



**SCHOOL FOR ENVIRONMENTAL CITIZENSHIP
PS 386**

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 10X386
ADDRESS: 125 EAST 181ST STREET BRONX, NY 10453
TELEPHONE: (718) 563-3292
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 386 **SCHOOL NAME:** School for Environmental Citizenship

SCHOOL ADDRESS: 125 East 181st Street Bronx, NY 10453

SCHOOL TELEPHONE: (718) 563-3292 **FAX:** (718) 563-3453

SCHOOL CONTACT PERSON: Heather Dawe **EMAIL ADDRESS:** hdawe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Heather Dawe

PRINCIPAL: Heather Dawe

UFT CHAPTER LEADER: Bessie Chance

PARENTS' ASSOCIATION PRESIDENT: Abigail Sotomayer/Angie Alvarado

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Heather Dawe	*Principal or Designee	
Bessie Chance	*UFT Chapter Chairperson or Designee	
Abigail Sotomayer	*PA/PTA President or Designated Co-President	
Carmen Hernandez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Serena Brown	Member/PA member	
Shanda Brown	Member/Parent	
Liana Salazar	Member/Parent	
Valerie Borock	Member/Teacher	
Courtney Little	Member/Teacher	
Christina Saunders	Member/Teacher	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A Narrative Description

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

School Description

The School for Environmental Citizenship is located in the Creston Campus, formerly PS 79. As a campus location, there are three schools housed within the building. We have expanded this year to serve Pre-Kindergarten through Grade 3, and will grow into a full elementary school, serving Pre-K through Grade 5. As we grow, we will attain one grade level each year as PS 79 phases out its upper grades. We serve the families of the Burnside area of the Bronx. Our demographic breakdown follows.

Number of students enrolled:	375
Percentage of Special Education students:	13%
Percentage of English Language Learners:	29%
Current Attendance Percentage:	91.5%

Our Vision

The development of the School for Environmental Citizenship was based on the belief that all children can and should be actively involved in the world around them. Therefore, our overarching theme is the study of our world community. Through our emphasis on cultural awareness, world language acquisition, and environmental responsibility students will understand the world in which they live and develop the values of respect, responsibility, and fellowship. Students will be empowered to learn and explore, and will be equipped to achieve in school, their local community, and our global community. Students will be able to articulate and demonstrate respect and responsibility for themselves, their families, their community, and the world. While academic achievement will be the priority at our school, it is our responsibility to go beyond academic achievement and instill a sense of pride in children and families for the community in which they live.

Our Mission

The School for Environmental Citizenship promotes learning and integrity by engaging students in the study of the world around us. We provide opportunities to explore world cultures and languages while emphasizing a strong academic curriculum in order to expand boundaries beyond the local community. Students have first-hand humanitarian experience as they help others in need in their community and take action on current environmental issues. Ultimately, students become responsible thinkers, doers, and risk-takers who demonstrate strong character and the ability to learn independently, and who are prepared for successful academic careers.

At the School for Environmental Citizenship we hold a strong belief in the Efficacy Paradigm, based on the work of Dr. Jeff Howard, which states that intelligence depends upon confidence and effort, and that intelligence is not innate. We do our best to carry this belief through in everything that we do, and refer back to it while planning for instruction, looking at student work, and speaking to parents and children. To the staff at the School for Environmental Citizenship, this means that we take responsibility for making sure that each student achieves at high levels.

The cultural aspect of our school theme is addressed in many ways, including the integration of cultural education into our Arts and Physical Education Programs. Our Visual Arts classes take advantage of the natural connection to cultural influences, and our Physical Education classes emphasize cultural connections to sports and movement (i.e., Martial Arts). Each grade in our school represents a continent, and each class on the grade represents a country from that continent. Each class study their countries on “Flyaway Fridays” which is designated time that teachers set aside on Friday afternoons once or twice per month. Each month, classes study a different aspect of their country. The School for Environmental Citizenship Olympics is a culminating event that will tie all three programs together. Each class will produce artwork and perform music that represents the culture of the country they have studied all year. The classes will compete in Olympic sporting events and research the performance of their country in the Olympics.

Our Environmental Science and Spanish teachers see each class for at least one period each week. The Environmental Science teacher supplements the New York City Scope and Sequence with additional instruction surrounding environmental issues using the New York State Science Standards. Our Environmental Science teacher works once a week with a Science Coach to develop curriculum and plan units. The Spanish teacher also makes curricular connections and focuses on cultural aspects of the language as well as Spanish literacy.

As a school, we value character development, especially in the early grades, as we recognize the importance of starting our young children on a respectful and responsible path. To this end, we have provided a thirty minute Morning Meeting block prior to first period for daily community building and character education. Our School Counselor has implemented a Value of the Month program which focuses on a specific value each month that we feel is important in our students’ social development. Last summer, a team of teachers developed Backward-Design Unit Plans for each of the values. Teachers are provided with lessons and activities for each value, and are required to post a students-centered rubric for each value. Students are assessed at the end of each month and the Guidance Counselor compiles data on each value.

Every Friday, during the Morning Meeting block, the entire school community comes together for Friday Assembly. This time is used to celebrate our school theme and promote the Value of the Month. Students are recognized for excellent attendance and demonstrating the Value of the Month. Students perform to share what they are currently working on, and we end each assembly by reciting our school motto together.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	School for Environmental Citizenship						
District:	10	DBN:	10X386	School BEDS Code:	321000010386		
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			54				
Kindergarten			86				
Grade 1			87	Student Stability - % of Enrollment:			
Grade 2			82	(As of June 30)	2006-07	2007-08	2008-09
Grade 3			0				86.5
Grade 4			0	Poverty Rate - % of Enrollment:			
Grade 5			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6			0				90.5
Grade 7			0	Students in Temporary Housing - Total Number:			
Grade 8			0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9			0				55
Grade 10			0	Recent Immigrants - Total Number:			
Grade 11			0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12			0				15
Ungraded			0	Special Education Enrollment:			
Total			309	(As of October 31)	2006-07	2007-08	2008-09
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			13	Principal Suspensions			9
# in Collaborative Team Teaching (CTT) Classes			10	Superintendent Suspensions			5
Number all others			10	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
				CTE Program Participants			0
English Language Learners (ELL) Enrollment: (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			0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs			0				
# receiving ESL services only			48	Number of Teachers			26

