



**P.S. 289**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 17K289**  
**ADDRESS: 900 ST. MARKS AVE. BROOKLYN, NY 11213**  
**TELEPHONE: 718-493-3824**  
**FAX: 718-467-3735**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 289      **SCHOOL NAME:** The George V. Brower School

**DISTRICT:** 17      **SSO NAME/NETWORK #:** Empowerment /Network 18

**SCHOOL ADDRESS:** 900 St. Marks Ave., Brooklyn, New York 11213

**SCHOOL TELEPHONE:** 718-493-3824      **FAX:** 718-467-3735

**SCHOOL CONTACT PERSON:** Dennis Jeffers      **EMAIL ADDRESS:** djeffer@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Debra Lawrence-Smith

**PRINCIPAL**      Dennis Jeffers

**UFT CHAPTER LEADER**      Dorothy Connelly

**PARENTS' ASSOCIATION  
PRESIDENT**      Patricia Heron-Lawrence

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Rhonda Hurdle-Taylor

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Dennis O. Jeffers	*Principal or Designee	
Dorothy Connelly	*UFT Chapter Chairperson or Designee	
Patricia Heron-Lawrence	*PA/PTA President or Designated Co-President	
Natasha Welsh	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Jeanette Perez	Parent Member	
Caridad Vasquez	Parent Member	
Ms. Fulcher	Parent Member	
Maria Herbert-Babb	UFT Member	
Debra Smith	UFT Member	
Lisa Highland	UFT Member	

\* 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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The *George V. Brower School*, P.S. 289, is located in a culturally diverse community of Crown Heights, Brooklyn. This Pre-Kindergarten to fifth grade school serves a population of approximately 800 students from culturally diverse backgrounds. Crown Heights is a community with many immigrants. The available ethnic data for 2006-2007 shows 88% Blacks or African American, 9% Hispanic or Latino, 1% Asian and 2% White. Our annual attendance rate in 2006-2007 was 89%.

Built in 1958, P.S. 289 was renamed *The George V. Brower School* in honor of Mr. *George Brower*. Mr. *Brower* held the position of Commissioner of Parks in the 1800's. The school is bordered on the eastern end by what was once called the *Bedford Park*, now *The George V. Brower Park*. The school building is well kept and maintained by the custodial staff. The work of the students can be seen prominently displayed throughout all three floors.

A neighbor to the world's first and largest children's museum, the *Brooklyn Children's Museum* is one of our collaborating agencies. Our teachers take several trips to the Museum with their classes and get involved in many hands on activities and projects focusing on content. The Museum also travels into the classrooms where teachers sign out portable kits over a period of time. Other collaborating agencies include *Medgar Evers College* which provides peer mediation in times of crisis; *DARE Program* - a program supported by officers of the 77<sup>th</sup> precinct which provides training in ethics, multiculturalism and moral values to our students.

For many years, P.S. 289 was the only barrier-free school in District 17. Because of our ability to accommodate the needs of physically challenged students, an association was developed with P.S. 396 in District 75 to accommodate more than 80 SIE VII and SIE III students. Today, P.S. 289 continues to house students and staff of P.S. 396 at P.S. 289.

Our student population is heterogeneously grouped within each grade, with one accelerated class on each grade. There are two pre-kindergarten classes, five kindergarten classes, five first grade classes, seven second grade classes, seven third grade classes, six fourth grade classes, five fifth grade classes and one inclusion class on each grade level. Pre-Kindergarten and Kindergarten both have one inclusion class. There are four self-contained classes serving grade levels 1, 2/3, 3/4 and grade 4/5. Due to the large number of students that fall below the federal poverty guidelines, P.S.289 receives Title 1 funding to supplement our instructional program.

P.S. 289 also employs the practice of multiyear assignment, which allows selective teachers from grades one to four to loop with their classes to the next grade level, spending two to three years with the same group of students. The benefits of this practice enable teachers to hit the ground running with their students in September, picking up where they left off in June. Teachers are familiar with the learning styles and the academic levels of their students. This practice has also resulted in increased performance

by the students of the looping classes. This also creates somewhat of a competition among teachers in an attempt to perform better than the looping classes on the individual grades.

