airways program for students with asthma. Parents participate in a Saturday ESL program.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
 - We were identified for Special Education students and English Language Learners.
 - The requirement that students are now being tested after only one year in the country has negatively impacted on the scores of the ELLs.
 - Most of our Special Education teachers have less than 5 years of experience.
 - Special Education students are bused in, making it difficult for them to stay after school for extra help.

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.
 - We will continue to focus our Inquiry Studies on our English Language Learners, both school-wide and on a mini-school level.
 - Our Core Inquiry Team will focus on Guided Reading practices, specifically focusing on developing effective questioning to develop comprehension skills for our English Language Learners.
 - We will continue our interventions, including Guided Reading, Soliloquy, Voyager and Readers Theater.
 - Levels 1 and 2 children will participate in Extended Day (T, W, Th) and will be invited to participate in After-School Programs on the same days.
 - Saturday Program is offered for English Language Learners, levels 1 and 2 students and Special Education students.
 - Our ESL teachers will become trained in the use of assessments such as DRA, Running Records and Acuity Data to monitor student progress and target instruction.
 - We will continue to provide early language intervention to our Pre-K students.
 - Special Education students in grades 4 and 5 will have one or more of the following interventions: Wilson Program, Soar to Success, Ladders to Success, Voyager Program.

¹ School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$583,544; 10% of Title I allocation = \$58,354.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Title I funds will be used to provide teacher professional development with consultants from Aussie in math and literacy, and ESL.
 - Funds will also be use for an LCI consultant to work on developing criteria for writing.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Teacher mentoring is provided by in-house coaches.
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.
 - Parent notification letter sent in English and native language of parents/guardians
 - Parent Association meetings
 - School Leadership Team meetings
 - Communication from the Parent Coordinator

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

The needs of our English Language Learners at P.S. 310 are addressed as follows: ESL teachers use the specific grade instructional calendars to support our ELL students develop language through the content area. Teachers of ESL students have access to ELL student data through acuity as well as MClass which allows access to DIBELS and ECLAS. ESL teachers in the early grades use Moving into English, the ESL component of the Reading First Program. In the upper grades, ESL teachers utilize authentic literature and content grade specific material to support the ELL students. In addition, in an effort to support ESL teachers with professional development, an AUSSIE Consultant to help ESL teachers plan lessons that support New York State Learning Standards for ESL.

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

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

Currently, our School Curriculum Team and School Leadership Team have engaged in conversation regarding these state findings and to what degree these findings are relevant to our school. Assistant principals also met with their respective academies in order to engage in small group discussions with teachers. We sought to hear from the different perspective of our school community in order to most effectively engage our school's position in relation to these findings. In the future, we intend to monitor our own progress in these areas by periodic surveys, in order to continue reflecting and monitoring our progress.

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?

This finding is generally not applicable to our school, although through our fact finding process we did conclude that there are some areas of concern which we are currently trying to address. In the area of the reading and writing, at P.S. 310, we have been involved for several years in the process of creating our own reading and writing pacing calendars to ensure that we are aligning our work to the state standards. We have worked on pacing and

unifying each grade thereby developing uniformity on expected time allocated for units and expected outcomes that are aligned to New York State Standards. In writing, teachers collaboratively work together to develop criteria charts and rubrics aligned to the standards for each writing unit of study. As we continue to analyze our work, we seek to increase the rigor of the work produced and to further clarify our expectations regarding student outcomes. In addition, we seek to further our curriculum planning work by continuing to look at our vertical alignment. Our goal is to have each unit of study building on the prior year's work thereby becoming increasingly more cognitively demanding in each grade. In addition, we seek to address gaps in the curriculum that may impede student success.

As a Reading First School, we have used the Trophies Program for grades K-3 and have used a balanced literacy approach in grades 4 & 5. The program is mostly aligned to the standards and addresses the seven areas outlined in the state standards: decoding, word recognition, print awareness, fluency, background knowledge vocabulary, comprehension, and motivation to read. We have had concerns regarding the program's effectiveness of teaching reading strategies that support student comprehension. This year we are addressing this through grade unit planning focused on ensuring that reading strategies are introduced in the lower grades. In the upper grades, teachers follow pacing calendars which were created with specific reference to the state performance indicators. All teachers plan collaboratively and determine what the teacher and student should do in each lesson. We use read alouds to address the listening standard in all grades. We place a particular focus on listening and note taking in the upper grades in preparation for the state test. We continue to work on addressing the speaking standard in all grades by way of integrating an active engagement part to each lesson where students are expected to discuss their work with a classmate.