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			2	Number of Administrators and Other Professionals			8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			2
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			42.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09				62.0
American Indian or Alaska Native			0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			93.8
Black or African American			22.7				
Hispanic or Latino			74.8				
Asian or Native Hawaiian/Other Pacific Isl.			0.6				
White			1.0				
Male			51.5				
Female			48.5				
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:		Overall Evaluation:					NR
Overall Score:		Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment: <i>(Comprises 15% of the Overall Score)</i>		Quality Statement 2: Plan and Set Goals					
School Performance: <i>(Comprises 30% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
Student Progress: <i>(Comprises 55% of the Overall Score)</i>		Quality Statement 4: Align Capacity Building to Goals					
Additional Credit:		Quality Statement 5: Monitor and Revise					

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?
-

After completing our first year, we have been able to identify several significant accomplishments as well as areas of improvement. Our focus for the 2009-10 school year will be to continue to improve the areas in which we exhibit strength while improving as we continue to grow our school.

In our first year, we accomplished many things. We have created a culture of data, and teachers are comfortable assessing their students regularly and looking closely at the results of those assessments. Teachers have become proficient at setting SMART goals based on data analysis and developing an instructional plan to address the needs of the students in their classes. Teachers work collaboratively to create these plans in order to share ideas and maximize the effectiveness of their plans during common planning time and our monthly "Data Parties," three-period blocks of time devoted to data review and analysis.

We have also worked hard to implement a positive school culture, where teachers and students are proud of their school. To this end, we have been successful in achieving this through our Friday Assembly program. Students are excited to come together as a school and have the opportunity to share what they are learning with their school community. It also serves as a way for us to recognize students who display positive character traits and have exceptional attendance. We also host regular Family Fun Nights, which bring families, students, and staff together for a night of fun-filled activities. The nights are theme-based and focus on ways parents can help their children academically.

We have noticed that while most of our students showed significant growth in reading, many of them are still reading below grade level. According to the results of our year-end Fountas and Pinnell reading assessment slightly less than half (49%) of our students closed out the school year reading at or above grade level.

Based on the math scores we have for the year, we are currently questioning the validity of the assessments we used. The results showed a huge jump in the middle of the year, and an equally large drop again at the end of the year. There is a need to re-assess the quality of the assessments we are using and work toward more standards-based assessments.

Due to a high number of suspensions in the 2008-09 school year we have identified the need for a stronger character development program. As an elementary school serving early-childhood grades, it

is important to add to our current Value of the Month program and create a stronger focus on Character Education. It is also apparent that the Morning Meeting block was not used effectively last year. There is a need to mandate the use of this time in a structured manner to foster strong classroom communities and positive interactions among students.

As a school community, we are concerned with our attendance rate. We realize that academic achievement is hindered when education is frequently interrupted, and we recognize the role that parents play in attendance during the early-childhood years. It is a necessity to make improving our student attendance a priority in the 2009-10 school year.

We have also noticed the need for more consistency in instruction across grades and school-wide. Curriculum pacing is an important factor to address during the 2009-10 school year. We also need to address consistency in the level of academic rigor evidenced in student work.

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.

1. The percentage of students in grades K-3 reading at or above grade level will increase from 49% at the end of the 2008-09 school year to 55% by the end of the 2009-10 school year as measured by the Fountas & Pinnell Benchmark Assessment System administered quarterly.

The School for Environmental Citizenship recognizes that literacy leads to learning in all curriculum areas. Therefore, increasing student reading levels is a priority at our school.

2. Students in grades K-3 will demonstrate 5% growth in mathematics proficiency between January 2010 and June 2010 as measured by an internal standards-based interim assessment for K-2 and DY0 Acuity assessments for grade 3 administered quarterly.

We will use our new math assessment to establish baseline scores and measure growth in all mathematics standards.

3. Student attendance will increase from 89% at the end of the 2008-09 school year to 92% by the end of the 2009-10 school year as measured by ATS.

In order to increase student achievement we will work toward improving student attendance to maximize participation in instructional activities.

4. The number of Level 4 and 5 infractions will decrease by 20% from the 2008-09 school year to the 2009-10 school year as measured by the OORS Management System.

In order to increase student achievement and promote a positive school climate we will continue to work toward improving student behavior.

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): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of students in grades K-3 reading at or above grade level will increase from 49% at the end of the 2008-09 school year to 55% by the end of the 2009-10 school year as measured by the Fountas & Pinnell Benchmark Assessment System administered quarterly.</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"> • Implementation of the Fountas & Pinnell Leveled Literacy Intervention system in 10-week assessment cycles to provide intensive support to students reading 2 years below grade level • Use of Fountas & Pinnell Benchmark Assessment System to track progress and identify specific areas of need in terms of miscue analysis, fluency, and comprehension • AUSSIE consultant to work collaboratively with Literacy Coach on a bi-weekly basis to assess and address areas of specific need in literacy through classroom visitations, modeling, debriefing sessions, and lunch-and-learns • Increase in the Literacy Coach position to full-time • Monthly “data parties” (3-period blocks of time which incorporate the weekly common planning time, grade conference, and lunch) are used to look at student running records, perform miscue analysis, write SMART goals that address the needs of the students, and develop strategies for instruction to meet those goals • Bi-monthly goal-setting conferences between teachers and administration will be scheduled during preparation periods to discuss SMART goals set by each teacher • Implementation of electronic tracking system that measures student progress toward 1.5 years growth • Use of ARIS private community to upload electronic tracking sheets and share best practice • Continued partnership with Literacy, Inc. to increase family involvement in reading and provide reading incentives for students • Use of Independent Reading Data Wall that tracks student reading levels and is updated quarterly based on Fountas & Pinnell assessments • Implementation of student goal-setting and more rigorous portfolio work this year that will allow students to track their own growth and develop their own action plans • Teachers continually revise and follow a clear, comprehensive Curriculum Map that outlines units