The **vision** of The George V. Brower School is to work collaboratively with our parents and the community-at-large to provide a safe, healthy learning environment and to ensure a well-rounded quality education for all our students in order that they may reach and surpass all city and state standards, and become productive citizens in their future lives.

The **mission** of our school is to ensure excellence for all students providing them with experiences necessary to enable them to become viable and productive citizens through the efforts of the entire school community.

## 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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 289				
<b>District:</b>	17	<b>DBN #:</b>	17K289	<b>School BEDS Code #:</b>	331700010289

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	16	35	36		89%	89%	90.1%		
Kindergarten	87	83	75						
Grade 1	133	136	103	<b>Student Mobility:</b>					
Grade 2	129	114	91	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	131	129	103		91%	89%	91%		
Grade 4	139	115	81						
Grade 5	122	117	78	<b>Eligible for Free Lunch:</b>					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		88%	83%	80%		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing:</b>					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		45	33	45		
Grade 12	0	0	0						
Ungraded Elementary	106	107	0	<b>Recent Immigrants:</b>					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	847	801			7	5	3		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	55	52	50						
No. in Collaborative Team Teaching (CTT) Classes	135	129	125	Principal Suspensions	0%	0%	0%		
Number all others	582	575	567	Superintendent Suspensions	0%	0%	0%		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	17	18	21	<b>Number of Staff:</b>			
# ELLs with IEPs	5	2	1	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	66	71	72
				Number of Administrators and Other Professionals	3	3	3
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	24	24	24
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	83%	86%	86%
American Indian or Alaska Native	0%	0%	0%	Percent more than two years teaching in this school	82%	83%	85%
Black or African American	91%	88%	88%	Percent more than five years teaching anywhere	85%	86%	86%
Hispanic or Latino	7%	9%	.1%				
Asian or Native Hawaiian/Other Pacific Isl.	0%	1%	0%	Percent Masters Degree or higher	95%	96%	99%
White	1%	2%	0%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90%	92%	98%
Multi-racial	0%	0%	0%				
Male	55%	57%	54%				
Female	45%	43%	46%				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
			<input checked="" type="checkbox"/> 2008-09	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:	Good Standing		ELA:		
	Math:	Good Standing		Math:		
	Science:	Good Standing		Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	✓	✓				
Hispanic or Latino	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Multiracial	-	-				
<b>Other Groups</b>						
Students with Disabilities	X	✓				
Limited English Proficient	-	-				
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	3 of 4	4 of 4	1 of 1			

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	75	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	41.3	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Proficient

*Note: Progress Report grades are not yet available for District 75 schools.*

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

The school needs to fix annual expectations for each individual student in terms of their levels of achievement so that they may be collated to form high expectations for each class and grade across the school.

The school needs to use its own data to set precise goals for students' progress in terms of the proportions of students at each level, for each subject, in every grade.

The school needs to use the state and city test data analysis to evaluate progress towards the goals set in the Comprehensive Education Plan.

The school needs to construct and administer surveys for parents and students to seek their views about issues such as students' progress, behavior and how the school deals with complaints.

### **Assessment**

A review of P.S. 289's educational programs based on the most current assessment data reveals that our students have made significant progress in English Language Arts and Mathematics; however, there is the need for increased differentiation of instruction across all curriculum areas. This recognition for differentiated instruction is formulated as a basic school wide goal.

An analysis of assessment data from the State Education Department, periodic assessment and in-house assessments show an ongoing need for more effective reading comprehension strategies taught in classrooms. Students continue to struggle with their writing skills, specifically in the areas of grammar and the basic conventions.

In Mathematics, students struggle with an inability to determine the appropriate necessary operations for problem solving, weights, measurement, fractions and geometrical applications.

**ARIS/INQUIRY TEAM ASSESSMENT**

Summary of Ps289 Inquiry Team Findings

At PS289, the Inquiry Team worked with grade 5 students who were experiencing difficulties with reading comprehension, particularly questions that deal with inferences. Using an assessment customized using the Acuity Item bank as a post test, the team found that the targeted students answered 95 percent of the questions correctly. This was a far greater percentage increase than was predicted in the long term goal. Prior to the post test, the team administered assessments once each month, using a mixture of inferences, predictions and drawing conclusions. The final result in June showed that students had improved in the skill of inference. As research states, students excel when teaching and learning accommodate the needs of the child.

