



PS 385
THE PERFORMANCE SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 07X385
ADDRESS: 750 CONCOURSE VILLAGE WEST BRONX, NY
TELEPHONE: (718) 292-5070 FAX: (718) 292-5071

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 385 SCHOOL NAME: Performance School

SCHOOL ADDRESS: 750 Concourse Village West Bronx, NY 10451

SCHOOL TELEPHONE: (718) 292-5070 FAX: (718) 292-5071

SCHOOL CONTACT PERSON: Lourdes Estrella EMAIL ADDRESS: Lestrel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lourdes Camacho

PRINCIPAL: Lourdes Estrella

UFT CHAPTER LEADER: Lourdes Camacho

PARENTS' ASSOCIATION PRESIDENT: Gregory Delts

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 SSO NAME: CFN 10/ESO 15

SSO NETWORK LEADER: Maria Quail

SUPERINTENDENT: Yolanda Torres

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
Lourdes Estrella	*Principal/Faculty	
Lourdes Camacho	*UFT Chapter Chairperson/Faculty	
Gregory Delts	*PA/PTA Co-President/Parent	
Leonore Cruz	Title I Parent Representative	
Chaira Salem	DC 37 Representative	
Wanda Garcia	Member	
Keisha Emanuel	Member	
Seran McGlothin	Member	
Khadejha Ketter	Member/Teacher	
Althea Keen	Member/Teacher	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Performance School 385 is an urban Pre-K to fifth grade school located in the South Bronx. Although P.S.385 is a newly redesigned school, which opened on July 1, 2008, the administrative leadership became unstable necessitating another change. Chancellor Klein, acting quickly, re-established stability by appointing an Executive Principal on February 2, 2009.

As a new school, the school's performance data is limited to baseline information. Currently the ELA data indicates that 43.0% of the total number students tested score at level 3 and above. In Mathematics, 58.0% performed at or above grade level. This new baseline data will have strong implications for instruction and we expect that the school's instructional focus will change to address the needs of all students.

Large portions of our students, approximately 80%, meet the eligibility requirements of free lunch. Currently there are 606 students attending the school, composed of 62.2 % Hispanic, 33.67% Black, 0.84% White and 1.35% Asian/others. The special needs population is composed of 11.62% students in a least restrictive environment, and 14.3% in a most restrictive environment, representing 25.93% of the total student population. The student stability rate is low in comparison to the city. Finally, the attendance rate is currently at 90.3 %.

For the 2009-2010 school year, it becomes necessary to redesign the instructional program by establishing two academies.

The *Learning to Read Academy* includes all of our Pre-Kindergarten to Grade 2 classes. An Assistant Principal, who reports directly to the Principal, will supervise it. The primary goal of *The Learning to Read Academy* is to ensure that by the end of the second grade all students learn to read and write proficiently, by developing a solid foundation in phonemic awareness, phonics, vocabulary, fluency, comprehension skills and writing. The Reader's Workshop model will be the setting by which all reading instruction takes place. The secondary goal of *The Learning to Read Academy* is to ensure that all students become proficient in mathematics. Using the Every Day Mathematics program will provide a strong foundation in mathematics.

In Science and Social Studies, the New York City Core Curriculum will begin developing an inquiry-based, problem-solving approach in grades Pre-K-5.

Technology becomes a natural component of our new instructional program. Twenty-seven classrooms, currently transformed into Smart classrooms in which Smart Board Technology becomes the focal point for the delivery of instruction. Each teacher will have a laptop to plan and deliver an interactive instructional program.

The *Reading to Learn Academy* includes all our third to fifth grades. An experienced Assistant Principal who is knowledgeable in using data to drive instruction supervises it and reports directly to the Principal. The goal of the *Reading to Learn Academy* is to provide an array of learning opportunities in content-rich activities such as Science and Social Studies. Data-driven literacy instruction forms the backbone of the *Reading to Learn Academy* curriculum. In addition to purposeful reading and writing activities, learning experiences at the Reading to Learn Academy promotes interdisciplinary and project-based outcomes.

Technology is infused throughout each unit of study. Teachers and students use technology to explore research, practice test readiness, and prepare in-depth reports and power point presentations on given topics.

Teachers will utilize the state standards and pacing guides for science and social studies and incorporate them into the reading and writing curriculum maps.

Our over-arching goal for the 2009-2010 school year is to establish a philosophically coherent instructional program for all students from grades Pre-K through grade five. Reflection on our program—review and revision—is a routine part of the work of faculty.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Performance School								
District:	7	DBN:	07X385	School BEDS Code:	320700010385				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7			11	
	K	√	4	√	8			12	
	1	√	5	√	9			Ungraded	√
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K			35				90.4		
Kindergarten			67	Student Stability - % of Enrollment:					
Grade 1			82	(As of June 30)	2006-07	2007-08	2008-09		
Grade 2			102				88.6		
Grade 3			107	Poverty Rate - % of Enrollment:					
Grade 4			107	(As of October 31)	2006-07	2007-08	2008-09		
Grade 5			95				86.6		
Grade 6			0	Students in Temporary Housing - Total Number:					
Grade 7			0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 8			0				17		
Grade 9			0	Recent Immigrants - Total Number:					
Grade 10			0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11			0				22		
Grade 12			0	Special Education Enrollment:					
Ungraded			13	(As of June 30)	2006-07	2007-08	2008-09		
Total			592						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes			82	Principal Suspensions			63		
# in Collaborative Team Teaching (CTT) Classes			17	Superintendent Suspensions			28		
Number all others			53	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:				CTE Program Participants			0		
(BESIS Survey)				Early College HS Program Participants			0		
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes			69	(As of October 31)	2006-07	2007-08	2008-09		
# in Dual Lang. Programs			0						
# receiving ESL services only			87	Number of Teachers			64		

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			12	Number of Administrators and Other Professionals			30
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			11
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)			0	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			43.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09				61.0
American Indian or Alaska Native			0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			86.2
Black or African American			34.1				
Hispanic or Latino			62.3				
Asian or Native Hawaiian/Other Pacific Isl.			1.4				
White			0.8				
Male			53.9				
Female			46.1				
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:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 385 is a brand new school. The 2008- 2009 school year was full of many challenges including new leadership, the hiring of new teachers, new programs and a new curricular philosophy. To further complicate matters, in February a new principal was assigned to the school in order to formulate and provide instructional leadership. The 2008 -2009 state assessments are the first performance assessments for this school and as such they can only be used as baseline data to indicate a beginning point for school improvement. An overview of the school's performance on state assessments in English Language Arts, Mathematics, Science indicates the following:

English Language Arts:

In grade three 44% of the students scored at levels 3 and 4; in grade four 36% of the students scored at levels 3 and 4 and in grade five 52% scored at levels 3 and 4.

Mathematics:

In grade three 73% of the students scored at levels 3 and 4; in grade four 49% of the students scored at levels 3 and 4 and in grade five 57% scored at levels 3 and 4.

Science:

In grade four 45% of the students scored at levels 3 and 4.

Social Studies:

In grade five 34% of the students scored at or above grade level.

An analysis of this baseline ELA information indicates that there is a need to provide early academic intervention services before students reach grade 3. There is a need for ongoing standardized formative and summative assessments to monitor student progress in grades one and two. At present, Teacher's College Reading and Writing Project assessments are the only standardized assessments currently in use in Kindergarten to grade 2. These assessments will be conducted four times a year in September, November, March and June and considered summative data. Formative running records will also be administered

to allow for interim progress reporting. This data will be used to differentiate instruction based on an analysis of reading behaviors at different levels of performance.

In grades three to five, the Interim Test Assessments (ITA), Predictive Test Assessment, and teacher-made assessments will be used to identify trends and guide instruction.

An analysis of this baseline Mathematics information indicates that students in grade 3 are performing well on the grade 3 State Test. However, further analysis indicates that only 2% of the students scored at level 4, 48% of students with special needs scored at levels 3 and 4 and only 66% of ELL students scored at levels 3 and 4. There is a need to strengthen student performance from level 3 to level 4 for the general education student and careful consideration for students with special needs as well as all ELL students.

Ongoing analysis of assessment data will be used to differentiate instruction. In grades K to 2 the teacher will use Every Day Mathematics tests to monitor student progress.

In grades three to five, the Interim Test Assessments (ITA), Predictive Test Assessment, and teacher-made assessments will be used to identify trends and guide instruction.

Each classroom will be supplied with technology tools to strengthen mathematics instruction. Incorporating technology in mathematics instruction will include the use of Smart Boards and desktop computers. An open access computer lab equipped with 28 desktop computers will provide opportunities for students to apply what they have learned.

Grade four is of particular concern in both ELA and Mathematics. There is a major drop in performance from grade 3 to grade four. This baseline information indicates that we must include:

- Early intervention with academic intervention services (AIS) given to identified at-risk students in both pullout and push-in programs.
- Professional development that meets the specific needs of the teachers.
- Continuous development of effective progress monitoring of student learning.
- Effective development and growth of cohesive curriculum mapping and lesson planning.
- Creating and maintaining time for articulation among the teaching staff, AIS and support service providers.

It is also very clear that a strong focus should be placed on increasing student achievement in performance levels 1 and 2 in all testing grades. This year, we are targeting students' specific academic needs and honing in on the specificity of instruction for struggling readers. Every classroom has set overarching class goals while simultaneously setting individual student goals as evidenced through formative and summative data, teacher observations and NYS standardized testing data, where applicable. Therefore, it is our intent to

- Develop the ability of our school community to work together cooperatively, collaboratively, with collegiality and camaraderie in a concerted effort to focus our students on excelling academically by establishing daily common grade preparation time.
- Demonstrate a 0.37 average change in student proficiency for level 1/level 2 in ELA.