	<p>of study and assessment (both formal and informal) as well as provides time built in for portfolio work (i.e., goal-setting, choosing work for portfolio, reflections, etc.)</p> <ul style="list-style-type: none"> • Teachers keep conferring notes during weekly conversations to track student progress during Independent Reading and use notes to plan for instruction • During Extended Day teachers will utilize <u>Interactive Read Alouds</u> by Linda Hoyt as a resource to develop accountable talk and comprehension skills • Teachers will continue to use <u>Good Habits, Great Readers</u> as a resource to develop mini-lessons in the workshop model for reading workshop • Teachers will use <u>Month-by-Month Phonics</u> as the primary Word Study resource • Grade Team Inquiry work focusing on specific groups of struggling readers, for example third-grade girls who are 2 years or more below grade level • Third-grade after-school program based on DYO Acuity assessments in which flexible groups are formed around specific reading strategies • Teachers participated in a Summer Institute workshop facilitated by the Literacy Coach which trained teachers on Independent Reading and flexible grouping practices
<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"> • We have used a combination of Fair Student Funding and Title SWP dollars to hire two AIS providers who are implementing the Fountas & Pinnell Leveled Literacy Intervention system for students who are 2 years or more below grade level • We have used Fair Student Funding monies to support an AUSSIE consultant who works with us bi-weekly (20 days) with a focus on Guided and Independent Reading and Literacy Centers • Our Literacy Coach is no longer split between coaching and AIS; it is now a full-time coaching position funded with the mandated 10% of Title 1 funds for Professional Development • Our Librarian has obtained a Library REACH grant worth \$250,000 to improve our school library and create a space where students can focus on reading quality literature • Classroom teachers write proposals through Donor's Choose and receive funds to support reading instruction in the classrooms • Children First Inquiry funding is used to provide per session payment to grade level inquiry teams to meet after school once monthly • Children First Inquiry funding is used to provide per session payment to grade team members to meet after school with the Data Specialist once monthly to maintain quality and consistency of inquiry work on all grade levels • Contract for Excellence monies will be used to fund the third grade after school program
<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"> • Class Reading Profiles will track student growth over time by recording students' independent reading levels according to the Fountas & Pinnell Benchmark Assessment System administered quarterly • School-wide Data Wall in the Principal's office will track the growth of all students by displaying current reading levels as well as yearly progress • Teachers' data binders, including conferring notes, Class Reading Profiles, and goal-setting sheets will demonstrate growth in use of reading strategies that will lead to higher levels of proficiency

	<ul style="list-style-type: none"> • Electronic tracking sheets will be used to measure progress toward 1.5 years' growth • Curriculum maps will be continually revised throughout the year to reflect necessary changes to units, assessments, and portfolio projects • Groups for literacy AIS cycles are reconfigured based on quarterly assessments • AIS providers confer regularly with classroom teachers to ensure alignment of instruction
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Subject/Area (where relevant):	Mathematics
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Students in grades K-3 will demonstrate 5% growth in mathematics proficiency between January 2010 and June 2010 as measured by an internal standards-based interim assessment for K-2 and DY0 Acuity assessments for grade 3 administered quarterly.
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"> • Implementation of Teach for America-created comprehensive summative mathematics assessments to be administered in January, March, and June • As part of the New Leaders for New Schools DY0 Interim Assessment cohort, our Data Specialist will create 4 mathematics interim assessments for grade 3 using the Acuity question bank • Data Specialist receives professional development from the New Leaders for New Schools cohort in creating quality assessments using Acuity • Electronic tracking sheets will be used to measure progress toward 1.5 years' growth • In addition to providing mandated SETTS services our SETSS provider is implementing a mathematics AIS program targeting low-performing students on grades K-3 • Everyday Mathematics Curriculum is implemented and supplemented as needed to ensure coverage of all NYS standards • The Everyday Counts Calendar Math curriculum is implemented daily to reinforce key skills and supplement the Everyday Math curriculum • Grade-level curriculum maps are followed by teachers to serve as pacing guides and assessment calendars for math curriculum • An after-school program will begin in January to target specific math skills needed by third grade students based on interim and classroom-based assessments • Monthly "data parties" (3-period blocks of time which incorporate the weekly common planning time, grade conference, and lunch) are used to look at student class work and assessment data, write SMART goals that address the needs of the students, and develop strategies for instruction to meet those goals • Bi-monthly goal-setting conferences between teachers and administration will be scheduled during preparation periods to discuss SMART goals set by each teacher • Inquiry Teams will study additional subgroups and add math goals based on the results of January interim assessments • Students set math goals for themselves based on grade-level standards and maintain portfolios