<b>ESO NETWORK 18 ACTION PLAN TEMPLATE</b>				
<b>School-PS289 Inquiry Team</b>				
<b>Critical Sub skill: Comprehension school</b>		<b>Long Term Goal: At the end of 2007-2008</b>		
<b>overall</b>		<b>Year, an assessment will show an</b>		
<b>making</b>		<b>comprehension improvement of 20% in</b>		
		<b>inferences and drawing conclusions</b>		
<b>Learning Target : targeted</b>		<b>Short Term Goal: At the end of the</b>		
<b>show</b>		<b>months(February and March), students will</b>		
		<b>5% improvement in making inferences.</b>		
<b>Research Question: Will using a story web to teach constructing and extending meaning have an impact on student achievement to make references.</b>				
<b>Action(s) to be taken</b>	<b>Staff involved in implementation</b>	<b>Implementation Strategies</b>	<b>Timeline</b>	<b>Assessment(s) used for measuring acquisition</b>
<b>Use a story web graphic organizer to construct and extend meaning during small group</b>	<b>Classroom teachers Title 1 teachers during the 37 ½ minutes and 1<sup>st</sup> period of</b>	<b>During grade conferences, teachers will be oriented regarding the use of story web as a supplement to</b>	<b>Small group reading instruction will be provided daily for</b>	<b>Teachers administer weekly reading assessments. Inquiry team members will analyze the data</b>

reading instruction across the content area.	instruction	small group reading instruction. Surveys for teachers Surveys for students	six weeks.	every two weeks. Monitor teacher and student progress. Monitor progress using soft data such as conference notes, teacher made assessments and observation techniques.
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**Our accomplishments include the following:**

- ❖ P.S. 289 has closed the achievement gap for the past four successive years
- ❖ P.S. 289 has met the State Education Department AYP Criteria over the past four successive years.
- ❖ P.S. 289 has seen improvement in overall test scores over the past several years.

**Our most significant barriers to continuous school improvement are as follows:**

- ❖ The lack of consistent parental involvement
- ❖ The inability of some parents to assist their children
- ❖ Student attendance and punctuality
- ❖ Parents not always seeing the correlation between a solid education and upward mobility
- ❖ Inadequate living conditions – not conducive to academic growth

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or received a 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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### SMART GOAL #1:

- Students learn at different academic levels and students have different learning styles. As a result, instruction must be presented in a method that can be understood by the students.
- By June, 2009, 80% of classroom teachers will differentiate instruction in all curriculum areas to meet the needs of their students.

### SMART GOAL #2:

- Together, teachers and students develop both short and long term goals for the academic school year. These goals are developed based on assessment data and class work.
- By the end of November, 2008; March, 2009 and May, 2009, 85% of students will have met their specific individual short term goals
- By the end of May, 2009, 85% of students will have met specific individual long term goals.

### SMART GOAL #3:

- By April, 2009, the percent of low performing students, including ESL, special education and the various sub groups (ethnicity and gender), meeting the AYP in English Language Arts and Math will increase by 5%.

### SMART GOAL #4:

- Teachers receive professional development on effective use of data. Data is used for student grouping, placement and planning.
- By May, 2009, 100% of classroom teachers will use school's in house data to predict individual student levels for meeting promotional requirements.

**SMART GOAL #5:**

- Core Knowledge is the curriculum being used at P.S. 289. In an effort to maximize the delivery of instruction, teachers are encouraged to work together on grade level to share and differentiate the curriculum.
- **By April, 2009, 90% of classroom teachers would have received professional development in core knowledge curriculum and would have implemented strategies in their classrooms to improve teaching and learning throughout the content area.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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):** To implement differentiation of instruction in all classrooms and in all subject areas by all staff members

