



**BRONX LITTLE SCHOOL  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 12X691**

**ADDRESS: 1827 ARCHER ST., BRONX, NY 10460**

**TELEPHONE: 718 792-2650**

**FAX: 718 792-4149**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 691X      **SCHOOL NAME:** Bronx Little School

**SCHOOL ADDRESS:** 1827 Archer St., Bronx, NY 10460

**SCHOOL TELEPHONE:** 718 792-2650      **FAX:** 718 792-4149

**SCHOOL CONTACT PERSON:** Janice Gordon      **EMAIL ADDRESS:** Jgordon7

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSONS:** Janice Gordon & Loretta Kleinberg

**PRINCIPAL:** Janice Gordon

**UFT CHAPTER LEADER:** Melinda Hunter

**PARENTS' ASSOCIATION PRESIDENT:** Kimberly Cartagena

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 12      **SSO NAME:** Children's First Network #19

**SSO NETWORK LEADER:** Ben Waxman

**SUPERINTENDENT:** Myrna Rodriguez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Janice Gordon	*Principal or Designee	
Melinda Hunter	*UFT Chapter Chairperson or Designee	
Kimberly Cartagena	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Barbara Moorer	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	
Mohammed Alam	Member/Parent	
Charles Berenguer	Member/Parent	
Esther Berkson	Member/UFT	
Yelena Chaparro	Member/Parent	
Loretta Kleinberg	Member/UFT	
Lisa Martinez	Member/Parent	
Palmira Torres	Member/Parent	
AnneMarie Vargas	Member/UFT	

(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.

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Since its inception, Bronx Little School's community has advocated for small school size and small class size. We believe that our students' success is, in part, attributable to the fact that each child is known by all staff members, that all children know one another, and that our staff and parents value collaboration. We pride ourselves on our strong sense of community and commitment to a common goal—student achievement, academic and social.

For its first nine years, our school was part of the Monroe Campus, sharing space with four small high schools. Our location on a high school campus presented many challenges (sharing limited space, security concerns, etc.), but we also reaped the benefits of inclusion in programs involving high school students that provided good role models for our youngsters. In the summer of 2008, we relocated to a nearby elementary school and now share space with C.S. 102. Our relocation has allowed us to increase our student population (gradually). We now have more than one class on a grade in kindergarten and first grade and count special education children among our student population. One-hundred percent of our teachers are fully licensed and highly qualified.

We are firmly committed to providing students rich and varied learning experiences that integrate content area learning with the arts and technology. All children learn to appreciate and create visual arts in our dedicated art studio with a licensed art teacher who plans instruction and activities that reflect the learning standards defined in Blue Print for the Arts. Through the collaboration of classroom teachers and our art teacher, students see clear connections between the visual arts and literacy, math, social studies, and science. Our partnerships with the 92<sup>nd</sup> street Y (Musical Introduction Series), the New York Philharmonic ( ), and Education in Dance support our vision of learning through the arts. Last year, through a grant, we were excited to be part of the Shubert Elementary Theater Arts Partnership. If funding permits, we hope to be a part of it again this year. Our mobile (laptop) technology lab, and our new electronic white boards give every child, from Pre-K through Grade 5, opportunities to use technology as a tool for learning. Our goal is for students to understand that technology, like books and pencils and paper, offers a path to knowledge requiring active learning behaviors that encourage critical and creative thinking.

In our effort to continue and build upon the strong sense of community, last year we began an initiative called "Positive Behavior Interventions and Supports (PBIS)." PBIS is a proactive approach to student discipline with an emphasis on explicit teaching of expected behaviors; it allows our entire staff to engage in a school-wide initiative for positive behavior and self-esteem by providing a blueprint for successful behavior patterns. Our PBIS committee (composed of administrator, teachers, school aides, and parents) meets regularly to identify specific behaviors on which we need to focus our attention and plan methods and consistent language for modeling desired behaviors. Through teaching and modeling of expected behaviors that will support teaching and learning, our goal is to minimize the need to discipline students for unacceptable behavior. Our "4 Bees"—Be Responsible, Be Respectful, Be Safe, and (new this year) Be Healthy are clearly articulated to all

children through explicit teaching and positive reinforcement. PBIS is clearly communicated to all parents in our staff handbook, at assemblies, and at parent workshops.

The idea of adding “Be Healthy” to our PBIS initiative was conceived by our School Wellness Team. Our Wellness Team is made up of building staff, parents and an intern from the NYC Dept. of Health. The role of our School Wellness Team, a new Department of Education mandate for all schools, (as described in our parent handbook) is to develop ways to improve the physical wellbeing of our students by teaching them about the importance of healthy habits. We are continually seeking ways to increase physical activity, encourage the eating of nutritious foods, and promote practices that ensure good hygiene.