- Demonstrate a 0.23 average change in student proficiency for level 1/level 2 in Math.
- Improve time on task by maintaining small class size in all grades, which increases interaction between student/student, and student/teacher. It facilitates flexible grouping, stimulates verbal communication among students, and creates an environment conducive for learning.

There is also a need to strengthen the instructional programs in Science and Social Studies. This year we have begun to implement the NYC Core Curriculum throughout the grades so as to establish a cohesive program which will scaffold from year to year and improve student performance on the Grade 4 and Grade 5 Standardized Tests.

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.

School Goals:

This year student performance indicators have formed baseline data for this school. We do not have comparison data to identify trends. Therefore our goals will be based on establishing target goals to demonstrate progress toward achieving state standards.

- (1) By June 2010, the general education student group in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 10% increase in students scoring at level 3 & 4 on the NYS ELA assessment.

After conducting a needs assessment of the schools performance data, we have decided that the general education student in grades 3, 4 and 5 must demonstrate progress on meeting state standards in ELA.

- (2) By June 2010, the ELL student group in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS ELA assessment.

Additionally, in each tested grade our ELL student population under performs all other sub groups and therefore the ELL student must demonstrate progress on meeting state standards in ELA.

- (3) By June 2010, the special education student group in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS ELA assessment.

It is further noted that in each grade our special needs students under performs all other sub groups. As a result we are setting goals for our special education student in order to improve performance and demonstrate progress toward meeting state standards in ELA.

- (4) By June 2010, the general education student group in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 10% increase in students scoring at level 3 & 4 on the NYS Mathematics assessment.

After conducting a needs assessment of the schools performance data, we have decided that the general education student in grades 3, 4 and 5 must demonstrate progress on meeting state standards on the NYS Math Test.

- (5) By June 2010, the ELL student group in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS Mathematics assessment.

Additionally, in each tested grade our ELL student population under performs all other sub groups and therefore the ELL student must demonstrate progress on meeting state standards in the NYS Math Test.

- (6) By June 2010, the special education student group in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS Mathematics assessment.

It is further noted that in each grade our special needs students under performs all other sub groups. As a result we are setting goals for our special education student in order to improve performance and demonstrate progress toward meeting state standards in the NYS Math Test.

- (6) By June 2010, the 4th grade student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at levels 3& 4 on the NYS Science Test.

After conducting a needs assessment, a focus for an inquiry-based science program is needed. As such we have decided that the 4th grade student groups must demonstrate further progress on meeting state standards on the NYS Science Test.

- (7) By November 2010, the 5th grade student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at levels 3 & 4 on the NYS Social Studies Test.

After conducting a needs assessment, a focus for an inquiry-based science program is needed. As such we have decided that the 4th grade student groups must demonstrate further progress on meeting state standards on the NYS Science Test.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the general education student group in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 10% increase in students scoring at level 3 & 4 on the NYS ELA assessment.</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>	<ul style="list-style-type: none"> • Establish a literacy block of time with a consistent Reader’s Workshop model. • Create curriculum maps for Reading and Writing that are rigorous, cohesive and incorporate skills and strategies as established by Harvey and Goudovis. • Provide teachers with in-house and outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons that stimulate and keep students engaged and productive. • Provide academic support through an AIS push-in/pull out model targeted at improving students’ achievement. • Tier I- Differentiated Instruction available to all students. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science will be incorporated (2x week). • Tier II—Incorporate reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science. Reading nonfiction text and providing critical thinking skills and content vocabulary in science. • Tier I- Differentiated Instruction available to all students. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through social studies will be incorporated (2x week).

	<ul style="list-style-type: none"> • Tier II- Incorporate reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science. Reading nonfiction text and providing critical thinking skills and content vocabulary in social studies.
<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"> • Use Title 1 ARRA allocations to fund a literacy coach position to work with general education teachers a minimum of three times a week. • Use C4E to reduce class size in grades 4 and 5. • Use Title 1 funds to establish an after-school academic intervention program to improve general education student performance on the ELA. • Assign a Supervisor to monitor student needs in the Learning To Read Academy (grades K-2) and another in the Reading To Learn Academy (grades 3-5)
<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"> • Review results ITA and Predictive assessments as described by ACUITY • Review of Benchmark assessments using TC and DRA • Review results of teacher made assessments • Review improved quality of student work • Review of teacher's conference notes • Review of written observation notes on students • Review of teacher lesson plans utilizing the program materials • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the ELL student group in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS ELA assessment.</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>	<ul style="list-style-type: none"> • Establish a literacy block of time with a consistent Reader’s Workshop model for all bilingual classes using the following allocated time of Native Language/English Language instruction: Grades K and 1 will have 80/20 model, grades 2/3 the 50/50 model and grades 3/4 the 20/80 model. • Create curriculum maps for Reading and Writing that are rigorous, cohesive and incorporate skills and strategies, which focus on oral language development in the lower grades and academic language development in the upper grades. • Provide teachers with in-house/outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons during grade and faculty conferences and professional development days. • Provide academic support through an AIS push-in/pull out model targeted at improving students’ achievement. • Programs to begin in September 2009 and continue until the end of June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Use Title 1 ARRA allocations to fund a literacy coach position to work with Bilingual teachers a minimum of once a week. • Use Title III funds to establish an after-school academic intervention program to improve ELL student performance on the ELA. • Assign an Assistant Principal to focus on the needs of the ELL student

	population.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none">• Review results ITA and Predictive assessments as described by ACUITY• Review of Benchmark assessments using TC and DRA• Review results of teacher made assessments• Review improved quality of student work• Review of teacher's conference notes• Review of written observation notes on students• Review of teacher lesson plans utilizing the program materials• Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the special education student group in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS ELA assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Establish a literacy block of time with a consistent Reader’s Workshop model.• Create curriculum maps for Reading and Writing that are rigorous, cohesive and incorporate skills and strategies as established by Harvey and Goudovis.• Provide teachers with in-house and outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons that stimulate and keep students engaged and productive• Provide academic support through an AIS push-in/pull out model targeted at improving students’ achievement.• Provide professional development by the administration, coaches,

	<p>knowledgeable teachers, network specialist and outside vendors that focus on the needs of the special education child.</p> <ul style="list-style-type: none"> • Provide teachers with the professional literature pertaining to differentiation of instruction theory, instructional practice, student engagement and evaluation. • Provide teachers with in-house professional development in the analysis of predictive, ITA, running records, TCRWP assessments for use in adjusting and modifying lesson planning.
<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"> • Use Title 1 ARRA allocations to fund a literacy coach position to work with Special Education teachers a minimum of once a week. • Use Title III funds to establish an after-school academic intervention program to improve ELL student performance on the ELA. • Assign an Assistant Principal to focus on the needs of the Special Education student population.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review results ITA and Predictive assessments as described by ACUITY • Review of Benchmark assessments using TC and DRA • Review results of teacher made assessments • Review improved quality of student work • Review of teacher's conference notes • Review of written observation notes on students • Review of teacher lesson plans utilizing the program materials • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the general education student group in grades 3, 4 and 5 will demonstrate progress toward achieving state standards as measured by a 10% increase in students scoring at level 3 & 4 on the NYS Mathematics assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Provide professional development for K-5 teachers focused on Mathematics strategies provided by the administration, coaches, teachers and network specialist during grade conferences, faculty conferences and professional development days• Provide professional development training on the use of technology specific to the needs of the general education student by the software company representative, coach, administration and knowledgeable teachers during grade professional development, faculty conferences and professional development day.• Establish a mathematics block of time with a consistent workshop model.• Create curriculum maps for Mathematics instruction paced by NYS standards.• Provide academic support through an AIS push-in/pull out model targeted at improving students' achievement.• Programs to begin in September 2009 and continue until the end of June 2010

<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"> • Use Title 1 ARRA allocations to fund a mathematics coach position to work with general education teachers a minimum of three times a week. • Use C4E to reduce class size in grades 4 and 5. • Use Title 1 funds to establish an after-school academic intervention program to improve General Education student performance on the NYS Math Test. • Assign a Supervisor to monitor student needs in grades K-2 and another in grades 3-5
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monitor student progress on New York State assessments, ITA and Predictive, assessments, EDM program unit and Benchmark tests. • Conference with teachers using lesson plans, standardized student data, student conference and observational notes and student work to analyze and monitor ELL needs and teacher differentiation strategies in a general education classroom. • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the ELL student group in grades 3, 4, and 5 will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS Mathematics assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Establish a mathematics block of time with a consistent workshop model for all bilingual classes.• Create curriculum maps for mathematics that are rigorous, cohesive and incorporate skills and strategies, which includes an oral language development in the lower grades and academic language development in the upper grades.• Provide teachers with in-house/outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons during grade and faculty conferences and professional development days.• Provide academic support through an AIS push-in/pull out model targeted at improving students' achievement.• Programs to begin in September 2009 and continue until the end of June 2010.

	<ul style="list-style-type: none"> • Provide academic support through an AIS push-in/pull out model targeted at improving students' achievement. • Programs to begin in September 2009 and continue until the end of June 2010 • Provide professional development by the administration, coaches, knowledgeable teachers, network specialist and outside vendors that focus on the needs of the special education child. • Provide teachers with the professional literature. • Provide teachers with in-house professional development in the analysis of predictive, ITA, running records, TCRWP assessments for use in adjusting and modifying lesson planning.
<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"> • Use Title 1 ARRA allocations to fund a mathematics coach position to work with Special Education teachers a minimum of once a week. • Use Title I funds to establish an after-school academic intervention program to improve the Special Education student's performance on the NYS Mathematics Test. • Assign an Assistant Principal to focus on the needs of the Special Education student population.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review results ITA and Predictive assessments as described by ACUITY • Review of Benchmark assessments using TC and DRA • Review results of teacher made assessments • Review improved quality of student work • Review of teacher's conference notes • Review of written observation notes on students • Review of teacher lesson plans utilizing the program materials • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the 4th grade student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at levels 3& 4 on the NYS Science 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>	<ul style="list-style-type: none">• Science will be taught 2X a week by the classroom teacher and 1x a week by a cluster teacher.• Incorporate the use of Science pacing charts for science instruction that are rigorous, cohesive and incorporate skills and strategies as established by NYS standards.• Provide teachers with in-house and outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons in Science.