	<ul style="list-style-type: none"> to demonstrate growth in goal areas Support will be sought from the Leadership LSO in lieu of a mathematics coach on site
<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"> Children First Inquiry funding is allocated for the Data Specialist to spend time creating interim assessments and other Inquiry-related work Schedule is arranged to provide coverage to allow Data Specialist to attend weekly Curriculum Team meetings Data Specialist is provided with coverage to attend Leadership LSO Data Specialist training sessions Data Specialist is provided with coverage to conduct inter-visitations and meet with other Data Specialists Children First Inquiry funding is used to provide per session payment to grade team members to meet after school with the Data Specialist once monthly to maintain quality and consistency of inquiry work on all grade levels Classroom teachers write proposals through Donor's Choose and receive funds to support mathematics instruction in the classrooms Saunders Family Foundation grant has been obtained to support family involvement in mathematics improvement on 2nd grade Contract for Excellence monies will be used to fund the third grade after school program Children First funding has been used to secure the support of the Leadership LSO and the Knowledge Management Team will be contacted to request support in mathematics instruction
<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"> Grade Teams will review assessment results, set goals for student achievement, and plan instructional strategies quarterly Inquiry Teams will meet monthly to discuss student growth and conduct action research to determine best practices Teachers' data binders, including conferring notes, Class Reading Profiles, and goal-setting sheets will demonstrate growth in mathematics skills that will lead to higher levels of proficiency Electronic tracking sheets will be used to measure progress toward 1.5 years' growth Curriculum maps will be continually revised throughout the year to reflect necessary changes to units, assessments, and portfolio projects Groups for mathematics AIS cycles are reconfigured based on quarterly assessments AIS providers confer regularly with classroom teachers to ensure alignment of instruction
<p>Subject/Area (where relevant):</p>	<p>All Curriculum Areas</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Student attendance will increase from 89% at the end of the 2008-09 school year to 92% by the end of the 2009-10 school year as measured by ATS.</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"> • A Monthly Student Attendance bulletin board will display students with 100% attendance each month • A Monthly Class Attendance bulletin board will display a bar graph that tracks classes with 100% attendance on a daily basis for each month • Each class will create a display tracking daily class attendance rates • An Attendance Coordinator tracks attendance, makes daily phone calls to parents of absent students, and works closely with the new Attendance Teacher assigned to our school • Monthly award ceremonies acknowledge students who have perfect attendance for the month as well as the school year • Students and classes with 100% attendance for the day, week, or month receive incentives • Parent conferences will be held with administration for families of students whose attendance falls below 92% and/or demonstrate excessive tardiness • The school nurse will be consulted in planning parent workshops on promoting good health habits in order to ensure regular attendance in school • The Attendance Coordinator will inform teachers of how many days a child can be absent in a given month in order to maintain 92% attendance • Parents are required to pick up work for students who have been absent for 2 or more consecutive days • Late passes are collected by teachers and letters are sent home regarding attendance and tardiness rates • Outside agencies will be contacted for assistance in providing workshops and support for families of children with asthma to ensure management of their symptoms and regular attendance in school • Implementation of Core Team (consisting of Principal, Assistant Principal, School Counselor, Parent Coordinator, and Attendance Coordinator) to regularly review attendance data
<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"> • Fair Student Funding supports a school aide who has been designated as the Attendance Coordinator and time is set aside in her schedule for these duties • Title 1 SWP and ARRA SWP 1% Parent Involvement Funding will be used to coordinate monthly celebrations for families of students with perfect attendance • Fair Student Funding will be used to purchase incentives to be awarded to students with exceptional attendance records as well as students who demonstrate significant improvement in their attendance rates • Translation Services allocations will be utilized to ensure clear communication with families of all students with poor attendance

<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"> • Daily attendance rates will be monitored in ATS • Parent contact log will be maintained specifically for phone calls and meetings relating to attendance • Monthly Student Attendance bulletin board will show the number of students with perfect attendance each month • Monthly Class Attendance bulletin board will show the number of classes with perfect attendance each month • Class attendance displays will track attendance rate growth over time
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<p>Subject/Area (where relevant):</p>	<p>All Curriculum Areas</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The number of Level 4 and 5 infractions will decrease by 20% from the 2008-09 school year to the 2009-10 school year as measured by the OORS Management System.</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"> • Value of the Month program organized and facilitated by the school counselor • Daily implementation of a rigorous Character Development curriculum, aligned to monthly Value of the Month program, written as backward-design unit plans by a team of teachers • Use of 30-minute Morning Meeting block for Character Development activities and classroom community building • Friday Assembly program to build school-wide community • Mandatory classroom displays that reflect instruction around current Value of the Month as well as common rubrics associated with each value posted as part of the display • Student self-assessments and reflections based on the rubrics included in portfolios • Students recognized for exceptional demonstration of monthly values through Value of the Month award ceremonies • Value of the Month award recipient breakfast celebrations for students and families take place immediately following the award ceremonies • Implementation of Discipline Referral System to allow for clearer communication between teachers and administrators as well as better tracking of incidents • Implementation of Core Team (consisting of Principal, Assistant Principal, School Counselor, Parent Coordinator, and Attendance Coordinator) to regularly review data concerning school discipline • Student Personal Codes (individual goals around character development) written during first month of school and regularly revisited in classrooms • Student-Teacher mentoring program to be implemented for Priority 1 students • Implementation of Student Intervention Team (Principal, Assistant Principal, School Counselor, and School Psychologist) to develop Behavior Intervention Plans for and track progress of Priority 1 students • Development of small group Character Education instruction plan utilizing out-of-classroom

	<p>teachers during the Morning Meeting block</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Daily schedule allows for 30-minute block of uninterrupted Morning Meeting Time (classroom based Monday-Thursday, school-wide Friday Assembly on Friday) • Title 1 1% Parent Involvement Funding is used to provide breakfast for monthly Value of the Month celebrations • Implementation of Peer Mediation program in which third grade students apply to become peer mediators, are trained in mediation practices by the School Counselor, and are called upon to assist student in solving problems peacefully
<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"> • Monthly Character Development Assessment Data is collected and compiled by the School Counselor and will be reviewed regularly by the Core Team • OORS Management System Incident Level and Infraction Summary report is utilized to track infractions by level on a monthly basis

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	8	6	N/A	N/A	1	0	0	0
1	3	8	N/A	N/A	0	0	0	0
2	16	6	N/A	N/A	2	0	0	0
3	12	8	N/A	N/A	2	0	0	0
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Two full-time Literacy AIS providers conduct intensive small-group lessons in a pull-out model using Fountas and PInnell’s Leveled Literacy Intervention program. Students are seen daily during a 10-week cycle during which time progress is monitored closely.</p>
<p>Mathematics:</p>	<p>The SETSS provider, who does not have a full caseload, provides AIS support to the students struggling in mathematics, both in small groups and on an individual basis. She assesses mental math skills regularly and uses the Everyday Math curriculum to design lessons based on the needs of the students. Services are provided during the school day in both push-in and pull-out models.</p>
<p>Science:</p>	
<p>Social Studies:</p>	
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The School Counselor meets with at-risk students on an individual basis during the regular school day. Counseling services include but are not limited to individual sessions with students facing academic difficulty and emotional distress which may have an impact on their learning. The work with the students is based on Cognitive Behavioral Therapy and Family systems, two theories that incorporate skills for working within the child’s network of self and home-school community. Examples of strategies discussed with the students consist of anger management and breathing/counting techniques, locating a person/adult to speak with and also considering consequences and alternative behaviors.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	
<p>At-risk Health-related Services:</p>	