1. To further improve student achievement at the start of every unit, all students engage in goal setting.
2. In addition, they have also received intervention stations which target the 5 components of reading.
3. To support the use of the classroom resources, teachers use data to plan for small group instruction and guided reading.

In addition, we encourage teachers to celebrate student work in classrooms and to have public celebrations where students can share their work with an audience of other students and/or parents.

P.S. 310 has benefited from having a variety of resources in each room. In the lower grades, teachers have all components of the Trophies program; Intervention Station, Voyager, Ticket to Read. Teachers have noted that the program's intervention resources are not appropriate for struggling readers. Teachers are encouraged to use other resources since we have extensive classroom libraries with a variety of genres, levels and author studies in each room. We continually seek to expand libraries and identify age appropriate and culturally relevant material to supplement classroom libraries.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process

strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

Currently, our School Curriculum Team and School Leadership Team have engaged in conversation regarding these state findings and to what degree these findings are relevant to our school. Assistant principals also met with their respective academies in order to engage in small group discussions with teachers. We sought to hear from our school community in order to most effectively engage our school's position in relation to these findings from different perspectives. In the future, we intend to monitor our own progress in these areas by way of periodically having our community respond to a survey, in order to continue reflecting and monitoring our progress.

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?

This finding is generally not applicable to our school. We are aware that the Everyday Mathematics program is not aligned to the New York State standards. The lessons go beyond the standards and omit some Performance Indicators included on state assessments. Teachers use the pacing guide while they plan. The pacing guide ensures that the teachers are aware of the performance indicator that needs to be addressed. It is important that the students are exposed to a higher standard but held accountable for the performance indicator. Teachers use supplemental materials to go further in depth for many performance indicators.

The lessons in Everyday Math address the process strands; however, they are not emphasized. The pacing guide points out the performance indicator that relate to the content strands, but leave out the performance indicators that relate to the process strands.

At P.S. 310, we continue to work on highlighting the process strands by requiring students to write math reflections. We recently held a workshop on writing in math. The teachers discussed the importance of having students reflect on their learning. The teachers have been asked to have students reflect two to three times a week in math. Many of the process strands are addressed when students reflect and write in math. All five process strands are addressed when students write math reflections. They are reflecting on the process of mathematical problem solving which relates to the problem solving strand. They develop and evaluate mathematical arguments and proofs which is the reasoning and proof strand. The communication strand is covered when they organize their mathematical thinking and use language of mathematics to express mathematical ideas. The students show understanding of how mathematical ideas build on one another to produce a coherent whole which addresses the connections strand. Finally, they create and use representations to organize, record and communicate mathematical ideas for the representation strand. Also, every grade is required to have five portfolio pieces. The teachers are working hard to create portfolio pieces and rubrics to include the content strands as well as the process strands.

One of our goals this year is to engage students in math investigations as well as open ended questions. This is an effective way to address the process strands. These projects will allow students to “gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve real life problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways”. The pacing calendar has a day built in for this. Every Friday, students are to be engaged in math centers or a related real life problem project. Students are asked to use what they know about math to solve problems. Students are making connections as they solve these problems. They can solve these problems in a variety of ways as long as they are able to justify and prove their answers. Students work in groups so they are engaged in mathematical discourse. Math investigations and open ended questions will be used this year to ensure that the process strands are being addressed.

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the

secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

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

Currently, our School Curriculum Team and School Leadership Team have engaged in conversation regarding these state findings and to what degree these findings are relevant to our school. Assistant principals also met with their respective academies in order to engage in small group discussions with teachers. We sought to hear from our school community in order to most effectively engage our school's position in relation to these findings from different perspectives. In the future, we intend to monitor our own progress in these areas by way of periodically having our community respond to a survey, in order to continue reflecting and monitoring our progress.

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?

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

2B – Mathematics Instruction

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

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

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

Currently, our School Curriculum Team and School Leadership Team have engaged in conversation regarding these state findings and to what degree these findings are relevant to our school. Assistant principals also met with their respective academies in order to engage in small group discussions with teachers. We sought to hear from our school community in order to most effectively engage our school's position in relation to these findings from different perspectives. In the future, we intend to monitor our own progress in these areas by way of periodically having our community respond to a survey, in order to continue reflecting and monitoring our progress.