	<ul style="list-style-type: none"> • Provide professional development by the administration, coaches, knowledgeable teachers, network specialist and outside vendors that focus on the needs of the special education and bilingual child. • Provide teachers with the professional literature.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Use FSF funding to establish a Science cluster position in the Reading To Learn Academy. • Use Title I funds to establish an after-school academic intervention program to improve student's performance on the NYS Science Test.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Review results previous Science Test. • Review of Unit Tests. • Review results of teacher made assessments. • Review improved quality of student work. • Review of written observation notes on students. • Review of teacher lesson plans utilizing the program materials • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.

Social Studies

Subject/Area (where relevant): _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, the 5 th grade student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at levels 3& 4 on the NYS Social Studies Test.
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>	<ul style="list-style-type: none"> • Social Studies will be taught 2X a week by the classroom teacher and 1x a week by a cluster teacher. • Incorporate the use of Social Studies pacing charts for science instruction that are rigorous, cohesive and incorporate skills and strategies as established by NYS standards. • Provide teachers with in-house and outside professional development

	<p>to improve their ability to differentiate instruction and implement rigorously demanding lessons in Social Studies.</p> <ul style="list-style-type: none"> • Provide professional development by the administration, coaches, knowledgeable teachers, network specialist and outside vendors that focus on the needs of the special education and bilingual child. • Provide teachers with the professional literature.
<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"> • Use FSF funding to establish two Social Studies cluster position one in The Learning To Read Academy and one in the Reading To Learn Academy. • Use Title I funds to establish an after-school academic intervention program to improve student’s performance on the NYS Science Test.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review results previous social Studies Test. • Review of Unit Tests. • Review results of teacher made assessments. • Review improved quality of student work. • Review of written observation notes on students. • Review of teacher lesson plans utilizing the program materials • Administration will note during formal and informal observations that teacher instruction is organized to support purpose, rigor, engagement and results during the learning processes and the application of strategies by students.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	40	40	N/A	N/A				
2	50	50	N/A	N/A				
3	20	20	N/A	N/A				
4	23	23	23	23				
5	17	17	17	17				
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Tier I- Differentiated Instruction is available to all students. Providing additional drill and practice in reading fluency for students with limited decoding skills. Flexible grouping is consistently used. Strategy building lessons are taught on a daily basis (How to choose a just right book, etc.) Comprehension skills are matched to the students reading levels. Concept of print, phonemic awareness and decoding is provided to students in small groups. Foundations and Great Leaps are used to service this population of students. 5x week 90 minutes</p> <p>Tier II- 3-30 minute groups a day 5x a week during the day . The groups are skills based groups (Main idea, prediction, inference, fact and opinion). Guided Reading groups are targeting comprehension, fluency, vocabulary and phonemic awareness. Concept of print, phonemic awareness and decoding is provided to students in small groups and one to one. Graphic organizers and focused writing tasks are used to build relationships among ideas and explicit and implicit texts. Pre and post assessments are given 2x a month to evaluate the strategies and skills taught in order to drive instruction. The groups use the following programs to service this population: Read Naturally, Fountas and Pinnell Literacy Leveled Instruction and Benchmarks Assessments.</p> <p>This population is also serviced during the Extended Day 3x a week for 50 minutes. This program uses Academic Workout and Guided Reading with small groups of students in reading short, carefully chosen texts in order to build independence, decoding, fluency, comprehension skills, and problem-solving strategies.</p>
Mathematics:	<p>Tier I- Differentiated Instruction is available to all students. Implementation of research based strategies that support all learners, including students struggling with math concepts. Identify students not making progress and falling behind by using assessments and conferencing. 5x week 90 minutes. Through guided math groups students build conceptual knowledge of number concepts. The groups' skills align with the standards for the grade. The programs used are Everyday Mathematics and Math Steps.</p> <p>Tier II- 3-30 minute groups a day 5x a week using research-based strategies that support the math concepts and standards. Teachers use focused and direct instruction teaching with small groups and intense one on one while using manipulatives and differentiated</p>

	<p>instruction, matching curricular materials and instructional level. Teachers teach mini lessons on skill deficits and increase the amount and type of cues and prompts. Pre and post assessments are given monthly to evaluate the strategies and skills taught and to drive instruction. Mnemonic strategies and drills for multiplication and addition are used. Small groups and individualized conferences are used to reinforce the standard based skills for grades 1-5. The program used is Numbers World.</p>
<p>Science:</p>	<p>Our Science program is based on the NYC Core Curriculum. We focus on two major strands—the Physical Setting and the Living Environment. Science instruction provides students with opportunities to interact directly with the natural world and gives them the skills they need to explain the world that surrounds them. Our approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. We also emphasize a hands-on, inquiry-based approach to learning. Younger students learn effectively when they are actively engaged in the discovery process. Children’s natural curiosity leads them to explore the natural world. We encourage our teachers to provide opportunities for their students to have direct experience with common objects, materials, and living things in their environment. In addition to the classroom teacher, teaching science twice a week, we have added a cluster teacher in grades 3 – 5 to add an additional period weekly. We use Harcourt Brace and FOSS instructional materials.</p> <p>Tier I- In classroom-Differentiated Instruction available to all students. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science (2x week).</p> <p>Tier II—Cluster program-3-45 minute groups a day 5x week. Discovery and experimental model along with reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science. Reading nonfiction text and providing critical thinking skills and content vocabulary in science.</p>
<p>Social Studies:</p>	<p>Our Social Studies program is based on the NYC Core Curriculum. The NYC K – 8 Scope and sequence indicates that in our Learning To Read Academy (grades K-2), students begin to develop awareness about self, family, neighborhoods, and communities large and small. In our Reading To Learn Academy (grades 3-5), students are introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere (North, Central and South America and the Caribbean). We use the Houghton Mifflin/Harcourt Brace Social Studies program in grades Pre-K to 5. We also utilize the fourth grade Trade Book Unit Guides. In addition to the classroom teacher, teaching social studies</p>

	<p>three times a week, we have added two clusters one for grades K – 2 and one for grades 3 - 5 to provide an additional period weekly.</p> <p>Tier I- In classroom-Differentiated Instruction available to all students. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through social studies (3x a week).</p> <p>Tier II- Cluster program 3-45 minute groups a day 5x week. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science. Reading nonfiction text and providing critical thinking skills and content vocabulary in social studies.</p>
At-risk Services Provided by the Guidance Counselor:	School counselors will provide guidance and behavior modification counseling services during the school day, one period a week or more frequently if needed, to all students who are at-risk. Students are assisted in learning how to deal with various personal issues including creatively solving conflicts relating to school, friends, family, etc. The Turn Around Program is presently implementing strategies to work with At-Risk students.
At-risk Services Provided by the School Psychologist:	The school psychologists do not see at-risk students.
At-risk Services Provided by the Social Worker:	Social Workers will provide counseling services to at risk students especially students in the targeted subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	The nurse service students who need medication administered and asthma-related assistance.

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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CFN10/District 7	School P.S. 385
Principal Lourdes Estrella	Assistant Principal Gil M. Feliciano
Coach Barbara Pinos	Coach Kadijah Ketter
ESL Teacher Lilia Kalika	Guidance Counselor Maida
Teacher/Subject Area Amy Mascunana/ ESL	Parent
Teacher/Subject Area Rivera /Bilingual Kindergarten	Parent Coordinator Carmen Colon
Related Service Provider Cynthia Melendez	SAF Yolanda Torres
Network Leader Maria Quail	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	8	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	605	Total Number of ELLs	157	ELLs as Share of Total Student Population (%)	25.95%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	0	1	1	1	0	0	0	5
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0	0	0	0	0
Push-In/Pull-Out	2	2	3	3	1	2	0	0	0	13
Total	3	3	3	4	2	3	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	157	Newcomers (ELLs receiving service 0-3 years)	108	Special Education	28
SIFE	2	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	38	2	2	7	0	5	0	0	0	45
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	54	0	12	27	0	10	0	0	0	81
Total	92	2	14	34	0	15	0	0	0	126

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	5	5	0	17	14	12	0	0	0	53
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	5	5	0	17	14	12	0	0	0	53