We see our small size as one of our greatest assets, but it also poses many challenges for staff, students and parents. Almost every staff member serves on multiple committees. Each of us performs many roles, requiring us to continually acquire new knowledge and learn new skills. Our willingness to do so in a true spirit of collaboration is what makes our school special. Every day, we provide a model for learning and living that we want our students to emulate.

**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)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>							
<b>School Name:</b>		Bronx Little School					
<b>District:</b>		12	<b>DBN:</b>	12X691	<b>School BEDS Code:</b>		321200011691
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	
	2	√	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	18	18	18		91.3	92.1	91.9
Kindergarten	19	21	57				
Grade 1	19	22	23	<b>Student Stability - % of Enrollment:</b>			
Grade 2	16	20	20	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 3	17	19	22		81.0	93.9	89.2
Grade 4	13	19	22	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	12	13	14	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 6	0	0	0		78.8	79.2	75.9
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 9	0	0	0		2	5	7
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 12	0	0	0		0	1	1
Ungraded	0	0	0	<b>Special Education Enrollment:</b>			
Total	114	134	179	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
				<i>(As of June 30)</i>	2006-07	2007-08	2008-09
				# in Self-Contained Classes	1	1	0
				# in Collaborative Team Teaching (CTT) Classes	0	2	1
				Number all others	0		
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment:</b>			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				# in Transitional Bilingual Classes	0	0	0
				# in Dual Lang. Programs	0	0	0
				# receiving ESL services only	24	18	30
				<b>Number of Staff - Includes all full-time staff:</b>			
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				Number of Teachers	11	11	13

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	0	0	0	Number of Administrators and Other Professionals	3	6	3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
<b>Overage Students (# entering students overage for grade)</b>							
(As of October 31)	2006-07	2007-08	2008-09	<b>Teacher Qualifications:</b> (As of October 31)			
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	27.3	36.4	46.2
				% more than 5 years teaching anywhere	45.5	36.4	30.8
<b>Ethnicity and Gender - % of Enrollment:</b> (As of October 31)							
	2006-07	2007-08	2008-09	% Masters Degree or higher	82.0	73.0	77.0
American Indian or Alaska Native	0.9	0.8	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.8	92.9	100.0
Black or African American	25.4	20.2	17.3				
Hispanic or Latino	68.4	73.1	71.5				
Asian or Native Hawaiian/Other Pacific Isl.	4.4	5.2	7.8				
White	0.9	0.8	0.6				
<b>Male</b>	43.9	45.5	45.3				
<b>Female</b>	56.1	54.5	54.7				
<b>2009-10 TITLE I STATUS</b>							
√	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
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

<b>Individual Subject/Area Ratings:</b>									
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>					
ELA:	IGS			ELA:					
Math:	IGS			Math:					
Science:	Pending			Graduation Rate:					

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Grad Rate
	ELA	Math	Science	ELA	Math		
<b>All Students</b>	√	√	-				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	X	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
<b>Student groups making AYP in each subject</b>	2	3	0	0	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	80.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	10.5	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	49.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	NR		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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?
- 

For the third year consecutively, our school has earned an "A" on our Progress Report and each year has shown significant increases in the percentage of children scoring level 3 and 4 on New York State Standardized Tests. The percentage of children performing at level 2 decreased 20% over four years. This trend of steady growth in numbers of children meeting or exceeding standards poses new challenges, requiring us to find ways to meet the needs of the large numbers of children performing at standards to ensure that they make adequate progress. Although 83.6% of our students in grades 3, 4, and 5 performed at levels 3 and 4 on the NYS ELA Exam, the percentage of testing-grade students making at least one year of progress was 65.7%. Similarly, 90% of our third, fourth and fifth graders performed at levels 3 and 4 on the NYS Mathematics Exam, and 80% of our students in testing grades made one year of progress in mathematics. The percentage of children performing at level 2 on the NYS Mathematics Assessments decreased by 31% over a four-year period, and the percentage performing at level 4 on the standardized math assessments increased by 21% over a four-year period. Our challenge is to continue this upward trend in performance. These percentages clearly indicated to us that we needed to utilize item analysis from both exams to guide us in establishing teaching and learning goals for 2009-2010.

Item analysis of our students' answers on the NYS Standardized ELA Exams shows clear patterns. Students had the greatest difficulty correctly evaluating texts to identify central ideas and making inferences. On the NYS Mathematics Exams item analysis, geometry and measurement tasks proved most challenging for our students, and students were least successful on the constructed responses that required them to explain their thought processes.