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

Applicable Not Applicable

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

This finding is generally not applicable, in terms of instruction, to our school. We are currently working to address the concerns outlined in this finding. We are working with teachers to use the workshop model during the math block. This will encourage teachers to have a fifteen to twenty minute mini lesson. It will also emphasize the importance of the active engagement. The active engagement is necessary to create a more student centered classroom. The majority of the math block will be used for small guided group work. We are also working toward having teachers differentiate instruction to make this time more effective. This will allow students time to engage in activities and use manipulatives to support their learning.

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.

We are working with teachers on how to use manipulatives to teach math concepts. During grade study, teachers are working on effective ways to use manipulatives to move students from concrete to abstract ideas. This will allow for more student activity during the math block. In addition, we are also working to use technology to support math instruction. There is a Smartboard available for every academy. These provide great visual aids for students.

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

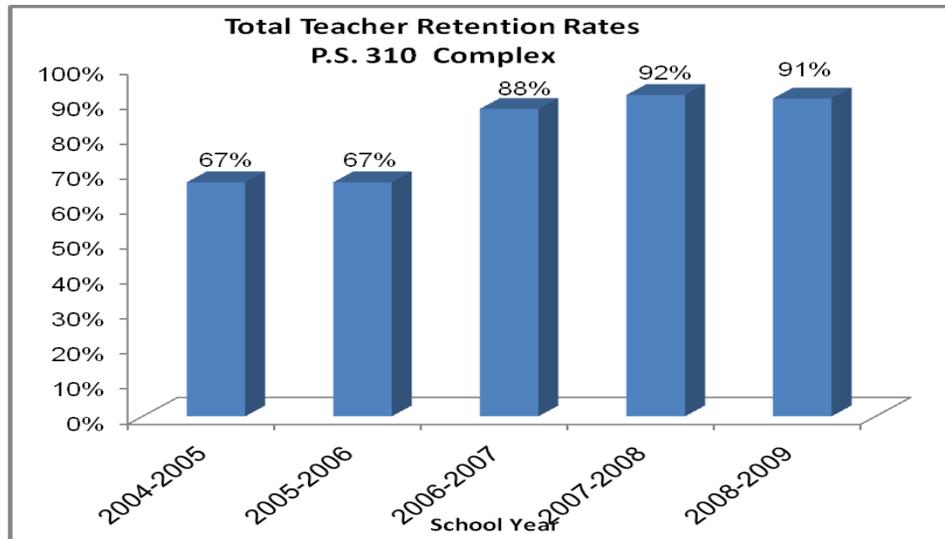
KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

An analysis of P.S. 310's historical teacher retention rate indicates that P.S. 310 has outperformed the audited schools studied. In fact, P.S. 310 has maintained its strong retention rate for three consecutive years. Since our "low point" in 2005, we have increased our retention rate 24 percentage points to 91% retained in the 2008-2009 school year.



Base: 66 total teachers in 2008-2009; "Voluntary attrition" was not counted in the calculation (i.e., LOA's or delays due to licensing issues.)

Certainly, the goal of increasing teacher retention is relevant to our school’s educational programs. For this reason, we closely monitor annual teacher retention. Our administration is equally focused on developing new teachers and retaining experienced teachers. For this reason, we continue to fine-tune our annual “temperature check” survey to identify drivers of satisfaction among teachers of varied tenure and specialties.

Certainly, the goal of increasing teacher retention is relevant to our school’s educational programs. For this reason, we closely monitor annual teacher retention. Our administration is equally focused on developing new teachers and retaining experienced teachers. We are fine-tuning our yearly survey to monitor teacher satisfaction and school’s next steps.

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?

We attribute P.S. 310’s sustained teacher retention to educational initiatives. Specifically, our initiatives enlist the support of teachers and parents, empowering them to benefit the students. To develop teachers’ practice, we offer professional development on a weekly basis, both on and off site. These opportunities include participation in in-house workshops as well as training from visiting consultants.

To enhance the parents’ contribution, P.S. 310 offers workshops to ensure an understanding of the curriculum. Another educational support integral to the school’s momentum is P.S. 310’s Conflict Resolution Program. This program addresses social and behavioral issues that students may encounter.