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

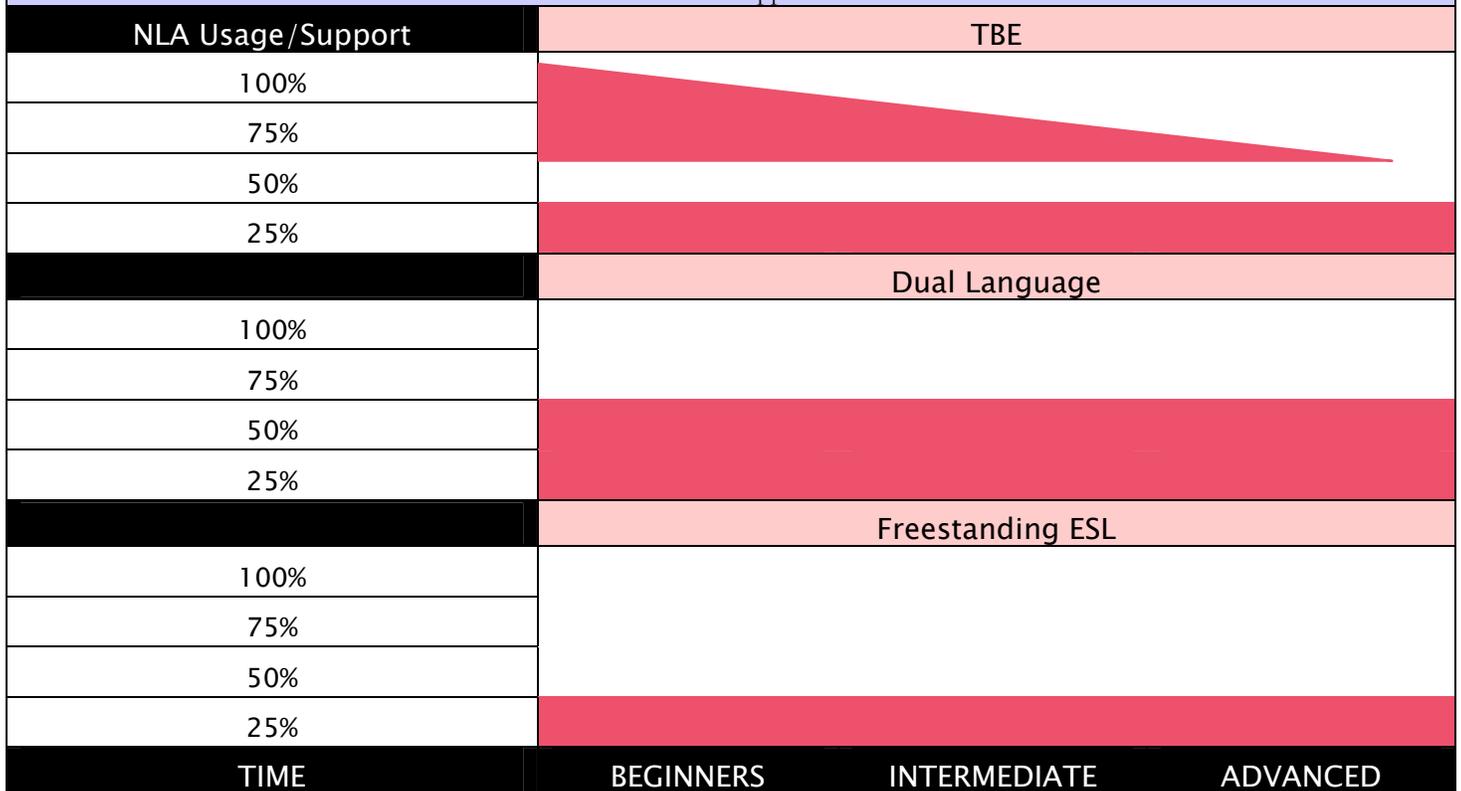
Number of third language speakers: 0

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	13	7	9	5	11	8	0	0	0	53
Intermediate(I)	2	2	9	16	8	13	0	0	0	50
Advanced (A)	6	5	8	5	14	11	0	0	0	49
Total Tested	21	14	26	26	33	32	0	0	0	152

4	12	0	11	0	5	0	2	0	30
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	1	0	0	0	1	0	7	0	9

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	0.00%	0.00%
Chinese Reading Test	0%	0%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gil M. Feliciano	Assistant Principal		
Carmen Colon	Parent Coordinator		
Lilia Kalika	ESL Teacher		
	Parent		
Amy Mascunana	Teacher/Subject Area		
Sandra Rivera	Teacher/Subject Area		
Barbara Pinos	Coach		
Kadijah Ketter	Coach		
Ms. Maida	Guidance Counselor		
	School Achievement Facilitator		
Maria Quail	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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) Pre-K -5 Number of Students to be Served: 157 LEP 0 Non-LEP

Number of Teachers 4 Other Staff (Specify) Supervisor. School Aide

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.

Performance School 385 provides Transitional Bilingual Education in Pre-Kindergarten through Fifth Grade and Free-Standing ESL in Kindergarten, First, Second, Third, Fourth, and Fifth Grades. The mandated number of instructional minutes is provided according to language proficiency levels as determined by the results of the NYSESLAT and the LAB-R in accordance with New York State guidelines. Students at the Beginning Level receive 360 minutes of ESL instruction per week, at the Intermediate Level receive 360 minutes of ESL instruction per week, and at the Advanced Level receive 180 minutes of ESL instruction per week.

Our Free-Standing ESL program serves 85 students in grades K-5 using a combination of push-in and pullout program models. Students from a class that consists of a majority of ELLs are chosen for push-in model. Ongoing, consistent articulation with the classroom teacher determines and targets students' individualized needs. Scaffold instruction is achieved through use of leveled books, trade books, books in the Native Language and intervention strategies. Native Language materials are provided in the general education and the ESL classroom.

We implement flexible grouping based on the results of the LAB-R, and LAT in each modality. Materials used in the Free-Standing ESL Program include but are not limited to Rigby On Our Way to English, leveled classroom libraries, leveled Guided Reading books, dictionaries, reference books, and Internet-based texts. Instruction is provided using small groups, technology, Guided Reading with a focus on learning strategies, academic language acquisition, Readers' Writers' Workshop, and scaffolding using glossaries, native language dictionaries, reference books and peers. ESL and classroom congruence is achieved through ongoing collaboration and articulation between ESL and classroom teachers. ESL teachers receive training in balanced literacy through TC Workshops, BETAC, ELL training from the Office of English Language Learners.

ELL students in the TBE program model receive explicit ELA instruction through Balanced Literacy, Teacher's College Reading and Writing Workshop model using ESL methodologies. The language allocation is in accordance with New York State requirements, students at the Beginning Level are taught 60% of the time in their native language and 40% of the time in English using ESL methodology. Intermediate Level students are taught 50% of the time in their native language and 50% of the time in English. Advanced Level students' receive instruction in English 70% of the time and in their native language 30% of the time. Students in the Freestanding ESL program model receive 100% of their instruction in English.

Students in Performance School 385 TBE program receive explicit NLA instruction using Balanced Literacy. The Native Language Arts curriculum is taught integrated across the content areas according to the language allocation guidelines of 60/40, 50/50, 70/30. Content area instruction in math, science, and social studies in the TBE program is delivered in the Native Language at the Beginning and Intermediate levels as a resource for cognitive and conceptual development. In the Advanced Level math and social studies is taught twice week in English.

A variety of instructional approaches and methods are used to make content comprehensible and enrich language development. Scaffold instruction for listening skills is delivered through use of visuals such as picture libraries, text images, computer images, timelines, and realia, through the audio support of stories on tape, educational internet programs such as *Starfall*, chants, and songs on tape and CDs, through modeling, hands-on activities and note-taking. Read-Alouds with Accountable Talk also support Listening and speaking skills.

Reading instruction is scaffold through modeling, use of graphic organizers, brainstorming, and pre-reading questions which are then answered after reading. Explicit ESL instruction is delivered through Guided Reading following Teacher's College Reading Workshop model. Vocabulary is supported through the use of picture libraries, computer images, and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas, and then maintained through written usage and active use of Word Banks and Word Walls. Libraries are leveled and available to the student for both Guided and Independent Reading. Students are transitioned to writing through Teacher's College Writing Workshop model. Writing instruction is scaffold through modeling, exemplar, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and Interactive Writing are additional models for the writing process. Rubrics are used to guide students and to develop their metacognitive skills.

After reviewing and analyzing the NYSESLAT data for the past three years we have come to the conclusion at P.S. 385 that the best way to effectively service our ELL population is through supplemented after-school and Saturday academic instruction. In looking at the data we uncovered patterns where some students received a beginning level on the NYSESLAT in one academic school year, an intermediate level the following year only to fall back to a beginning level or remain at an intermediate level the third year. The goal we are setting is for students to advance at least one NYSESLAT level per academic year until they successfully pass the NYSESLAT. The only way to reach this goal is through solid teaching practices during the school day enhanced by supplemental Title III activities afterschool.

In December 2009 will begin an intensive afterschool program from 3:30 to 5:30 P.M. The afterschool program will take place two times a week on Tuesdays and Wednesdays. We have already met with consultants from Sussman

Sales who have shared with us new materials published by Continental Press entitled Empire State: English Language Arts and Finish Line for ELLs. The Finish Line program has 34 lessons, which focus on all four modalities of language acquisition (Listening, Speaking, Reading and Writing). In addition, we have also met with consultants from the software company that sells the literacy software for ELL students (Imagine Learning). We will hire three (3) appropriately certified ESL or Bilingual pedagogues who will each service the students in grades K-5. For those Students who have tested out of NYSESLAT will also be offered the opportunity to attend the afterschool program in order to continue receiving support. We will also hire one (1) supervisor for the program. This afterschool program will end in May 2010.

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.

We will allocate funds in order to provide teachers participating in this program the opportunity to develop professionally. Professional development will be in the forefront of each supplemental Title III program. Teachers will be afforded the opportunity develop best practices for their teaching of our ELL population. Professional development will support teachers in developing the core understanding of the students they are teaching and the program they are using.

In addition, teachers will analyze student data frequently in order to plan for instruction and differentiation based on student need and proficiency level.