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) K-3 **Number of Students to be Served:** 92 LEP 0 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** 4 (classroom teachers working toward ESL certification)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The School for Environmental Citizenship is currently in its second year, having opened during the 2008-2009 school year. We currently serve grades Pre-Kindergarten through 3. We have a total of 375 children, 92 of whom are English Language Learners. Spanish is the predominant first language spoken by our English Language Learners. We provide ESL services to our students in all content areas using a self-contained push-in model for all grades. Sixty-four of our English Language Learners are at the beginning proficiency rating level, 23 are at the intermediate proficiency rating level, and 7 are at the advanced proficiency rating. All of our ESL students receive daily ESL instruction totaling 360 minutes per week from a certified ESL teacher who pushes into their classrooms.

The majority of English Language Learners in Kindergarten through Grade Three are placed in a heterogeneously grouped self-contained ESL class. A small number of English Language Learners are placed in monolingual general education classes. Our English Language Learners are held to the same high standards and expectations as all other students in our school. All goals and strategies for our English Language Learners are aligned with the New York State ESL Standards, New York State ELA and Math Standards and best practices in

education. Our English Language Learners are all newcomers, and 6 of them also qualify for Special Education Services. We plan to work with all groups on achieving grade level goals through the Extended Day program and our Title III after-school program.

During our registration process for our newly enrolled students the parents are required to complete a Home Language Identification Survey (HLIS). Our ESL teacher administers the HLIS on a one-to-one basis with each family and it is reviewed by the Assistant Principal, who is our ESL coordinator. This survey gives the school information on the languages spoken in the home. If the HLIS indicates that a language other than English is spoken in the home, the student is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). The LAB-R is administered within the first ten days of enrollment. Performance on the LAB-R determines if children are entitled to English Language development support services (ESL). If the LAB-R results show that a child is an English Language Learner (ELL) and Spanish is used in the home, the student must also take a Spanish LAB to determine language dominance. Once a student is identified as an English Language Learner the parents of the student are sent an entitlement letter. If a child is not entitled to services based on their performance on the LAB-R a non-entitlement letter is sent home. Parents are also sent a placement letter which explains the program their child will participate in. In addition, the letter explains that the student's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered every spring.

All parents of entitled children are invited to the school for a workshop conducted by our ESL Service Provider, ESL Coordinator and our Parent Coordinator. The workshop is called the ELL Parent Information Case (EPIC). One workshop has been held so far, and future EPIC workshops will be determined by the number of newly enrolled students who are entitled to ESL services. During this training the parents are required to complete the Parent Survey and Program Selection Form. Once fifteen students in one grade select a Dual Language or Transitional Bilingual Education Program the appropriate classes will be opened in the school.

Parent Workshops will also be offered on how to help students with language acquisition in the home. The Parent Coordinator and ESL teacher will collaborate to plan and implement these workshops.

All of our students receive daily instruction in English and weekly Spanish instruction. Our Spanish teacher utilizes the *Risas y Sonrisas* and *Viva en Espanol* programs in conjunction with the New York State Standards for Languages Other Than English.

The School for Environmental Citizenship provides support to prepare our students for the NYSESLAT exam by focusing on listening, speaking, reading and writing daily. Balanced Literacy instruction takes place daily in all classrooms using the *Good Habits, Great Readers* program as well as the *Good Habits, Great Readers* Writing Component. Our teachers further support the children through the use of ESL strategies and methodologies such as scaffolding instruction and differentiation.

We have 79 English Language Learners currently receiving services in our self-contained ESL classes. The teachers in our self-contained ESL classes are all working towards ESL certification and we provide opportunities for these teachers to attend professional development sessions outside of the school day. We have 13 English Language Learners in monolingual classes who receive pull-out services from our ESL teacher.

Twenty-nine percent of our student population is comprised of English Language Learners while 46 percent of our total student population holds language dominance in languages other than English. Out of our total ELL population 87 students are at either Beginning or Intermediate levels while only 7 students are advanced. We have 5 former English Language Learners, according to NYSESLAT results.

Our teachers assess their children’s reading ability through the *Fountas and Pinnell Benchmark Assessment System*. Independent reading levels are collected five times throughout the year and are analyzed for trends and patterns. When analyzing the results of this assessment it was very apparent that many of our English Language Learners are reading far below grade level expectations. Furthermore, once strategies and trends were discussed it was discovered that many of our English Language Learners are at the first (Pre-Production) and second (Early Production) stages of language acquisition.

Several of our English Language Learners receive additional AIS services. Our extended day program focuses on language and vocabulary development. The teaching resource that is utilized for all of our children is *Interactive Read Alouds*. Title III funding will also be used to develop an after-school program to assist all subgroups of ELLs in preparing for the NYSESLAT. Getting Ready for the NYSESLAT materials will be used and teachers will receive professional development from the ESL teacher on how to best use the materials.

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 actively seek professional development opportunities focused on best practices for English Language Learners for all of our teachers offered through such organizations as the Leadership Learning Support Organization and Bronx BETAC. Grade level common planning time will be set aside accordingly so the teachers who attend these workshops can turnkey information gained. In addition, we will provide school-based professional development around the New York State ESL standards and differentiated instruction through regular support from our ESL Provider and Coordinator on strategies that can be integrated into daily instruction in order to support English Language Learners.