Finally, the organizational structure of the school itself (i.e., it is four academies) contributes to student and teacher communication with the administration. An assistant principal is assigned to each academy reinforcing the school’s safety plan. These factors foster an increase in teacher retention. We are confident our current programs and structure have promoted our success with teacher retention. We also suspect that a change in hiring may have contributed to an increase in retention. Developing relationships with local colleges and universities for student teachers to intern has resulted in potential staff members.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

Currently, our School Curriculum Team and School Leadership Team have engaged in conversation regarding these state findings and to what degree these findings are relevant to our school. Assistant principals also met with their respective academies in order to engage in small group discussions with teachers. We sought to hear from our school community in order to most effectively engage our school's position in relation to these findings from different perspectives. In the future, we intend to monitor our own progress in these areas by way of periodically having our community respond to a survey, in order to continue reflecting and monitoring our progress.

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

Applicable Not Applicable

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

P.S. 310 has offered teachers various opportunities for professional development in the area of English Language Learners in recent years.

P.S. 310's Bilingual and ESL teachers as well as selected general education teachers collaborated with Adelphi University and Dr. Lucia Buttarro. Throughout this collaboration, teachers who previously participated in ESL professional development continued their work with Dr. Buttarro to develop child-centered, language-rich classrooms to support English Language Learners. In addition, general education teachers with a high number of English Language Learners in their classrooms were also provided the opportunity to participate in this professional development opportunity to increase their awareness of the need of English Language Learners and appropriate teaching strategies.

In 2007-2008 academic school year P.S. 310 funded a collaboration with Learner-Centered Initiative and Diane Cunningham involving all teachers in a study about our ELLs. Teachers utilized an inquiry-based approach to help meet the needs of English Language Learners. All classroom teachers in grades K-5 participated in the year-long study. In an effort to support this work, P.S. 310's newly established Inquiry Core Team selected English Language Learners in grade four as subjects in an ongoing study to support overall academic improvement of English Language Learners. These students were tracked through grade five. Currently, our core inquiry team continues to study ELLs and two of our mini school inquiry teams are studying how to further support our ELLs with vocabulary development.

Our effort to continue providing professional development opportunities with respect to our English Language Learners continues in the 2008-2009 academic school year. P.S. 310 presently collaborates with AUSSIE ESL Specialist Cathy Conway. Ms. Conway supports ESL push-in teachers, ESL

self-contained classroom teachers as well as a CTT class with a high concentration of English Language Learners. Ms. Conway's work will be to support classroom teachers, push-in to ESL classrooms, and to assist in aligning ELA and ESL Standards when content planning.

In addition, P.S. 310 continues to support professional development and English Language Learners through individual Academy Inquiry Teams. These Academy Inquiry Teams, together with the P.S. 310 Core Inquiry Team, ensure 100% teacher participation in research and practice that will translate into successful students' academic performance. For the 2009-10 year we will be offering further training opportunities on ESL strategies by way of support from a consultant from Lehman College.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Currently, our School Curriculum Team and School Leadership Team have engaged in conversation regarding these state findings and to what degree these findings are relevant to our school. Assistant principals also met with their respective academies in order to engage in small group discussions with teachers. We sought to hear from our school community in order to most effectively engage our school's position in relation to these findings from different perspectives. In the future, we intend to monitor our own progress in these areas by way of periodically having our community respond to a survey, in order to continue reflecting and monitoring our progress.

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?

At the beginning of the school year all grade 1-5 teachers were provided with the NYSESLAT scores of the English Language Learners in their class. All teachers were provided with the raw and range scores for all the components of the NYSESLAT (i.e. listening, speaking, reading, and writing). All

Kindergarten teachers were given the R-LAB and Spanish R-LAB scores of the students in their class. Classroom teachers were then instructed on how to interpret the data and utilize the data for the planning and instruction grouping. ESL support teachers utilize language development test data in conjunction with classroom teachers to ensure alignment of instruction for second language development.

In addition, English Language Learners' academic progress is also monitored through various ELL interim assessments. Results are disaggregated to all teachers of applicable students. English Language Learners also participate in all other school wide interim assessments. In grades 3-5 teachers have been trained in "Acuity" to assist them in monitoring all students including English Language Learners.

Evidence that dispels this finding include:

- ✓ Evidence of planning for ELL instruction
- ✓ Evidence of data collection
- ✓ Evidence of ELL data for instructional grouping
- ✓ Evidence of ESL standards based ELL instruction

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

In order to assess the relevance of key finding number six, conversations were had with our school curriculum team, cabinet members and each of the four respective academies. Through these meetings we discussed the significance of the auditor's findings and the implications they have for our special education community. Through our discussions we identified similarities within key finding six and began to plan how we will address each implication with our school community.