The patterns we noted in English Language Arts performance indicate the need for more time on task teaching and learning comprehension strategies that support inference and evaluation, and the need for students to spend more time reading independently with opportunities to talk and write about the texts they read. Inference and evaluation are higher order thinking skills that are developed through effective questioning and exposure to a wide range of ideas and viewpoints. Patterns in Mathematics performance point to the need for spending more time on task using manipulatives and measurement tools. Both geometry and measurement are strongly visual concepts which can be very effectively illustrated using technology. We need to seek software and/or websites that can help our students to better visualize the concepts they fail to understand well. We need to look closely at instruction on all grade levels to develop a continuum of learning with practices that support higher order thinking skills beginning with our youngest students.

To prepare for the work our professional learning community will do this year, we analyzed data on student independent reading levels in each grade at the start of the year. We intended to establish a school-wide goal for student independent reading levels as a percentage increase between September 2009 and June 2010. After looking at the starting independent reading levels on all grades, we were surprised to discover that on average 10% our beginning first graders had reached benchmark level (level B) and that 50% of our beginning second graders had reached benchmark level (I). Setting school-wide goals for independent reading level growth clearly does not make sense. We have decided to establish separate goals for kindergarten, first grade, and second grade. Grades 3, 4, and 5 have a much higher percentage of students at end-of-year benchmark levels in independent reading, so we have set one goal for those grades.

Our English Language Learners' academic progress is measured by their progression through proficiency levels as indicated by their performance on the NYSESLAT administered each spring, and for those 3<sup>rd</sup>-, 4<sup>th</sup>-, and 5<sup>th</sup>-grade ELLs who have been provided ESL services for at least one year, by their performance on New York State Standardized Assessments ELA, Mathematics, Science, and Social Studies). ELL periodic assessments, teacher-made assessments and classwork are also measures of progress. The overwhelming majority of our English Language Learners advance one proficiency each year, going from beginner to intermediate to advanced. One student failed to advance a level from 2007-2008, remaining at intermediate for a two-year period. With intensive small group instruction from our ESL teacher, with an emphasis on guided reading, that child progressed from intermediate level to advanced level by spring of 2009 (based on NYSESLAT scores). The same lack of progress was noted for another student from 2008-2009, and our ESL teacher is implementing interventions that proved successful the previous year to support this child this year. Because our English Language Learners spend most of their instructional day with their classroom teachers, we recognize the need to support classroom teachers in developing best practices for their ELLs.

Our population of children with special needs has grown from one self-contained class last year to two this year, and we anticipate continued growth. One challenge we face is to provide sufficient and timely training to all staff in best practices for supporting children with special needs, especially behavioral needs. This is an area in which we require additional support. Building relationships with other schools that have been successful in establishing an environment in which school staff is well trained to meet the needs of all children, including those with special needs, and sharing ideas with those schools would benefit us.

Sharing space with another school presents challenges to providing our children with opportunities for physical activity. Approximately 1,200 students are served by one gymnasium. We continually seek ways to provide physical education despite the lack of available facilities. Last year, we formed a School Wellness Team to develop ways to improve the physical wellbeing of our students by teaching them about the importance of healthy habits. We developed a School Wellness Policy that we include in our Parent Handbook; the policy establishes guidelines for staff, parents, and students for maintaining good health. Our fourth- and fifth-grade students participated in the Mightly Milers program. Our Early Childhood teachers participated in SPARK training designed to help teachers provide physical activities within their classroom or in limited space. We are planning our first School Wellness Event in December where families can participate in activities designed to encourage healthy habits. We partner with Education in Dance, giving every child additional time for movement. Our physical education program is not ideal, but we are proud of our accomplishments in this area despite barriers to our continuous improvement.

Bronx Little School has never held a School Science Fair (Our previous location on a high school campus prevented us from having a dedicated space to set this up for viewing.) Now that we are collaborating with another elementary school for shared space and we have a licensed science

teacher, we are scheduling our first Science Fair for this spring. It will provide our students with the opportunity to demonstrate science learning aligned with standards.

2008-2009 Parent and Teacher Surveys indicate that opinions of our school learning conditions have improved in all areas compared to last year. We are, however, still below the city average for the number of respondents, and we need to seek new ways to increase the number of both parents and teachers that respond to the surveys. Teachers and parents agree that one of our greatest strengths is engagement. There is room for improvement in the area of academic expectations although compared to all elementary schools, we scored 8.3 out of 10 in this area.

Our school's mission statement includes supporting the character development needed for children to become responsible, caring citizens of our rapidly-changing world community. Bronx Little School students, parents, and staff have always participated in projects each year that teach our children the importance of contributing to their own communities. We plan to expand children's horizons this year by providing them with community service opportunities beyond our immediate community; this will build their awareness of their roles as global citizens and foster understanding and compassion. An additional goal is for children to understand the relevance of classroom learning to real-world problems and solutions by consciously connecting content area learning to community service projects.