Form TIII – A (1)(b)

School: 10X386 **BEDS Code:** 321000010386

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,261.06	⇒ 20 hours of per session to be provided for self-contained ESL classroom teachers to attend professional development sessions outside of the regular school day (\$839.60) ⇒ 36 hours of per session to be provided for 6 teachers (6

		<p>hours each) of the NYSESLAT preparation after school program to be trained on use of materials (\$1511.28)</p> <ul style="list-style-type: none"> ⇒ 8 hours of per session to be provided for the ESL teacher to prepare for and conduct training on use of after school program materials (\$335.84) ⇒ 162 hours of per session to be provided for 6 teachers (27 hours each) to provide 6 weeks of instruction (4.5 hours per week) during after school program (\$6800.76) ⇒ 27 hours of per session to be provided for ESL teacher to provide push-in support during after school program and compile data on student growth as demonstrated in after school program (\$1133.46) ⇒ 33 hours of per session to be provided to Assistant Principal for supervision of after school program (\$1430.22) ⇒ 5 hours of per session to be provided for the ESL teacher to prepare for and conduct parent workshops on language acquisition (\$209.90)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$758.94	Registration fees for future ESL professional development opportunities to be determined as opportunities arise.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1980	Getting Ready for the NYSESLAT materials for 4 ESL classes (\$495 per classroom set)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

An intake interview was conducted with each family during student registration at the beginning of the school year. This interview consisted of a needs assessment to determine how best to serve the students and families of our community, and allowed us to gather information about the translation needs of our families. Our Parent Coordinator has also maintained communication with families of students already enrolled to ensure up-to-date information regarding translation needs.

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.

Through the intake interviews, we found that a great deal of our families require written translation and oral interpretation. The school community has been made aware of this through interactions with families and the weekly staff newsletter.

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.

The Parent Coordinator and School Secretary translate outgoing letters into Spanish, the dominant language of many of the families we serve. School faculty members also utilize the Department of Education's written translation services. The Parent Coordinator works to identify volunteers to translate necessary documents into other languages represented in our school, such as Chinese and various African dialects.

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.

The Parent Coordinator is available to translate during family meetings. During Parent-Teacher Conferences, the Parent Coordinator as well as other Spanish-speaking staff members are available to translate. As with the written translation services, our parent coordinator actively seeks out community members to provide oral interpretation services in languages other than English and Spanish.

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>.

The Bill of Parent Rights and Responsibilities, which includes information regarding translation and interpretation services, was distributed to families at the beginning of the school year. In addition, signs notifying parents of translation services will be posted prominently in the main office.

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:	\$329,321	\$26,806	\$356,127
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3293		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$268	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,466		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1340	
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,932		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2681	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 93.8
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.

Teachers currently working with English Language Learners are working toward certification in this area. We are providing assistance with registering for necessary coursework and tests, and applying for licensure from New York State.

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

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

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

School for Environmental Citizenship PS 386 School Parent Involvement Policy (SPIP) 2009-2010

The School for Environmental Citizenship was founded during the 2008-2009 school year. Here at the School for Environmental Citizenship we believe that the parents are an integral part of our student’s success. Having this belief we have developed a Parent-Teacher Association and a School Leadership Team. We host a variety of family activities, including Family Fun Nights, where the parents learn specific language and learning strategies and techniques they can use in the home to support language development and academic success.

The School for Environmental Citizenship agrees to implement the following regulations:

1. The School for Environmental Citizenship will put into operation programs, activities and procedures for quality involvement of all parents of Title 1 eligible students consistent with the Elementary and Secondary Education Act. All programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. The School for Environmental Citizenship will carry out programs, activities and procedures in accordance with the definition of parental involvement.

- Parental Involvement means the participation of parents in regular, two-way meaningful communication involving student academic learning and other activities, including ensuring-
 - a. that our parents play an integral role in assisting their child’s learning
 - b. that our parents are full partners in their child’s education and are included in decision-making to assist in the academic success of their child.
 - c. that our parents are encouraged to be actively involved in their child’s education here at the School for Environmental Citizenship.

- Opportunities for our parents to become involved:
 - Learning Leaders
 - Parent-Teacher Association
 - School Leadership Team
 - Parent-Teacher Conferences
 - Family Fun Nights (academic based)
 - Family workshops

- The School for Environmental Citizenship will provide assistance and workshops to parents in understanding topics such as, but not limited to, the following:
 - New York State ELA, Math, Social Studies, Science, English Language Learner Standards
 - Understanding our curriculum and programs:
 - Good Habits, Great Readers
 - Good Habits, Great Readers Writing Component
 - Fountas and Pinnell Benchmark Assessment System
 - Everyday Math
 - Everyday Counts Calendar Math
 - Interactive Read Alouds
 - FOSS Science Kits
 - Environmental Science
 - Family orientation
 - Understanding the importance of language and the connection to literacy achievement
 - Curriculum Night
 - Child Safety
 - Nutrition and health

- The School for Environmental Citizenship will provide translated documents of all school-home correspondence.
- Translation services will be provided by our Parent Coordinator and other school personnel
- The School for Environmental Citizenship will provide professional development to our staff regarding the most effective techniques for involving parents through respectful conversations and outreach to parents.

This document will be updated to reflect any changes regarding our School Parent Involvement during the annual review to take place during the April 2010 PA Meeting. The School-Parental Involvement Policy is distributed annually during September of each school year as an attachment to the Family Handbook.

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

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

School for Environmental Citizenship PS 386 School Parent Compact 2009-2010

The School for Environmental Citizenship will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the New York State's learning standards;
- Hold Parent-Teacher Conferences at least twice annually;
- Disseminate report cards four times a year;
- Provide parents with reasonable access to staff (our teachers are available for two parent teacher conferences and are available by appointment during their preparation periods and before and after school);
- Provide parents opportunities to become trained Learning Leaders to volunteer in our school.

The School for Environmental Citizenship's Parent-Teacher Association will:

- Host a number of events each year that will allow parents the opportunity to be directly involved in our school community.