Form TIII – A (1)(b)

School: PS 385 BEDS Code: 320700010385

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

Allocation Amount: \$27,000.		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$17,600 \$ 1,200	44 Session X 2 hours X 4 Persons X \$50.00 = \$17,600.00 3 Days of P.D. X 2 Hours X 4 Persons X \$50.00 = \$1,200.00
Purchased services - High quality staff and curriculum development contracts.	0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Finish Line for ELLs - Empire State English Language Arts	\$2,400	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) ELL Program published by Continental Press
Educational Software (Object Code 199) • Imagine Learning	\$5,800	ELL Software Program to increase vocabulary, word knowledge and comprehension.
Travel	0	
Other	0	
TOTAL	\$27,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The home language surveys were reviewed, staff observations and an increase in the immigrant population at our school led us to conclude that there is a need to provide both oral and written communication to parents in both English and Spanish.

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.

Due to our findings, all communication with parents will be provided in both English and Spanish. The staff was informed of this decision at the first faculty conference in September. A translator for written parent communications will be assigned to work once a week, for the 2009-2010 school year.

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.

Based on school policy, the translation services at P.S. 385 are provided in-house by school staff and/or parent volunteers, in a timely manner.

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.

At every general meeting for parents, translation services at P.S. 385 will be provided in-house by school staff and/or parent volunteers.

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

P.S. 385 will meet the required Chancellor's Regulations by providing all school-based written and oral communication in both English and Spanish. Parent/Teacher conferences are provided with a translator upon request of the teacher/parent when needed.

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:	546,589.	142,966.	
2. Enter the anticipated 1% set-aside for Parent Involvement:	5466.		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1430.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,818.		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		92,325.	
6. Enter the anticipated 10% set-aside for Professional Development:	85449.		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		49,210	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**PS 385
The Performance School
750 Concourse Village West
Bronx, NY 10451**

Title I Parent Involvement Policy

I. General Expectations

PS 385 agrees to implement the following statutory requirements:

- The school will put into operation 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, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A 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 regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are 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.
- The school will inform parents and parental organizations 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 385 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the DCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

Convene an annual meeting, for parents of participating Title 1 students, for the purpose of explaining the program offerings. These meetings will be held during the start of the school year, in conjunction with curriculum night, which is held sometime in October. At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year, to help plan and review Title 1 programs.

2. PS 385 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Provide parents with the opportunity to meet with Title 1 funded reading, and ESL teachers, in order to familiarize parents with curriculum review, student assessment results. Title I parents will be represented on the School Leadership Team (SLT). The SLT provides input and feedback various school initiatives.

3. PS 385 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:

Parent workshops and informational meetings based on curriculum and assessments of the school will be conducted. Title I programs and interventions will be implemented through Teacher’s College, Fountas and Pinnell’s Leveled Literacy Intervention Program, Wilson and Words Their Way, Every Day Math and Numbers World, ARIS and Acuity.

4. PS 385 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Local Head start and local PreK program parents are invited to visit and learn about PS 385. The Parent Coordinator and ELL Program Supervisor will visit these local institutions to educate parents on the program options available at our school.

5. PS 385 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of 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.

6. PS 385 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community 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, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Parent workshops will provide information for parents to access government and state websites to help them understand State content and achievement standards. Annual Curriculum Night Session will provide an opportunity to review state standards with parents and for parents to work with teachers. The monthly PS 385 Parent Newsletter will share information on assessments and testing calendar. Results of periodic assessments will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year.
 - b. PS 385 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:

Collaborating with the Learning Leaders Program, local CBO's, to provide on-site workshops on family care issues and on leadership training for parents.

Providing parent workshops on up coming state exams and school-wide assessments.
 - c. PS 385 will, with the assistance of the Children First Network and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Using grade level meetings, faculty meetings and PLC meetings as an opportunity to discuss issues, which are relevant to parents.
 - d. PS 385 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start Programs for Preschool Youngsters, and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Local Headstart and local Pre-K program parents are invited to visit and learn about PS 385. The Parent Coordinator will visit these local institutions to educate parents on the program options available at our school.

- e. PS 385 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Compose a Parent Handbook, to be distributed at the beginning of the school year and to all new students throughout the school year, which will include vital information to parents.

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 _____. This policy was adopted by PS 385 on September 30, 2009 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 15, 2009.

Principal's Signature: _____

Date: _____

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.

Spanish Version of the Parent Compact

Public School 385 *The Performance School*

750 Concourse Village West Bronx, New York 10451 Tel. (718) 292-5070 Fax (718) 292-5071

Office of the Principal

If You Take a Child By the Hand... You Take a Parent By the Heart!

Lourdes Estrella
Executive Principal

Scott Elson
Assistant Principal

Gil Feliciano
Assistant Principal

Kimberly Mackey
Assistant Principal

Maria Padua, Secretary

Sylvia Watson, Business Manager

Stephanie Ortiz, Secretary

Carta Para Los Padres #3A

Compacto de Padres y Maestros De Performance School P.S. 385

Nuestra misión como defensora educacionales en la Escuela Pública 385 es proveerles a cada niño/a una fuerte fundación académica con la cual el/ella pueda lograr una excelencia escolar. Es nuestra creencia que todos los niños pueden aprender. Estamos convencidos que nuestro compromiso, propósito y nuestra dedicación a las necesidades y el interés de los niños nos ayudara a proveer un ambiente enriquecido y con muchos logros.

Responsabilidades de Padre:

1. Los padres deben sacar un tiempo para ayudar a sus niños con la tarea y deben firmar cuando ya la tarea este terminada;
2. Los padres deben animar los niños a tener una disposición positiva sobre la escuela;
3. Tienen que asegurarse que los niños vengan a las escuela regularmente;
4. Revisar las tareas y asegurarse que el niño/a entiende su tarea
5. Proveer un sitio tranquilo y callado para que puedan concentrarse en su lectura y las tareas;
6. Asistan a las conferencias de los maestros con los padres y comuníquese con los maestros
7. regularmente;
8. Provea a sus niños con los materiales necesarios;
9. Cuando tengan alguna preocupación llamen a la escuela o comuníquese con su Coordinador de Padres;

Responsabilidades del Estudiante:

1. Asegúrense de tener todos los materiales Para completar las tareas que se llevan a la casa;
2. Pregunten a sus maestros si no comprenden sus tareas;
3. Asegúrense que sus padres firmen sus tareas;
4. Asistan a la escuela regularmente;
5. Obedezcan las reglas y regulaciones de la escuela;
6. Respeten las propiedades personales y el derecho de todo el mundo;

Responsabilidades del Maestro:

1. Proveer instrucciones apropiadas y enseñarles liderazgo a los estudiantes;
2. Corregir todas las tareas y usar comentarios positivos;
3. Respetar todas las diferentes culturas o raciales de los estudiantes y de los padres;
4. Tener por lo menos 2 conferencias al año con los padres;
5. Darles a los estudiantes tareas razonables para que tengan tiempo en terminar sus tareas;
6. Las tareas deben ser de acuerdo con el grado de cada estudiante;
7. Proveerle a los padres información positiva así como problemas y preocupaciones con los niños;

Favor de firmar y devolver a la maestra/o de su niño/a

Estimada Sra. / Sr. _____

_____ Mi hijo/a y yo hemos leído el contrato escolar y los dos lo vamos a firmar.

Nombre del niño/a _____ Clase _____

Firma del niño/a: _____ Firma del Padre: _____

Firma del maestro: _____ Firma del Principal: _____

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.

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

Please make reference to Section IV pages 10 and 11 of this document.

1. School wide reform strategies that:

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

For the 2009-2010 school year, it becomes necessary to establish two academies in order to provide an instructional program with clear goals and focused support for all students, including ELLs and special needs, in the following grade configuration: The Learning to Read Academy for grades Pre-K-2 and The Reading to Learn Academy for grades 3-5.

The Learning to Read Academy includes all of our Pre-Kindergarten to Grade 2 classes. An Assistant Principal, who reports directly to the Principal, will supervise it. The primary goal of The Learning to Read Academy is to ensure that by the end of the second grade all students learn to read and write proficiently, by developing a solid foundation in phonemic awareness, phonics, vocabulary, fluency, comprehension skills and writing. The Reader's Workshop model will be the setting by which all reading instruction takes place. This includes guided reading and independent reading, which is supported by a strong collection of big books for shared reading, leveled books for both guided reading and independent reading, different genres for interest reading, book clubs, and author studies. Programs such as the Fountas and Pinell's Phonics and Word Study Program, the Text Talk vocabulary program by Isabel Beck, the Great Leaps fluency program by Pearson Learning and The Primary Comprehension Toolkit by Harvey and Goudovis, will become part of the teacher's toolkit to further support reading instruction. For learning the craft of writing, the Writer's Workshop model provides the setting. Teachers, will utilize Lucy Calkins Primary

Units of Study and the TC, A Yearlong-Writing Curriculum and the TC Units of Study. As teachers individually confer, the students will learn the art and the craft of writing to become great writers by developing their voice as well as good writing techniques as evidenced in their ongoing published work.

For Academic Intervention in reading we will use Fountas and Pinnell's Benchmark Assessment and Leveled Literacy Intervention, a daily intervention program for groups of three students that is cycled every fourteen to eighteen weeks.

The secondary goal of The Learning to Read Academy is to ensure that all students become proficient in mathematics. Using the Every Day Mathematics program will provide a strong foundation in mathematics. In addition, for Academic Intervention Services we will use the SRA Number Worlds program, correlated to the Every Day Mathematics program. This program is a supplemental intervention math program that focuses on students who are one or more grade levels behind in mathematics. All the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun are provided in this math remediation program. Furthermore, the Understanding Mathematics computer programs will provide Academic Intervention for those students most in need. All activities, designed to provide all students with the opportunity to develop the necessary foundations, will provide all student with an opportunity for future success in the Reading to Learn Academy.

In Science and Social Studies, the New York City Core Curriculum will begin developing an inquiry-based, problem-solving approach in grades Pre-K-2.