## **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.*

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**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):** Community Service/Citizenship

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>100% of students (Pre-K-5) will participate in at least one community service project involving classroom activities incorporating three distinct academic areas (ie; reading/writing/science, reading/art/math, reading/social studies/technology) designed to teach children about their roles as citizens.</p>
<p><b>Action Plan</b> <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"> <li>❖ Plan activities, presentations, and exhibits connected with community service activities such as Penny Harvest, Holiday Food and Clothing Drives, Toys for Tots, Valentines for Vets, etc.</li> <li>❖ Involve Learning Leaders and Parent Association Members in seeking, planning and implementing community service projects.</li> <li>❖ Hold special assemblies and plan hallway exhibits (maps, graphs, letters, essays, illustrations) to showcase student learning about citizenship and the role of the individual in society</li> <li>❖ Train teachers to utilize technology to bring the world to the classroom, so students can learn about ways they can help others</li> <li>❖ Form partnerships with organizations that promote social and environmental awareness (for example, New York Restoration Project, Children for Children, World Wildlife Fund, American Cancer Society, American Heart Association)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>❖ Purchase DVDs and books that illustrate and elucidate good citizenship and its effect on society and our environment</li> <li>❖ Schedule teacher professional development in the use of technology</li> <li>❖ Purchase CFN network consultant hours for teacher technology training</li> <li>❖ Schedule per session funds</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- ❖ Teacher lesson plans that integrate citizenship and content area learning
- ❖ Student assembly programs
- ❖ Donations to selected organizations
- ❖ Articles in our monthly newsletters recognizing and celebrating student community service
- ❖ Conversations with students in which they articulate their understanding of what they can do to bring about positive change in the way we live.
- ❖ Photographs and videos documenting student activities
- ❖ Documentation of partnerships with organizations that promote social and environmental awareness
- ❖ Purchase orders demonstrating purchase of DVDs and books
- ❖ Community service projects
- ❖ Student projects, exhibits and presentations which demonstrate learning in at least three distinct academic areas (ie. Reading, writing, science/reading, art, math/reading, social studies, technology)

**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):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 50% of kindergarten students, 65% of grade one students, 80% of grade 2 students and 90% of grade 3, 4 and 5 students will read independently at grade level as determined by Fountas &amp; Pinnell Benchmark Assessments (K-2) and Rigby Benchmark Assessments (3-5). This percentage represents an average increase of 34% across the grades over the average percentage of students reading independently at grade level in September 2009.</p>
<p><b>Action Plan</b> 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"> <li>❖ Administer reading attitude surveys to all students grades K-5 in October 2009 and June 2010</li> <li>❖ Establish minimum daily in-school independent reading sessions for each grade level K-5</li> <li>❖ Incrementally increase minimum daily independent reading sessions for each grade level K-5 throughout the year</li> <li>❖ Utilize student goal-setting sheets to guide students in short-term and long-term goal setting for their independent reading</li> <li>❖ Explicitly teach comprehension strategies through read alouds</li> <li>❖ Implement Guided Reading instruction in kindergarten classes at least twice each week beginning in November 2009</li> <li>❖ Provide professional development in the area of reading comprehension instruction for all teachers K-5</li> <li>❖ Monitor student progress by reviewing reading assessments and guided reading observation sheets at 8-week intervals</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>❖ Purchase Making Meaning comprehension libraries and teacher guides</li> <li>❖ Purchase leveled books for classroom libraries</li> <li>❖ Purchase Fountas and Pinnell benchmark assessments</li> <li>❖ Schedule and implement professional development</li> <li>❖ Schedule per session funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Running records and benchmark assessments</li> <li>❖ Teacher conference notes and observation sheets for independent and guided reading</li> <li>❖ Student progress towards individual goals (short- and long-term)</li> <li>❖ Pre and post reading survey results</li> </ul>

**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):** Science/Technology

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>100% of students in grades three, four and five will demonstrate understanding of the Scientific Method by June of 2010, as measured by the completion and presentation of science fair projects utilizing technology.</p>
<p><b>Action Plan</b> <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"> <li>❖ Explicit instruction in and modeling of the Scientific Method</li> <li>❖ Develop hypotheses</li> <li>❖ Plan and conduct experiments using variables</li> <li>❖ Collect, analyze and interpret data</li> <li>❖ Draw conclusions</li> <li>❖ Present findings</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>❖ Schedule science instruction for students in grades 3, 4, and 5 a minimum of two periods a week.</li> <li>❖ Schedule additional prep periods for the Science teacher to work with small groups</li> <li>❖ Plan field trips to Science Museums</li> <li>❖ Purchase instructional resources ( books, software, videos and equipment)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Bi-Weekly lab report assessments</li> <li>❖ Formal and informal observations</li> <li>❖ Student self-assessment rubrics</li> <li>❖ Teacher rubrics</li> <li>❖ Completed science fair project by June of 2010</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English As A Second Language