Our Parents will:

- Make sure their child is on time and prepared to learn everyday;
- Assist their child in completing homework activities;
- Read to their child everyday;
- Engage their child in meaningful conversations;
- Reinforce the school rules and policies;
- Enforce child safety and discipline guidelines as per the Chancellor's Discipline Code;
- Reinforce the values of the month;
- Reinforce the school's motto;
- Work in conjunction with the school to meet the learning needs of their child;
- Participate in school activities on a regular basis;
- Support their child in making good choices.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The design of an effective educational program that enables all students to meet high standards is of utmost importance to us. Therefore, we have conducted a variety of needs assessment activities in order to ensure the input of various constituencies.

We created surveys for parents, staff, and students. The surveys have assisted us in developing programs that address the needs of the students by providing information about the interests, strengths, and needs of our children. It has also informed our work by giving us a candid view of how various groups currently see us in terms of our strengths and needs as a school in the area of student support services.

Grade Teams (consisting of the Principal, Assistant Principal, Literacy Coach, and grade level teachers) and our Inquiry Team collected and analyzed 2008-09 student data and reviewed SMART goals set for students throughout the year. We have also reviewed and reflected on progress made last year by students as evidenced in interim assessments and our Independent Reading Data Wall. Feedback on the effectiveness of instructional strategies in reaching SMART goals was discussed.

The Core Team (consisting of the Principal, Assistant Principal, Guidance Counselor, Literacy Coach, Parent Coordinator, and teachers) reviewed attendance data for the 2008-09 school year and developed programs to ensure that all students are coming to school and therefore able to participate in all educational programs.

The Business Manager conducted a technology inventory, which the School Leadership Team used to determine technology needed to support all learners.

2. Schoolwide reform strategies that:

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

By using Title I money to support our Literacy Coach this year, funds were made available to hire two Academic Intervention Services providers who utilize the Fountas & Pinnell Leveled Literacy Intervention system to ensure rapid advancement of our lowest performing readers. Our SETSS teacher is able to provide mathematics AIS support to students struggling in this area as well, and focuses on needs determined by a mental math assessment. Our School Counselor offers at-risk counseling services to individual children whose emotional and social needs hinder their academic performance. The Counselor also works to implement a character development program, developed by a team of teachers during the summer, which is based on ten values reflective of social development needs. Youth Development and Crisis Intervention services are also provided by the Counselor.

3. Instruction by highly qualified staff.

The money allocated to provide instruction by highly qualified teachers will be used to assist self-contained ESL classroom teachers obtain their ESL licenses from New York State.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The funds allocated to professional development have been used to support a full-time Literacy Coach. Our Coach works with all teachers in the school on various components of Balanced Literacy to ensure rigorous instruction for all students.

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

We attend career fairs to attract qualified teachers for open positions. Our teachers also provide word-of-mouth referrals through a network of colleagues qualified through such programs as the Teaching Fellows and Teach for America.

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

We are continuing our partnership with Literacy Inc. who will provide services to involve parents in literacy education and promote student attendance. We are also seeking to develop a partnership with Cornell to bring their family nutrition program to our families.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Many of our Kindergarten students attended Pre-Kindergarten in our school, which is an important factor in transitioning to Kindergarten. We also host Curriculum Night during the first month of school, which provides an opportunity for families to meet the classroom teacher and become familiar with state standards and grade-level curriculum. Our teachers maintain contact with parents and guardians, and our Parent Coordinator and Pre-Kindergarten Social Worker hosted a series of workshops on transitioning to Kindergarten for our Pre-Kindergarten parents last spring.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers create many of their own classroom assessments to measure progress. Interim Assessments are administered quarterly on a school-wide basis, and teachers are consulted in instances when it is determined that revisions to these assessments need to be made.

Portfolios provide additional ways for students to demonstrate learning beyond traditional assessments. Teacher teams worked together to develop a list of common projects and expectations for each unit in all curriculum areas, and students choose which work to include in their portfolios. Students are required to provide an explanation for their choices, indicating why they feel the work best demonstrates their understanding of a particular unit of study.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Much of our common planning time is devoted to data analysis and using the results of assessments to plan for instruction. Teachers come together on grade teams weekly, and during monthly 3-period "Data Parties, to discuss specific instructional strategies that can be implemented based on the needs of individual students. These plans are revisited to determine the success of these instructional strategies and make revisions as necessary.

Our Instructional Support Team, comprised of the Principal, Assistant Principal, Guidance Counselor, Literacy Coach, ESL provider, SETSS provider, and AIS providers, meets weekly. Teachers complete a request for a meeting and submit it to the team along with an Areas of Concern checklist about the student in question. The team meets with the classroom teacher and the needs of the student are discussed. We decide upon several strategies to implement in the classroom as well as any at-risk services that may benefit the child. These strategies are utilized for a six to eight-week period, after which time the team reconvenes for a follow-up meeting. Strategies are discussed and revised as necessary and next steps are determined.

We also have the services of two full-time Literacy AIS providers, and our SETSS provider uses the time when she is not servicing mandated students to provide Math AIS. Students are picked up for these services based on academic need, and groups are flexible. Cycles last about 10 weeks.

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

The Parent Coordinator and Schools Counselor work collaboratively to coordinate assembly programs and to turnkey information gained at such workshops as CAP training, Child Abuse Prevention Training, and McKinney-Vinto training.

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

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.

- **English Language Learners**

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

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

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

The Curriculum Team, which consisted last year of the Principal, Assistant Principal, and Literacy Coach, reviewed a correlation guide linking the Good Habits, Great Readers program to the New York State ELA Standards. We also conducted Learning Walks through our ESL classrooms to observe specific teaching practices.

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

Applicable Not Applicable

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

While we have found that our taught curriculum provides strong Word Study instruction through the use of multiple resources (i.e., Month-by-Month Phonics, Words Their Way, and Good Habits, Great Readers), the review of the Good Habits, Great Readers Standards Alignment document has revealed areas where our curriculum will need to be supplemented.

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.