<b>Annual Goal #1</b>	<ul style="list-style-type: none"> <li>• By June, 2009, 80% of classroom teachers will differentiate their instruction in all curriculum areas to meet the needs of their students.</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Mentoring will take place by the Staff Developer</li> <li>• Professional Development will take place by Administration, Title 1 and the Staff Developer before, during and after school</li> <li>• Interclass visits will take place. Model classrooms will be visited on all grade levels</li> <li>• Demonstration lessons will be done by Administration and the Staff Developer</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• Funding will come from the following sources:  SWP  Title 1  Tax Levy  FSF  C4E  21<sup>st</sup> Century</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• Formal and informal observations - ongoing</li> <li>• Lesson Plan spot check - ongoing</li> <li>• Assessments - ongoing</li> </ul>

**Subject/Area (where relevant):** To meet individual student goals, both short and long term, per class and per grade as developed by teacher and student.

<b>Annual Goal #2</b>	<ul style="list-style-type: none"> <li>• By the end of November, 2008; March, 2009 and May, 2009, 85% of students will have met specific individual short term goals</li> <li>• By the end of May, 2009, 85% of students will have met specific individual long term goals.</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Professional development for teachers specifically on the interpretation and use of data to drive instruction by staff developer and administration</li> <li>• Analysis of data to inform teachers</li> <li>• Taking a look at data during grade conferences by teacher and administration</li> <li>• Title 1 pull out, push in program for all students</li> <li>• 37 ½ min. of small group ELA instruction</li> <li>• Cluster Teachers small group push in program</li> <li>• AIS for targeted level 1 and level 2 students</li> <li>• Professional development for teachers on the use of data to drive instruction by staff developer</li> <li>• Inquiry Team analyze data to identify strength and deficiencies of each skill by student</li> <li>• After School ELA Test Success Program by classroom teachers</li> <li>• Read 180 Program by Title 1 staff</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• Funding will come from the following sources: <ul style="list-style-type: none"> <li>SWP</li> <li>Title 1</li> <li>Tax Levy</li> <li>FSF</li> <li>C4E</li> <li>21<sup>st</sup> Century</li> </ul> </li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• Implementing daily and monthly self assessment for students</li> <li>• Teacher/Student conferencing - ongoing</li> <li>• Assessments - ongoing</li> <li>• Portfolios - ongoing</li> </ul>

**Subject/Area (where relevant):** To improve the achievement of low performing students, specifically levels 1 and 2 and special education students that did not meet the target AYP in English Language Arts and Math.

<b>Annual Goal #3</b>	By April, 2009, the percent of low performing students, including ESL, special education and the various sub groups (ethnicity and gender), meeting the AYP in English Language Arts and Math will increase by 5%.
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Professional development by Administration and in-house specialists</li> <li>• Small group tutoring</li> <li>• Title 1 push in and pull out</li> <li>• AIS services</li> <li>• Extended morning tutoring by classroom teachers</li> <li>• After school</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• Funding will come from the following sources: SWP Title 1 Tax Levy FSF C4E 21<sup>st</sup> Century</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• Portfolios - ongoing</li> <li>• Assessment - ongoing</li> <li>• Kid watching - daily</li> <li>• daily and monthly student self assessment</li> </ul>

**Subject/Area (where relevant):** All teachers will analyze and use the school's in house data to predict individual student levels for meeting promotional requirements.

<b>Annual Goal #4</b>	<ul style="list-style-type: none"> <li>By May, 2009, 100% of classroom teachers will use school's in house data to predict individual student levels for meeting promotional requirements.</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>Professional development for teachers, specifically on the interpretation and use of data to drive instruction before, during and after school by staff developer and administration</li> <li>Analysis of data to inform teachers by Administration and support staff</li> <li>Taking a look at data during grade conferences by teachers and administration</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>Funding will come from the following sources: <ul style="list-style-type: none"> <li>SWP</li> <li>Title 1</li> <li>Tax Levy</li> <li>FSF</li> <li>C4E</li> <li>21<sup>st</sup> Century</li> </ul> </li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<p>Formal and informal assessments  End of unit assessments  Teacher made tests  Portfolios</p>