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 100% of our teachers will show evidence of differentiation of instruction in vocabulary development for English Language Learners as a result of professional development designed to build their knowledge of best practices for instructing English Language Learners.</p>
<p><b>Action Plan</b> <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"> <li>❖ Plan and implement professional development activities that target vocabulary building for ELLs during at least one of our scheduled monthly 3-hour professional development sessions.</li> <li>❖ Send all teachers weekly emails containing research-based strategies they can incorporate into their lesson plans to differentiate instruction for English Language Learners.</li> <li>❖ Build a library of professional books, journals and research articles on supporting ELLs in language acquisition.</li> <li>❖ Classroom teachers will meet with our ESL teacher for the purpose of looking at student work through the lens of vocabulary development.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>❖ Fund teacher per session</li> <li>❖ Purchase professional resources on the topic of support English Language Learners</li> <li>❖ Utilize CFN network consultant hours</li> <li>❖ Schedule time for articulation between classroom teachers and ESL teacher</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Professional Development Agendas and Handouts and Sign-In Sheets for Teacher Teacher Workshops on Instructing and Supporting ELLs</li> <li>❖ Purchase Orders for books and journals on the topic of supporting ELLs</li> <li>❖ Teacher lesson plans that include strategies for ELLs</li> <li>❖ “Desktop” folders containing weekly emails describing best practice for ELLs</li> <li>❖ Evidence of implementation of strategies in formal and informal observations</li> </ul>

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

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Extended-Day Instruction</li> <li>• Academic Intervention Teacher (Special Education License and Reading Recovery Trained)</li> <li>• Test Preparation Classes</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Day Small-Group Instruction for 1hour 20 minutes twice each week using Mondo Guided Reading materials, Making Meaning (Developmental Studies Center) and Fountas &amp; Pinnell Phonics</li> <li>• Academic Intervention Teacher Services 3-4 times per week during the school day (combination push-in and pull-out model) using Wilson, Mondo Guided Reading, Fountas &amp; Pinnell Phonics and WordBuild (Developmental Studies Center), Spector Phonics, Teacher-Made Vocabulary Content Games</li> <li>• Test Preparation Classes after school twice each week for 6-8 weeks prior to administration of NYS ELA Exam (utilizing “A Reader’s Workshop Approach to Test Readiness” (Kaplan)</li> </ul>
<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Extended-Day Instruction</li> <li>• Academic Intervention Teacher</li> <li>• Test Preparation Classes</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Day Small-Group Instruction for 1hour 20 minutes twice each week using Every Day Math, teacher-made materials, and SMARTboard interactive games</li> <li>• Academic Intervention Teacher Services 3-4 times per week during the school day using Every Day Math Manipulatives, Everyday Math Games and Every Day Math Differentiation Guide, and Teacher-made modified materials</li> <li>• Test Preparation Classes after school twice each week for 6-8 weeks prior to administration of NYS Mathematics Exam using Kaplan Keys</li> </ul>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Extended Day Instruction</li> <li>• Academic Intervention Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• A component Literacy Instruction during extended Day Small-Group Instruction for 1hour 20 minutes twice each week utilizing Harcourt Science Trade Libraries and Mondo Nonfiction Science Guided Reading Sets</li> <li>• Academic Intervention Teacher Services (Grades 4 &amp; 5) using Harcourt Science Trade Libraries and Mondo Nonfiction Science Guided Reading Sets</li> </ul>
<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Extended Day Instruction</li> <li>• Academic Intervention Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• A component Literacy Instruction during extended Day Small-Group Instruction for 1hour 20 minutes twice each week utilizing Houghton Mifflin Harcourt Social Studies materials, Rand McNally online resources and Mondo Nonfiction Social Studies Guided Reading Sets</li> <li>• Academic Intervention Teacher Services (Grades 4 &amp; 5) using Primary Source Materials and Mondo Nonfiction Social Studies Guided Reading Sets</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <ul style="list-style-type: none"> <li>• Lessons</li> <li>• Group/Individual Counseling</li> <li>• Attendance Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students to identify their issues relating to behavior, self- esteem, attendance, conflict resolution, and academic success. Instruction focuses on developing positive character traits.</li> <li>• Group/Individual counseling; Students discuss and formulate goals, and learn problem-solving strategies that will enable them to overcome a variety of personal challenges.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance Awards: Students are recognized monthly by receiving attendance awards.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Meetings with students, parents and School Based Support Team are scheduled as needed</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Meetings with students, parents and School Based Support Team are scheduled as needed</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Meetings with students, parents and School Based Health Service Providers and/or Community Based Health Service Providers are scheduled as needed</li> </ul>

**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.

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**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-5      **Number of Students to be Served:** 31    **LEP** \_\_\_\_\_    **Non-LEP**