Technology becomes a natural component of our new instructional program. Twenty-seven classrooms, currently transformed into Smart classrooms in which Smart Board Technology becomes the focal point for the delivery of instruction. This interactive technology includes a wall mounted Smart Board, an overhead projector, an Airliner, a Smart Response System, a document-based camera, and a stereophonic system so that every child has a chance to fully hear the teacher's voice. Each teacher will have a laptop to plan and deliver an interactive instructional program.

The Reading to Learn Academy includes all our third to fifth grades. An experienced Assistant Principal who is knowledgeable in using data to drive instruction supervises it. The Reading to Learn Assistant Principal reports directly to the Principal. The goal of the Reading to Learn Academy is to provide an array of learning opportunities in content-rich activities such as Science and Social Studies embedded within reading and writing and thinking strategies. Data-driven literacy instruction forms the backbone of the Reading to Learn Academy curriculum. The content area curriculum, infused into the Reader's Workshop, utilizes a multi-disciplinary approach to learning both content requisites as well as applying the strategies of reading to learn. In addition to the purposeful reading and writing activities, learning experiences at the Reading to Learn Academy promotes interdisciplinary and project-based outcomes. Children work cooperatively on projects that demonstrate and deepen their content understanding. Technology is infused throughout each unit of study in the Reading to Learn Academy. Teachers and students use technology to explore research, practice test readiness, and prepare in-depth reports and power point presentations on given topics. The Reading to Learn Academy provides opportunities for all students to learn. At the heart of each unit of study are strategies for differentiating curricula to meet the needs of all learners including ELL students and students with special needs as well as enrichment models and academic rigor for gifted students. The goal is to establish a purposeful and rigorous thinking curriculum that engages all students and produces ongoing results.

Teachers will utilize the state standards and pacing guides for science and social studies and incorporate them into the reading and writing curriculum maps to insure that each year students are building upon their knowledge rather than repeating content from year to year. This will ensure that by grades four and five the students will be able to master the state content area exams in both science and social studies

Classroom teachers are supported by Enrichment/Academic Intervention Teachers in both the Learning to Read Academy and The Reading to Learn Academy, The Enrichment/Intervention Specialist provides instructional services to students in two ways: enrichment through specialty areas for all students and academic intervention services for students in need of extra instructional support. In order to create a unified streamlined instructional program dedicated to supporting student needs, each E/I Specialist works with administrators, teachers, parent coordinator, parents, and students.

Finally, the development of the two academies will change the school culture, the aspect of the school that is the foundation for everything else. This model supports a philosophy that is inclusive, welcoming, professional, and spirited. Our welcoming climate, kindness, and caring sense of community will be evident.

All faculty and staff will participate in meaningful professional development that improves their teaching and work, and enhances a culture of inclusiveness in the school. Most importantly, learning and teaching, characterized by energy, joy, and play; a spirit of curiosity, inquisitiveness, and active engagement will permeate the school's climate.

Our over-arching goal for the 2009-2010 school year is to establish a philosophically coherent instructional program for all students from grades Pre-K through grade five. Reflection on our program—review and revision—is a routine part of the work of faculty.

Instruction by highly qualified staff.

100% of the staff is classified as Highly Qualified.

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.

Teachers receive Professional Development and mentoring in teaching and learning with a focus on working with students who struggle academically and who are from traditionally underserved populations. Teachers receive intensive development in differentiating instruction in the content areas through the use of conferring, guided practice, and strategy grouping. Teachers examine ways to use data to drive instruction, meet students where they are, and develop goals to help them become proficient or advanced. Administrators are also scheduled to receive Professional Development from our Children First Network.

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

N/A

3. Strategies to increase parental involvement through means such as family literacy services.
Please make reference to Part B title 1 School Parental Involvement and School Parent Compact pp 38 – 43 of this document.
4. 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.
Please make reference to Part B title 1 School Parental Involvement and School Parent Compact pp 38 – 43 of this document.
5. 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.
School Leadership Team, Data Inquiry Team and common planning times will be the means by which teachers will be given opportunities to learn how to use data and guide instruction accordingly.
6. 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.
Classroom teachers are supported by Enrichment/Academic Intervention Teachers in both the Learning to Read Academy and The Reading to Learn Academy, The Enrichment/Intervention Specialist provides instructional services to students in two ways: enrichment through specialty areas for all students and academic intervention services for students in need of extra instructional support. In order to create a unified streamlined instructional program dedicated to supporting student needs, each E/I Specialist works with administrators, teachers, parent coordinator, parents, and students. They conduct the DRA to identify students for the Academic Intervention Program. Letters are sent out to parents informing them that their child will be receiving these extra services to help improve their performance on all standardized tests. They will also prepare progress reports to parents to inform parents of interim improvement. The AIS teacher will either push – in or pull – out depending on the child's needs during the Literacy block of time.
7. 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.
As a School wide project school all Federal, State and City services and programs will be planned to support all students and parents at our school.

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

A school-based committee was formed to assess whether this finding was relevant to our school's educational program. The committee members included the principal and assistant principals, the data specialist, and the Literacy and Mathematics coaches and Network Leaders. The committee reviewed the state finding and evaluated our baseline school data to look for patterns in instruction. The committee plans to share the results of this assessment process at an SLT meeting, with parents at a PTA meeting, with the staff at grade and faculty conferences.

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

Applicable X 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?

As a new school we are still investigating these findings.

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.

Considering that we are a new school, and we are still developing our curriculum maps, we have concluded that we will need to make sure that our maps become comprehensive plans indicating what students should know and be able to do at each grade level. Our curriculum maps will address content topics, skills to be mastered, strategies to be utilized and student outcomes. Although our school will not require additional support from central, our Network Leader and Network Support Specialists for ELA, Special Education and ELLs will provide support in the designing of our ELA Curriculum maps.

When developing our curriculum maps, the taught curriculum for all students including ELLs will be focused upon in order to make our school's curriculum more closely aligned to state learning standards. Greater emphasis will be placed on the development of lessons that consistently address NYS learning standards including more rigorous writing standards, increased spoken presentations and increased opportunities for improving speaking and listening skills. This initiative will be for all students with a special focus improving the taught curriculum for ELL so that all teachers servicing our ELL students are fully aware of the State Learning Standards for ELLs.

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.

A school-based committee was formed to assess whether this finding was relevant to our school's educational program. The committee members included the principal and assistant principals, the data specialist, and the Literacy and Mathematics coaches and Network Leaders. The committee reviewed the state finding and evaluated our baseline school data to look for patterns in instruction. The committee plans to share the results of this assessment process at an SLT meeting, with parents at a PTA meeting, with the staff at grade and faculty conferences.

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

Applicable X 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?

As a new school we are still investigating these findings.

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.

A school-based committee was formed to assess whether this finding was relevant to our school's educational program. The committee members included the principal and assistant principals, the data specialist, and the Literacy and Mathematics coaches and Network Leaders. The committee reviewed the state finding and evaluated our baseline school data to look for patterns in instruction. The committee plans to share the results of this assessment process at an SLT meeting, with parents at a PTA meeting, with the staff at grade and faculty conferences.

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

Applicable X Not Applicable

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

As a new school we are still investigating this finding.

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.

A school-based committee was formed to assess whether this finding was relevant to our school's educational program. The committee members included the principal and assistant principals, the data specialist, and the Literacy and Mathematics coaches and Network Leaders. The committee reviewed the state finding and evaluated our baseline school data to look for patterns in instruction. The committee plans to share the results of this assessment process at an SLT meeting, with parents at a PTA meeting, with the staff at grade and faculty conferences.

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

Applicable X 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?

As a new school we are still investigating this finding.

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.

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.

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.

A school-based committee was formed to assess whether this finding was relevant to our school's educational program. The committee members included the principal and assistant principals, the data specialist, and the Literacy and Mathematics coaches and Network Leaders. The committee reviewed the state finding and evaluated our baseline school data to look for patterns in instruction. The committee plans to share the results of this assessment process at an SLT meeting, with parents at a PTA meeting, with the staff at grade and faculty conferences.

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

Applicable X 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?

As a new school we are still investigating this finding.

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.

An ELL school-based committee was formed to assess whether finding 4 was relevant to our school's educational program. Committee members included the principal, the assistant principal, the ELL coordinator, and ESL teachers. The committee reviewed our ELL professional development opportunities as addressed in the CEP, our Part 154, our Language Policy, our Title III and our ELL department meetings. We evaluated to what extent our ELL professional development opportunities regarding curriculum, instruction, and monitoring progress of ELLs were implemented, aligned to each other and our school goals, and how the plans were supported sustained. In addition, we assessed how many of our teachers had the opportunity to attend ELL professional development opportunities.

The results of this assessment process will be shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our Network Leader, Network Special Services Manager and our District ELL Compliance Specialist. It was determined that the Professional Development for English Language Learners Audit findings were relevant to our school's educational program in the areas of instruction and monitoring progress for ELLs

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

X 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?

Instruction: We are a new school and still considering and developing the professional development offered to our ESL teachers. However, we have had many of our ELL teachers participate in several professional development opportunities as indicated in the CEP, Part 154 and Title III. We believe that the opportunities can better align with school goals. Our professional development focus should clearly define the professional development opportunities for ESL teachers.

Monitoring Progress of ELLs: Our committee reviewed and evaluated how teachers are supported in data analysis and interpretation to plan and monitor progress of ELLs. While it is evident that the data specialist through professional development opportunities and attending department and grade meetings, has been instrumental in supporting our faculty in understanding periodic and state assessments to plan and set benchmarks and monitor progress, our data specialist does not meet individually with our ELL educators to support their understanding of ELL data analysis and interpretation. Upon reviewing our professional development regarding monitoring progress, we noticed that our ESL coordinator has been the only representation at OELL professional opportunities. Neither the data specialist nor many teachers have been informed of professional opportunities that encompass monitoring progress.