<b>Subject/Area (where relevant):</b>	To integrate Professional Development throughout the curriculum to improve teaching and learning.
<b>Annual Goal #5</b>	By April, 2009, 90% of classroom teachers would have received professional development training and would have implemented strategies learned in their classrooms to improve teaching and learning throughout the content area.
<b>Action Plan</b>	Administration and support staff will demonstrate the teaching of strategies and skills necessary for improving student achievement. Teachers will be sent to various workshops throughout the City.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>Funding will come from the following sources: <ul style="list-style-type: none"> <li>SWP</li> <li>Title 1</li> <li>Tax Levy</li> <li>FSF</li> <li>C4E</li> <li>21<sup>st</sup> Century</li> </ul> </li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	Formal and informal observations Lesson plan spot check Conferencing with teacher

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	2	0	1	0
1	2	0	N/A	N/A	3	0	1	0
2	2	0	N/A	N/A	1	0	0	0
3	43	38	N/A	N/A	98	0	2	0
4	20	26	0	0	38	0	1	0
5	24	32	0	0	48	0	1	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<p><b>Read 180 is a researched based intervention program that is designed to meet the needs of students in grades 4 &amp; 5 whose comprehension skills are below proficiency. The students individual needs are addressed through small group instruction 4x a week during the school day. Read 180 is designed to meet the students' needs through instructional software, high interest literature &amp; direct instruction in reading, writing/vocabulary.</b></p> <p><b>Soar to success is a small group reading intervention program. We use authentic literature, reciprocal teaching, and graphic organizers in fast-paced lessons to assist third graders and accelerate their reading growth. Students are serviced three days a week for forty five minutes in groups of five to seven students during the school day.</b></p> <p><b>One of the programs used as an ELA academic intervention is the Wilson Reading System. The Wilson system is systematic phonics instruction. It clearly identifies a carefully selected and useful set of sound symbol relationships. This program addresses students who show difficulty with phonological coding deficits, including dyslexia. It is designed for students who struggle in reading specifically in decoding and spelling. The service is provided in a small group of 8 students continuously throughout the school day, including extended day.</b></p>
<b>Mathematics:</b>	<p><b>Saxon Math is a program designed to provide students with a variety of materials that facilitate discovery, practice and review. Lessons are arranged sequentially along with worksheets that review and reinforce previously taught concepts or skills. The program is an excellent vehicle for both small group and one-on-one instruction. Service is provided before the school day (extended day), Monday through Thursday, from 8:00a.m. – 8:37a.m.</b></p>
<b>Science:</b>	N/A
<b>Social Studies:</b>	N/A

<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Provides individual and /or group counseling; classroom guidance experiences in areas such as conflict resolution, problem solving, career planning and sexual harassment. Serves as consultant and resource personnel to school, staff and parents. Establishes effective outreach to parents to provide information on available services and resources. Provides guidance and counseling to facilitate the transition of students to higher level schools. Collaborates with community agencies and other community resources to foster opportunities for maximal development of student potential.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<p style="text-align: center;">N/A</p>
<b>At-risk Services Provided by the Social Worker:</b>	<b>At-Risk students receive behavioral modification/incentive-based therapy (program). They receive individual counseling 1:1 (method of delivery) The sessions occur 1-2 times weekly for three students and bi-weekly for the additional three students.</b>
<b>At-risk Health-related Services:</b>	<p style="text-align: center;">N/A</p>

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

*NCLB/SED requirement for all schools*

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

### **Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual  X  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2008-09:  21