**Number of Teachers** 1      **Other Staff (Specify)** Art Teacher, Technology Teacher, Parent Coordinator

**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.

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Our school has 210 Pre-K through 5<sup>th</sup>-grade students. The student population consists of 70.48 % Hispanic, 17.70% African-American, 6.19% Asian or Pacific Islander, .95% Native American, and 0.48% Caucasian (not of Hispanic origin), and .04% Multi-racial. Of the 210 students, 32 are receiving ESL services. In our kindergarten classes, 9 out of 52 students are English Language Learners, 18 out of 51 in first grade, 2 out of 25 in second grade, 1 out of 20 in third grade, 1 out of 21 in fourth grade, and 1 out of 23 in fifth grade. Out of our 31 English Language Learners, 30 are Spanish-speaking and 2 speak Bengali. All of the parents have chosen ESL on the parent survey as their program of choice.

The largest proportion of our English Language Learners are clustered in our first grades. Therefore, we are targeting our ELL population in grade one for additional support from our ESL teacher in collaboration with our Art and Technology teacher after school each Monday and Wednesday. The instruction is in English following an ESL model with emphasis on building oral language and reading fluency. To enhance existing resources we plan to purchase Waterford Early Learning Math and Reading software to use for these after school sessions. The Waterford software includes

assessments to monitor progress in all components of English Language Arts. Teachers are able to listen to recordings of student readings to assess progress in English fluency and oral language development.

Parent Workshops designed to bridge home and school for our ELLs are planned. Parents will have opportunities to experience the software the Waterford Early Learning Software used by their children and will be provided ideas for supporting their children’s language development at home.

**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.

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- Teachers of our ELL students receive at least ten hours of instruction in ESL methodology.
- Teachers are provided opportunities to attend professional development off-site, including workshops for best practices to meet the needs of ELL students.
- Of our scheduled monthly three-hour professional development sessions throughout the year, two are devoted to informing best practice for ELL instruction.
- Weekly emails that describe best practice and research-based strategies for ELLs are sent to all teachers.
- Articulation meetings take place throughout the school year where our ESL teacher and our classroom teachers exchange ideas and share best practices. Our teacher resource center contains professional books and journals on the topic of teaching English Language Learners in the regular classroom.

**Form TIII – A (1)(b)**

School: 12X691 Bronx Little School BEDS Code: 321200011691

**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)	\$9,079.99	182 hours of per session for ESL and General Ed teacher to support ELL Students: 182 hours x \$49.89 (current teacher per

- Per session		<b>session rate with fringe) = \$9,079.99</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1500.00	<b>Materials for Parent Workshops designed to bridge the home-school connection for ELLs</b>
<b>Educational Software (Object Code 199)</b>	\$4419.00	<b>Waterford Early Learning Literacy &amp; Math Software</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$14,998.99	

### **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**

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

The Home Language Surveys completed by the parents of every child during an interview process at registration time helps us to determine the number of parents who will need translation and interpretation services and the languages they read/write primarily.

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.

Approximately, 25% of our students' parents speak, read, and write Spanish as their primary language. Posters, flyers, and notices in Spanish and English inform our school community of available translation and interpretation services and how to access them.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written correspondence (including but not limited to monthly newsletters, calendars, school notices and flyers, parent handbooks, report cards) is translated into parents' primary languages in-house by school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Currently, all oral interpretation services are provided in-house by school staff and/or parent volunteers. Oral interpretation is provided at all parent meetings, parent orientations, special assembly programs, parent workshops, and at all parent-teacher conferences. Our Parent Coordinator is bilingual (English/Spanish) and is available to interpret at parent conferences, workshops, etc.

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>.
- Parents' primary languages are determined at the time of registration through the interview process conducted to complete the Home Language Survey.
  - At registration, parents are asked whether or not they require language assistance in order to communicate effectively with school personnel on all levels.
  - Information on parents' primary languages is maintained in ATS and recorded on student blue emergency cards (which are also provided to our school medical office).
  - All Centrally Produced Critical Communications are provided to parents in the primary languages.
  - All Student Specific Critical documents are provided to parents in their primary languages.
  - The Bill of Parent Rights and Responsibilities is provided to all parents in their primary languages.
  - Signs indicating the availability of translation services for parents are posted in a conspicuous location (at our main entrance).

**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:	\$102,000	\$98,800	\$200,800
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,020		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$938	\$938
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,100		\$5,100
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,691	\$4,691
6. Enter the anticipated 10% set-aside for Professional Development:	\$10,200		\$10,200
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4,691	\$ 4,691

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

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

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

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

See attachment

### 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.

(See attachment)

## 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. **See School Needs Assessment pp. 10-12**

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.

See pp. 5-6, 23-25, 40-42.

3. Instruction by highly qualified staff. **100% of teachers in Bronx Little School are highly qualified (see accountability snapshot).**

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.