This year we have created Curriculum Maps on each grade level. We will continue to work with grade teams, with support from our AUSSIE consultant, on supplementing the Good Habits, Great Readers curriculum to ensure more rigorous literacy instruction.

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 group of teachers came together to review the mathematics interim assessments that were in use last year, while another group worked to create specialized report cards for the students in our school. These teams were able to determine the relevance of this finding.

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

Applicable Not Applicable

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

The Math Data Team compared the Everyday Math Curriculum to the New York State Mathematics Standards, supporting the findings above. The Report Card Development Team also used the standards to create our report cards, highlighting areas where the Everyday Math curriculum needs to be supplemented in order to better address the process strands.

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.

The Everyday Math curriculum is currently supplemented by the Everyday Counts Calendar Math program, implemented during Morning Meeting time. We have also included a skills component in our Math Block to ensure that time is devoted to the process of problem-solving. The report cards created by the Development Team reflect the content and process strands from the New York State standards, requiring teachers to assign a level in each area. Our Curriculum Team is currently working to revise the math interim assessments so that they are better aligned with the standards.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Informal classroom observations and conversations with teachers during common planning time informed our assessment of the relevance of this finding.

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

Applicable Not Applicable

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

Classroom observations and common planning work last year revealed a lack of consistency across grades. Overall, mini-lessons were too long and lacked a narrowed-down focus. We also found that Guided Reading had not been implemented in all classrooms.

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

Last year, we held a Professional Development Workshop Series, during which time teachers were paid to attend a series of workshops on self-selected topics. The focus of one these series was the workshop model and the architecture of a mini-lesson. We used this time to create a group of "expert teachers" in these specific areas whose classrooms now serve as mini-lab sites for the workshop model.

Our Literacy Coach continues to work with individual teachers to implement the elements of the Literacy Block. We have an AUSSIE consultant who visits our school bi-weekly and we are dedicating this professional development time to supporting teachers in developing Literacy Centers and Guided Reading.

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

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)

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.

Informal classroom observations and conversations with teachers during common planning time informed our assessment of the relevance of this finding.

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

Applicable Not Applicable

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

Through classroom observations and conversations with teachers we have found that there was inconsistency in math instruction across the grades last year. We also found that not all teachers were delivering math lessons in the workshop model. Differentiation of instruction in mathematics was lacking, and manipulatives were not being used effectively.

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.

The development of our grade-level curriculum calendars is helping us in terms of consistency across classrooms. Through common planning time, we will work with teachers in developing Everyday Math lessons in the workshop model using manipulatives. We will also develop technology use in math through the use of Smartboards and laptop carts. In the coming years, we plan to hire a math coach to further support this work.

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.

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.

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.

We determined the relevance of this finding through a review of the BEDS Survey.

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

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As a new school in our second year, the findings on teacher turnover are not applicable. We have only two new teachers this year, and lost three from last year. Many of the transfer teachers employed at our school are due to the phase-out of PS 79 and Article 18D of the UFT contract.

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.

A review of outside training attended by staff members during the 2008-09 school year has informed our determination of the relevance of this finding.

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

Applicable Not Applicable

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

Several of our teachers have attended professional development focusing on best practice for English Language Learners that was provided by the Leadership Learning Support Organization. Time was provided for these teachers to turnkey their learning with their grade teams. We have a full-time ESL teacher who pushes-in to support our self-contained ESL classes for two periods a day four times a week.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We have reviewed the information provided to ELL teachers and conducted an informal survey of ESL teachers.

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

Applicable Not Applicable

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

In reviewing the student data provided to teachers, we have found that they have been provided with minimal information regarding the performance of English Language Learners on assessments such as the LAB-R and the NYSELSAT.

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.

Teachers will be provided with the most recent LAB-R and NYSESLAT scores of their ESL students, and the data will be disaggregated not only by proficiency level, but also by the students' time in the United States and the type of program in which they are enrolled.

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 review of the sign-off sheet maintained as staff members were given IEPs and a review of professional development attended informed our assessment of the relevance of this finding.

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

Applicable Not Applicable

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

All staff members have received and signed for the IEPs of the students they service. The IEPs were explained by the Assistant Principal as they were distributed. We have also taken advantage of professional development opportunities for our Special Education teachers, and Special Education teachers receive support from the Assistant Principal. The Assistant Principal has also met with Special Education paraprofessionals to review roles and expectations.

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.

Reviews of the Individualized Education Programs for students in our school were conducted several times throughout the school year.

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?

The IEPs inherited by our school are poorly written.

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

We intend to reevaluate students who are not progressing in their current placement and revise IEPs as annual reviews come up.

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.)

We currently have 5 students enrolled in our school who reside in temporary housing facilities.

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

The School for Environmental Citizenship assists students residing in temporary living situations including those from families living in shelters or experiencing hardship due to finances, natural disaster and other uncontrollable events. School staff works to ensure that students living in temporary housing are given the opportunity to participate in all programs and have access to the same education and services that are available to permanently housed students. The parent coordinator, guidance counselor, attendance teacher and attendance coordinator maintain a close relationship with the district liaisons Stephanie Dyer and Regina Ross. The attendance teacher conducts family visits and systematic checks on individual student attendance; classroom teachers are encouraged to maintain accurate and current records of daily attendance including absence and tardiness. The pupil accounting secretary collects residency questionnaires, immediately enrolls students, maintains health records, makes proper recommendations for immunization compliance to families, and also documents attendance including 407s. The guidance counselor and social worker also work to provide services for students on an individual or family basis as well as refer to them to outside support agencies in the community. McKinney-Vento posters are posted in English and Spanish throughout the building to educate staff, students and families on factors regarding temporary housing. Necessary referrals regarding placement and transfers are made to the CSE, the school psychologist and IEP team members to ensure that appropriate and mandated services are rendered for students who have Individualized Education Plans. School supplies and free transportation, including yellow bus service or full-fare MetroCards© are provided for students as needed.

Part B: FOR NON-TITLE I SCHOOLS

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