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

Applicable Not Applicable

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

Based on the process we used to assess key finding six, we have deemed this finding applicable to our school community. Currently our special needs population has not made significant progress in the last six years. In 2003 9.1% of our students were scoring on grade level with only a 3.9% increase in 2008 on the ELA exam. In addition we have seen a 56.4% increase on the state math test in the last six years, with 39% of our special needs students scoring below grade level. We have discovered that many of our general education and special education teachers continue to be challenged with various types of instructional approaches that will help to increase access to the general education curriculum and improve the performance of students with special needs. Although a tremendous amount of time and effort is placed on creating grade appropriate units in all content areas school wide, more of an emphasis needs to be placed on how to differentiate those units for our special education population. Through classroom observations from the administrators, it is evident that many teachers struggle with the concept of differentiation, modification of lessons and the process of scaffolding instruction. Furthermore, although efforts are being made to increase the familiarity of IEPs and students' modifications and accommodations, we are continuing to ensure that this information is used to drive teachers' planning to meet the needs of each individual child. In addition, creating behavioral support plans for special needs students is an area where all teachers could benefit from.

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.

In order to address the relevant issues, we have begun creating a series of professional development workshops in order to build capacity in our building and meet the needs of our teachers and students. In addition, we are building a common meeting time in order to ensure that differentiation of instruction is ongoing and implemented. In August of 2008, a workshop was facilitated by an experienced special education teacher around writing Individual Education Plans. During the workshop an emphasis was placed on the development of environmental modifications and human/material resources located on page three of the IEP. In November of 2008, a specific workshop around the inclusion model will be facilitated in order to provide inclusion teachers with exemplar practices in order to negotiate this model effectively. In December of 2008, a workshop around interpretation and the use of IEPs will help to support teachers' understanding and familiarity of each plan. We will be using IEPs for differentiation of instruction and will address how modifications can be made in our everyday curriculum. We are also seeking to support teachers with the use of technology to provide rich learning experience. Additionally, throughout the school year, workshops were held on best practices of differentiated instruction.

To provide teachers with the knowledge and know how to create effective behavioral support plans for students, our Instructional Support Team and Academic Intervention Team will work in conjunction with the classroom teachers on the development of such plans. Teachers will attend weekly meetings to discuss student progress and various accommodations that can be made in terms of behavioral support. After each meeting, teachers will leave with a plan of action and a myriad of strategies for classroom implementation. Using resources such as the Prim Manual can serve as an informative document when creating such strategies. In addition, one week prior to annual and triennial reviews, our IEP team will meet with the classroom teacher, one week prior to annual and triennial reviews to go over the IEPs and help create behavioral plans if necessary or support the teachers in other ways.

To meet and address our needs, support from central would be greatly appreciated.

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

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

Please respond to the following questions for Key Finding 7:

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

In order to assess the relevance of key finding number seven, conversations were had with our School Curriculum Team, IST/Child Study Team, School Leadership Team, cabinet members and each of the four respective academies. Through these meetings we discussed the significance of the auditor's findings and the implications they have for our special education community. Through our discussions we identified similarities within key finding six and began to plan how we will address each implication with our school community.

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?

Based on our findings we have identified that key finding 7 is partially applicable. Progress has been made in developing the teacher's knowledge of accommodations and/or modifications that can be used for student success. We are ensuring that the alignment between goals, objectives and modified promotion criteria is included in the students' IEP and is correlated to the grade level assessments. Also, we are trying to make certain that students who have documented behavioral issues and concerns receive the necessary behavioral plan.

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.

Currently, we are trying to ensure that performance indicators for the grade are the determining factor in creating student objectives and goals and to sustain alignment between goals and state assessments. Teachers are being supported to evaluate each performance indicator by assessing the percentage of mastery. Creation of an IEP team is one way we are trying to maintain consistency around IEP goals and behavioral plans. This team, spearheaded by the supervisor of special education, will meet prior to annual and triennial reviews. Other members include resource room teachers, school base support staff and the classroom teacher for the student, which is under review. During the meeting times, support staff will work with the classroom teacher by reviewing the current IEP and ensuring that goals are relevant and behavioral plans are generated if necessary.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

As of October 14, 2009, we have 3 students identified as living in temporary housing.

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

Students are identified as living in a shelter upon registering with the secretary, on the computer, or by way of parental notification. The school secretary will contact our school counselor to provide the following supports:

- Counselors will meet with parent to provide assistance with the following:
 - Transportation (bus passes)
 - Making contact with community agencies
 - Provide student with counseling support if needed
 - Provide basic school supplies
 - Enroll student in afterschool program for academic support

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.