- Teachers and Paraprofessionals meet for Professional Development for three hours after school on the second Wednesday of each month. Topics for these sessions are selected based upon identified needs as stated in this Comprehensive Education Plan.
- Professional Development is provided by AUSSIEs, CEI-PEA (our support organization), DOE Internal Services, BETAC, and In-House Staff

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

Bronx Little School's Professional Development planning is based on a needs assessment completed by all teachers. This allows us to differentiate professional development and ensures that teacher professional development is linked to school-wide initiatives based on needs identified by our Quality Review and our School Progress Report. We foster a climate of collaboration and reflection. When teachers are given a voice in decision-making regarding professional development needs, they are more apt to feel that they have a stake in what happens at their school, to feel responsible for outcomes and to want to work for needed change.

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

Parent workshops are conducted throughout the year on a variety of topics—literacy, math, technology, health, promotional standards, etc. Topics for workshops are determined by surveys designed by our Parent Association and our Title I Representative. On those surveys parents can check off their preferences for workshop topics, or they can write in a suggested topic that is not listed on the survey. Information about parent workshops is communicated via a flyers back-packed home with each child, monthly newsletters, school calendars, and posted notices on parent bulletin boards.

Workshops are designed to be hands-on and to address the specific needs of our parent population. Translation and interpretation services are provided at all workshops.

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.

We host a Kindergarten Orientation each spring for the parents of our incoming kindergartners. At this orientation, parents learn what their children will be learning throughout the year, what their child will need to know to be successful in kindergarten and what they can do to support their children's learning.

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.

Review of student assessments is conducted at monthly grade conferences, monthly faculty conferences, monthly 3-hour professional development sessions and with AUSSIE and CEI consultants throughout the school year. Results of students assessments inform planning and school-wide goal setting, teachers' professional goal setting and student goal-setting.

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.

Benchmark assessments in Literacy and Math are done at the start of every school year to identify children who need extra support.

All newly admitted students (at any point in the year) are assessed immediately to identify their strengths and weaknesses.

Children identified as at risk of not meeting standards as a result of summative and formative assessments are enrolled in our extended day small-group instruction, provided the services of our AIS teacher, and their progress is monitored by our Pupil Personnel Team every 6-8 weeks to determine if they are making sufficient progress towards meeting standards. Revisions to instructional methods and materials are made if necessary.

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.

Our Parent Coordinator plans and conducts workshops for parents on nutrition (in collaboration with Cornell Cooperative Extension), on mental health (in collaboration with Bronx Lebanon), and in domestic violence prevention and prevention of child abuse. She also works in collaboration with our Guidance Counselor to direct parents to resources when they require assistance with housing and employment.

#### **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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

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<sup>1</sup> 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.

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

**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.

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**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)*<sup>2</sup> 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

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

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

– **English Language Learners**

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

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

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

Our School Leadership Team, our Professional Learning Community (consisting of our entire staff), and our AIS Team review all available data to set professional goals for all teachers and learning goals for all students. These goals are aligned to state and city standards as evidenced by teachers' curriculum maps in reading and writing, and by the instructional materials provided (Making Meaning, Being a Writer K-2, Units of Study for Teaching Writing 3-5, Teaching the Qualities of Writing) which are aligned to state and city standards.

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?

Bronx Little School teachers have worked with AUSSIE consultants for the past 4 years to develop curriculum maps for ELA instruction. The Balanced Literacy approach to ELA instruction includes reading and writing workshop, guided reading, read alouds, independent reading, word work and daily writing activities. All teachers of K-2 use Fountas and Pinnell Phonics word work instruction (which provides a scope and sequence) and teachers of 3-5 are guided in their word work instruction by Diane Snowball's *Spelling K-8*. All instructional planning is data driven. Teachers in k-2 use Fountas & Pinnell literacy assessment tools and teachers of 3,4, 5 use Rigby Benchmark assessment. Data from periodic assessments, item analysis of NYS Standardized Assessments, and *Children's Progress* (an online assessment for k-3) in addition to teacher-made assessments and analysis of student work are all used to drive instruction. Reading comprehension is taught through a combination of read aloud, guided reading, and independent reading, and whole class lessons to explicit teach specific strategies. All classrooms have leveled libraries to support independent reading, and our teacher resource room contains multiple sets of guided reading books (Mondo) at all levels (A-V). Our ESL teacher uses a combination push-in/pull out model

that successfully bridges classroom instruction and ESL instruction. Resources she uses include, but are not limited to, *Our Way to English*, *Reader's Theater*, Scholastic's *Cozy Corner* classroom package (with big books and books on CD), *One More Story online reading program*, *guided reading* books, leveled classroom library books. Our AIS teachers uses Wilson, Fountas & Pinnell Phonics, and guided reading (Mondo) in addition to teacher-made materials specifically designed to target student needs.

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.