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.

In building our teachers' capacity to monitor progress of ELLs and learn research-based new exemplary ELL instructional strategies/methodologies, we will begin by aligning our professional development opportunities as outlined in the CEP, Part 154, LAP and Title 3. The alignment of will allow us to focus our efforts and more directly support our defined goals. The principal will share all professional development opportunities that align to our goals of instruction and monitoring ELL progress with the ESL coordinator. Our teachers will participate in professional development opportunities in greater numbers so as to build their capacity, as well as their support in planning and incorporating new practices. Greater emphasis will be placed on sharing information during the department meetings as well as co-planning. The data specialist will also become a regular member of the ELL department meeting to allow a structured communication surrounding assessment, goal setting and planning. Further, the communication of ELL professional opportunities will be strengthened by creating an ELL section in the school weekly bulletin to inform all teachers of our goals, exemplary strategies, content, curriculum, questions and concerns. This initiative will directly support the professional development of our teachers and as a result, improve ELL student achievement.

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.

A school-based committee was formed to assess whether this finding was relevant to our school's educational program. The committee members included the principal and assistant principals, the data specialist, and the Literacy and Mathematics coaches and Network Leaders. The committee reviewed the state finding and evaluated our baseline school data to look for patterns in instruction. The committee plans to share the results of this assessment process at an SLT meeting, with parents at a PTA meeting, with the staff at grade and faculty conferences.

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

Applicable X 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?

As a new school, we are still investigating this finding.

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.

A special education team (Turn Around) has been formed. The team consists of school Principal, Assistant Principal, the school social worker, guidance counselors, and special education teachers. The team is considering the CEP goals and objectives pertinent to professional development of special education services, as well as school data, which reflects teacher practice and models of instruction utilized throughout the day. We are considering the participation of our staff to the varied professional development opportunities available to our school, both at the school level and the Network level. Additionally, we reviewed the school based professional development opportunities given at the school level. We agreed that both school based and network based professional development, aligned to this key finding, is appropriate to promote teacher capacity to implement the range and types of instructional approaches to improve student achievement. In particular, both general and special education staff has been (or will be) participating in professional development geared towards multiple intelligences, differentiated learning, cooperative learning lessons and other small group instructional strategies.

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

X Applicable Not Applicable

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

Even though many of our staff members, including general education, special education, related services, paraprofessional educators and administrative, attended professional development in instructional practice for special education, i.e. collaborative team teaching strategies, parallel teaching, station teaching, and alternative teaching, modifying instruction and modifying materials for students with disabilities, more needs to be provided. Additionally, although we have provided professional development in how to accommodate the special learners in our school, more work needs to be done in the area of accommodating instructional practices, planning, and curriculum adaptations for students who need these accommodations to access the general education curriculum. Additionally, we agree that our teachers need more access to effective practice, as modeled by experienced special educators with longer tenure in the classroom. Much can be learned from those who have found success in this area. Our teachers will attend ESO sponsored professional development in providing differentiated instructional practices for both general education and special needs populations. This work will incorporate much insight into utilizing multiple intelligences and Bloom's taxonomy in the planning and provision of grade level performance indicators.

Moreover, upon review of the familiarity of our general education staff to interpret and utilize the IEP, we find that more work needs to be done in this area. Although the school did provide general education staff with copies of the IEPs of students they instruct, more needed to be done in unpacking the meaning of these documents, particularly in the area of how to utilize the program modifications in supporting access to the general education curriculum for our students with disabilities. We find that, although general education staff understands the basic components of the IEP, more work needs to be done in the area of accommodating instructional practices and student materials in attaining student IEP goals, as well as reporting on benchmarks and progress of these goals and objectives. In doing so, we feel that a greater emphasis can be made on aligning student goals and objectives to grade level performance indicators, as set forth by the State. Additionally, we feel that a greater emphasis can be made in providing staff with strategies and techniques to collaborate between general and special education teachers, as well as to provide more inclusive push in strategies for our related service providers. In strengthening the collaborative planning and instructional practices between general and special education staff, we strive to improve data in this key finding.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Since our school is new, we have written few new IEPs. However, we intend to provide special education staff with professional development in the area of IEP development. We will do this via through the Network liaison and through support from our ESO special services manager. We will also review the quality of IEPs developed at the school level. This committee consisted of the Principal, Assistant Principal, the school social worker, guidance counselors, and special education teachers. The PPT committee of the school will go through a mock review of the IEPs generated at the school level, by either the IEP team or annual reviews done by special education providers, in collaboration with ESO support staff. A random selection will be drawn for the review of academic, behavioral and health accommodations as indicated on pages 3-6 of the IEP. Additionally, all students with IEP mandated behavior management paraprofessionals will be reviewed by the school PPT team. The purpose for this will be to assess whether teachers and clinicians developing the IEPs were utilizing a functional behavioral assessment in conjunction with a behavior intervention plan for the student in substantiating the need for the service.

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?

Considering that we are a new school, we did review the IEPs that the students had arriving to our school. In doing so, the committee did find that many of the IEPs did not specify an adequate range of accommodations and modifications for students, which reflected individual student needs. Furthermore, we did not assess a high level of alignment between the deficits listed in each academic, behavioral or health pages to the program modifications needed to support growth. The PPT committee, in congruence with ESO support staff (SSM) felt saw a significant lack of development in the descriptors of student academic functioning, particularly in the area of specific student deficits. Much of the academic functioning data listed general strengths, but lacked specific student deficits, including decoding level breakdown, lack of definition of student writing skills, and weak response to students' comprehension needs, both independent and with material read aloud. We also found that many of the IEPs developed did not include goals and objectives aligned to deficits, if mentioned at all. Additionally, we found that some of our teachers, as well as clinicians and related service staff, had included generalized academic goals and objectives without mention of specified student

deficits at all. This provides a low level of educational benefit as set forth and reviewed by the State. Additionally, for students whose functional level is limited, very little in the area of specified and individualized accommodations are mentioned. We found this to be true in the all the functional descriptive pages of the IEP, including academic, behavioral and health pages. Lack of this development did not articulate much to the general education staff who additionally services the students.

We also did a review of all IEPs for students who have a mandated IEP crisis intervention paraprofessional. It was found that the teachers writing annual reviews often did not include a functional behavioral analysis or an adequate behavioral intervention plan for the student. This has made continued funding problematic, now that newer mandates have been placed through budgeting on these students.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently we have approximately 11 students living in Temporary Housing.

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

We will ensure that students in Temporary Housing maintain 90% attendance rate and are included in all after school activities. In addition, teachers and other staff members will be trained to identify some common signs of homelessness. In doing so they are to report their concerns to the grade supervisor who in turn will investigate further. Students may be referred to the Turn Around Program at the school. Some signs are as follows:

Lack of Continuity in Education

- Attendance at many different schools
- Lack of records needed to enroll
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize

Poor Health/Nutrition

- Lack of immunizations and/or immunization records
- Unmet medical and dental needs
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)

Public School 385 *The Performance School*

750 Concourse Village West Bronx, New York 10451 Tel. (718) 292-5070 Fax (718) 292-5071

Office of the Principal

If You Take a Child By the Hand...You Take a Parent By the Heart!

Lourdes Estrella
Executive Principal

Scott Elson
Assistant Principal

Gil M. Feliciano
Assistant Principal

Kimberly Mackey
Assistant Principal

Maria Padua, Pupil Accounting Secretary

Stephanie Ortiz, Payroll Secretary

Sylvia Watson, Business Manager

Language Allocation Policy 2009-2010

Part II: ELL Identification Process

All students who are newly enrolled in the New York City School System are required to complete a Home Language Identification Survey (HLIS). This survey is provided to the families as part of their registration packet. Assistance is provided by school personnel to families in completing the HLIS form as well as any other registration material. The survey is used to identify students who may have limited English proficiency. If the survey indicates that a language other than English is used in the home, the student is administered the revised Language Assessment Battery (LAB-R) within ten (10) days of registration. The LAB-R is used to determine initial placement.

Families of students who have been identified as an English Language Learners and were invited to participate in the parent orientation session, which was held within ten (10) days of the beginning of the school year. At this orientation meeting the families are introduced to the school principal, assistant principal in charge of the ELL programs, ESL teachers and parent coordinator. During these sessions, parents are informed of the different types of programs and services available for their children. Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language Programs are explained in detail. Families are also shown

the New York City Department of Education Orientation Video for Parents of English Language Learners. At the conclusion of the orientation session families were individually assisted in completing their Parent Survey Letters and Program Selection Forms. This orientation session is held in both English and Spanish.

In accordance with parent survey letters for program choice, the school provides three (3) transitional bilingual education classes and a freestanding ESL program, which provides push-in and pullout services.

The school has many forms of checks and balances, which ensure 100% family participation in entitlement letter, parent survey and program selection form distribution and collection. The first is by the creation of a master list of all of our ELL students in the entire school and updating this master list on a regular basis especially at the end and beginning of each academic school year. Using this list, we ensure that parents are distributed all necessary forms. Once collected a roster is updated with this information and the actual signed forms and letters are kept, organized by grade in a binder in the assistant principal's office. Any missing forms/letters are immediately identified and families are contacted by classroom teacher, ESL teacher, parent coordinator and/or assistant principal until the form/letter is received and placed on file.

As P.S. 385 is a new school we are not able to see any existing trends in parental program choices. However, just based on this year's program choices and informal conversations with families it is clear that the school's transitional bilingual program and ESL program are meeting the needs of our families at this time.