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Review of student performance data for mathematics show that 90% of our students are performing at levels 3 and 4 on New York State standardized assessments. We review item analysis to determine specific skills that our students that pose a challenge for our students.

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?

90% of our students in grades 3, 4, and 5 perform at levels 3 and 4 on New York State standardized assessments indicating alignment with NYS 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.

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## **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.

As a school community, we look at all data sources to make decisions about professional development needs and to develop goals for our staff each year. Based on data (including but not limited to our 2008-2009 Annual School Survey, 87% of our parents agree or strongly agree that academic content offered keeps their child interested in school. Research has shown a correlation between student discipline issues and lack of engagement during classroom learning; our school community promotes positive behaviors in addition to providing differentiated instruction that supports learners at all ability levels and with a variety of learning styles with a goal of minimizing discipline issues and maximizing student engagement.

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?

Professional development over the last four years has focused on supporting teachers in moving from whole-class teaching models to small group models. Reading and writing workshop, guided reading, independent reading, partner and small flexible group work have been the focuses of ongoing work with consultants (AUSSIE and CEI-PEA). We continue to reflect on, revise, and refine the work we do to meet the needs of all students; the "A" grade on our Progress Report for individual student progress indicates that our strategies are working.

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.

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## **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* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Student performance data and classroom observation data (informal and formal, consultant work, teacher reflection) inform lesson planning and classroom instruction. As noted in the ELA findings, movement from whole-class to small group instruction has resulted from a need identified through data analysis. As a result of our last Quality Review ((2007-8) we identified the need to increase the utilization of technology as a teaching tool.

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?

Everyday Math materials include a wide array of manipulative materials that are used in all classrooms. As a result of our last Quality Review, we allocated funds for the purchase of laptops, printers, projectors, SMARTboards, and software to provide teachers and students with the tools they need to teach math effectively. AUSSIE and CEI-PEA technology consultants have supported and continue to support

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

teacher in their professional learning in the area of technology. Classroom observations indicate daily use of technology as a tool for math learning on a daily basis.

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.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

We review teachers' responses on Annual School Surveys and look at School Demographics reports.

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?

Despite our school's gradual growth which has necessitated hiring two new teachers each year, half of our teaching staff has been with us for more than two years. 100% of our teachers are fully licensed, permanently assigned and highly qualified.

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.

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**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.

When we plan for professional development in all subject areas, the needs of our English Language Learners are always taken into consideration and strategies for supporting them (within an ESL program and within the regular classroom) are included. When ordering new curriculum materials, we review the materials to ascertain that teacher manuals for these materials include strategies for meeting the needs of our English Language Learners. Teachers are directly involved in developing goals for our Comprehensive Education Plan, including the professional development component of our LAP.

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?

Professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs is ongoing and differentiated to meet the needs of our staff.

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.

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#### **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.

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?

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.

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#### **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.

2008-2009 was the first year in which we registered children with special needs. Because it was our first year as a staff working with IEPs, we recognized the need to support all staff members in learning instructional approaches that will improve student academic performance

for our special needs population and in learning methodologies and best practices to address behavioral issues. Initiation of our school-wide Positive Behavior Interventions and Supports arose from our decision to be proactive in our approach to student behavior.

Reading assessments (Rigby benchmarks and ECLAS2) have indicated strong performance by our first class of kindergartners with special needs. Our goal is continue along this path of student progress as our special needs children progress through the grades. Support through high quality professional development will help us to do that.

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?

We are currently planning to dedicate two of our ten Professional Development sessions this year to topics that will support our special needs population. Differentiation of instruction to meet the needs of all students is our planned topic for November 2009, and we are planning a session on IEP Goals and Objectives—Developing Them and Supporting Students in Meeting Them.

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.

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### **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.

Our school registered its first class for children with special needs. These students entered our school in kindergarten with IEPs containing accommodations and/or modifications specified at the end of their Pre-K year. We review each IEP thoroughly and are noting that they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction) and that behavioral goals and objectives are often not included even for students with documented behavioral issues and concerns. As a result, we are carefully documenting student performance and behaviors with anecdotal evidence to ensure that annual reviews are conducted with a

focus on aligning individual student goals and objectives and promotional criteria on IEPs with content at all grade levels. Our gradual introduction to implementing, reviewing and rewriting IEP goals and objectives had afforded us the ability to be as thorough as possible in the process.

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? See above.

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

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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 two students in temporary housing attending our school.
2. Please describe the services you are planning to provide to the STH population.
  - Transportation Services to enable students to remain in our school despite relocation
  - Communication with Education Liaisons at temporary residences
  - Communication with caseworker, social workers, agencies providing family services
  - Referrals to community organizations for services such as counseling, tutoring, medical issues, etc.
  - At-Risk Guidance Counseling in school
  - School-level accommodations to supervise children before and after school

### **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.