Part III: Delivery of Instruction

P.S. 385 Provides Transitional Bilingual Education in Kindergarten, 1st, 3rd and 4th grades and a Free-Standing ESL program for students in Kindergarten, first, second, third, fourth and fifth grades. The mandated number of instructional minutes is provided according to language proficiency levels as determined by the results of the NYSESLAT and LAB-R in accordance with New York State guidelines. Students at the Beginning level receive 360 minutes of ESL instruction per week, at the Intermediate level receive 360 minutes of ESL instruction per week and at the Advanced level receive 180 minutes of ESL instruction per week.

Both models (Transitional and ESL) used at our school are driven by the State Education Standards and by the New York City Performance Standards. Literacy is emphasized across a curriculum that is structured on the Department of Education's Comprehensive Instructional Approach in Literacy and Mathematics. The curriculum

initiatives in the areas of science, social studies and technology are interdisciplinary in nature. Teachers use nationally validated curricula to promote attainment of the New York City and State learning Standards.

Students develop their reading, writing, listening and speaking skills in English through a variety of ESL methodologies that may include Total Physical Response (TPR), chanting and rhyming, pictorial representations to optimize students' understanding of newly introduced concepts. Teachers have also differentiated instruction by grouping as per LAB-R and Spring 09 NYSESLAT results. They also use informal assessments, conferring and teacher observations in order to monitor student progress. The Transitional Bilingual Education classroom contain well-organized classroom libraries, print-rich environments and multiple visual support systems.

ELL students in the Transitional Bilingual Education program model receive explicit ELA instruction through Balanced Literacy, Teacher's College Reading and Writing Workshop model. The Kindergarten and 1st grade model we are following is an 80%-20% Transitional Bilingual Education model where students receive their instruction in Spanish 80% of the time. Second and Third grade Transitional Bilingual Education students will receive Spanish instruction 50% of the time and fourth and fifth grade students will participate in a Transitional Bilingual Education program which teachers in Spanish 20% of the time.

Students in the Transitional Bilingual Education program receive explicit Native Language Arts (NLA) instruction using Balanced Literacy during the literacy block in grades K and 1 and 50% of the time in grades 3 and 4 followed by 20% in grades 4 and 5. Content area instruction in math, science and social studies in the Transitional Bilingual program is delivered in the Native Language in grades K 100% of the time followed by 50% of the time in grades 2 and 3 and 20% in grades 4 and 5.

Our Free-Standing ESL program services 83 students in grades K-5 using a combination of push-in and pullout program models. Students from a class that consists of a majority of ELLs are chosen for push-in model. On-going, consistent articulation with the classroom teacher determines and targets students' individualized needs. Scaffold instruction is achieved through intervention strategies and the use of leveled, trade, native language, high interest and guided reading books.

A variety of instructional approaches and methods are used to make content comprehensible and enrich language development. Scaffold instruction for listening skills is delivered through use of visuals such as picture libraries, text images, computer images, timelines, and realia through the audio support of books on tape, educational internet programs such as; Star falls, chants and songs. Students are also engaged in lessons, which provide them with modeling, hands-on activities, note taking, read-aloud with Accountable Talk, which also support Listening and Speaking skills.

Two ESL certified teachers services students in our Free-Standing ESL program. One ESL teacher has five groups in her schedule. ELLs in Group 1 are kindergarten students and grouped according to their proficiency level achieved at LAB-R administered in Fall 2009. They are Beginners. The ESL teacher utilizes a Push in/Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. Group 2 is a combination of ELL students in Grades 1 and kindergarten. They are all at the Advanced level. The grouping of these students is based on the analysis of NYSESLAT modalities and LAB-R results. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELLs in Group 3 are second grade students. They are all at the Advanced proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. Group 4 is a combination of ELL students in Grades 1 and 2. The majority of these students are at the Beginning level. One student is at the Intermediate proficiency level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5 are second grade students. The majority of these students are at the Intermediate proficiency level. Two students are at the Beginning level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines.

The second ESL teacher has five groups in her schedule. Group 1 is a combination of ELL students in Grades 3 and 5. They are all at the Beginning proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 2 are third grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 3 are third grade students and are at the Intermediate proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 4 are fourth grade students. They are all at the Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5A are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these

students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5B are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines.

Reading instruction is scaffolded through modeling, use of graphic organizers, brainstorming and pre-reading questions, which are then answered and discussed. Explicit ESL instruction is delivered through Guided Reading following the Teachers College workshop model. Vocabulary is supported through the use of picture libraries, computer images and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas and then maintained through written usage and active use of word walls. Libraries are leveled and available to the student throughout the day. Students are transitioned to writing through Teacher's College Writing Workshop Model. Writing instruction is scaffolded through modeling, exemplars, shared writing experiences, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and interactive writing are additional models for the writing process. Rubrics are used to guide students and to develop their metacognitive skills.

We implement flexible grouping based on the results of the LAB-R and NYSESLAT in each modality (Listening, Speaking, Reading and Writing). Materials used in the Free-Standing ESL program include but are not limited to 'On Our Way to English' published by Rigby, leveled libraries, leveled guided reading books, dictionaries, reference books, internet-based texts, books on tape and computer programs. Instruction is provided using small groups using glossaries, native language dictionaries reference books and peers. ESL and classroom congruence is achieved through ongoing collaboration and articulation between classroom teachers and ESL providers. ESL teachers receive training in balanced literacy through Teacher's College Workshops, BETAC trainings, and ELL meetings provided by our network leaders. Common branch and Bilingual Teachers with ELL students in their classes will receive preliminary training on analyzing their student's Spring 2009 NYSESLAT results. Understanding the results will provide the teachers with a basis for understanding the importance of infusing ESL methodologies into all subject areas with a special focus on pictorial representations to enhance student understanding of newly taught concepts.

This school year we have a solid block of 110 minutes (Monday – Friday) where the focus of uninterrupted instruction is on literacy. Academic Intervention Service (AIS) providers have been assigned to every classroom during this time to assist in small group individualized instruction. In a monolingual classroom, during this literacy block you may find the classroom teacher, AIS provider working with a small group of students while the

ESL teacher is supporting her group own group of beginners and intermediates at the same time. Another new initiative for the school is providing common branch and bilingual teachers with common preparation times where teachers can plan and share best practices.

Our ELL students are incorporated in every part of our intervention program in our school. They benefit from reduced class size as well as participate in the school's extensive 50-minute extended day program three times per week. We have also hired additional staff members at the school as cluster teachers. Not only do these specialty teachers provide the students with instruction in areas such as; art, science, dance, physical education and music but they also serve as our AIS providers. Every one of their schedules reflect two (2) consistent periods per day where they are assigned to specific classes to work with classroom teachers on providing small group instruction. In some classrooms while the AIS teacher is working with a small group of students the teacher can work with a group of ELL students. Depending on whether the class is a transitional bilingual teacher or a common branch teacher the language of small group instruction may be in English or Spanish.

This school year we have invited a vendor from Sussman Sales who has shared with us some resources to possibly pilot this year with our ELL students. They are; The Empire State NYSESLAT ESL/ELL and NYSESLAT Finish Line. We are also considering piloting a new ELL software in order to provide the pullout ESL students with technological opportunities to advance in their reading, writing, speaking and listening skills.

Since this is the first complete school year with this administrative team we will be setting up a protocol in the Spring 2010 where families of potential ELL students are acclimated to the culture of school by assisting them with registration, involving them in parent workshops and activities and providing them with book and word lists to work with their children.

Professional Development

Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, long-term ELLs, beginner, intermediate and advanced. This year, as mentioned above we have also provided the opportunity for common branch teachers and bilingual education teachers to plan together during common planning times. In addition, we have hired two full time coaches, one for literacy and the other for mathematics who facilitate discussions, trainings, staff development and provide classroom support as well.

Last year the ESL teacher provided the mandated 7.5 hours of Jose P training to 4 staff members at our school. This year we will continue to vigorously train our staff members in this training with the ultimate goal being that every classroom teacher and cluster/AIS teacher receive this training by the end of this academic school year. Our professional development will continue to implement strategies that promote learning environments, which respect individual needs. Through assessment, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the needs of our ELL students. All administrators and coaches will assist the staff with the implementation of NYC performance and NYS learning standards to effectively align the curriculum in grades K-5. There is a strong conviction shared at by the P.S. 385 teaching staff that we will minimize the existing deficits, which are hampering ELLs from achieving the New York State Standards.

Parental Involvement

Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators school-based support team members and ESL teachers. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents. In addition to this the school has hired a bilingual social worker, bilingual psychologist to assist families who may be in crisis. This year we will also be sending a survey to the families during the 2nd marking period (January) where we will ask them to evaluate their child's progress thus far and provide us feedback.

Review and Analysis of Data

In analyzing the NYSESLAT data we looked beyond the LAP worksheet provided to us. Instead of just analyzing the NYSESLAT data for the past spring we began to look at trends across the grades from the past three years. Our initial findings have been very interesting. We have found several students scoring at a beginning level in kindergarten, reaching an intermediate level in 1st grade then falling back down to a beginning level in the 2nd grade. In some other cases we have found some students remain at a beginning level for three consistent years. In other cases we have found students in need of academic intervention for the writing or reading portion of the NYSESLAT. Looking at this data in such a manner is allowing us to make more informed decisions when

purchasing materials, beginning enrichment programs, assigning AIS teachers and making other school-wide administrative decisions which impact student learning and development.

This school year we will consistently administer periodic assessments to all of our students including ELL students beginning in the fall in order to monitor student progress. We will exhibit student data reports in the school in order to make teachers aware not only of the importance of these periodic assessments, but of the importance of their analysis and transparency.