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

#### THE ESL PROGRAM

- **P.S.289 provides** ESL services to ESL students to achieve and maintain satisfactory level of performance. The ESL students in P.S.289 learn English in both English Language mainstream classes and in ESL classes. They also participate in various learning activities to improve their English Language skills. These students receive all instruction in English using ESL methodologies for a specific amount of time as determined by their NYSESLAT scores. The ESL teacher integrates literature that reflects various cultures into the different curricular to enhance the development of the ESL students' English Language skills. P.S.289 provides an effective environment where ESL students feel safe, accepted and confident. The ESL teacher applies Stage of Language Acquisition to ESL teaching practice in order to focus on phonics awareness, word families, word building, sentence building and integrated content area teaching and learning.
- Students are initially identified using LAB-R. They are assessed annually in English Proficiency using the NYSESLAT. ESL services are provided in substantially equal daily allotments of time.
- The ESL program includes Language Arts instruction to develop listening , speaking, reading, and writing skills. The teacher uses thematic curriculum to provide for content area instruction in Mathematics, Science and Social Studies in an effort to promote an understanding and appreciation of diversity to develop cross-cultural understanding and communication skills. ESL students are regularly assessed for progress in learning and ESL instructions are adjusted accordingly.
- The ESL teacher accommodates every ESL student's individual and special needs at all times through her planning and delivery of instruction that keeps every ESL student actively engaged in learning activities that build critical thinking skills. In addition, the instructor organizes, arranges, orchestrates and manages time, materials and student activity, physical space, special resources, tasks and assignments so that the ESL classroom can run smoothly in a positive environment where learning can take place.

**At P.S. 289,**

- the ESL Beginner and Intermediate students receive 360 minutes ESL service and advanced students receive 180 minutes ESL service.
- Linking students home to school, country origin to new country and native languages and cultures of English and American experience, a variety of teaching strategies and approaches are being used to get ESL students actively engaged in learning activities that bolster critical thinking skills.
- The ESL teacher uses scaffolding strategies and Balanced Literacy reading strategies to improve the English Language skills of ESL students.
- The ESL teacher modifies lesson plans and makes curricular adaptations to teach those ESL students who are functioning below level.
- The students are regularly assessed to evaluate their learning.
- The focus is on word recognition (phonics), vocabulary, comprehension, speech, writing, and the integration of content area.
- Reading and Writing are integral to developing critical thinking process in content area. ESL students write on a daily basis across all content areas so that their writing skills can improve.
- Peer tutoring, completing science and social studies projects are implemented.
- ESL students are required to write on a daily basis across all content areas, using a variety of written forms including retelling, paragraphs, summaries, stories, brief reports, posters, picture summaries, charts and other graphics for math and science.
- Language: rich practices both in personal interactions and through text are provided on a daily basis using reference books, magazines, textbooks, audio presentations, oral interviews, charts, graphs, maps and diagrams.
- Scaffolding strategies are used for predicting, previewing, reviewing, recognizing sight words listening for a specific purpose, main ideas and details using context clues. Comparing, contrasting, categorizing to gain a deeper understanding of information and objects.
- The ESL teachers teaches some of the content areas to ESL students using concrete items (photographs, objects, maps, graphics & the internet).

The ESL program has the following number of students by grade:

<b>Grade</b>	<b>Students</b>
Kgn.	5
1	3
2	0
3	2
4	4
5	5

II. Parent/community involvement:

**At P.S. 289:**

- parents or guardians of ESL students are notified in English or their native language about their child's placement in the ESL program.
- Parents are provided an orientation session on the state standards, assessments, school expectations and the free standing ESL program.
- P.S. 289 distributes information to parents of ESL students in English or in their native language. (For example: Spanish or Haitian -Creole).
- On September 27, parents of newly enrolled ESL students will be provided with an orientation session.

The session will emphasize that:

- (a) parents take an active role in their children's education
- (b) parents read, listen, talk and work with their children in order to play an important role in their children's future success in school.
- (c) parents encourage reading through trips to the library and setting time aside to read to their children.
- (d) parents take responsibility to make their children become more confident, competitive and productive in learning.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

1. There will be a workshop for parents with their newly enrolled ESL students in the P.S. 289 school building. Parents will be asked to identify and use reading and listening strategies to make story and picture books comprehensible and meaningful.
2. The games, activities and technology suggestions will be adapted to meet the needs of ESL learners, in order to assist children in identifying shapes, colors, numbers, and letters.
3. Help children understand simple word meanings using visual and realia.

IV. Staff Development (2008-2009 activities):

TENTATIVE DATES FOR STAFF DEVELOPMENT

**Dates**

January 11, 2009

March 23, 2009

April 15, 2009

## **Topics**

1. Developing the ESL students' reading and writing skills across the content areas.
2. Development of cultural awareness
3. ESL Scaffolding Strategies

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09** A-2

School District:   D17  

Type of Program:   ESL   X     Bilingual        Both       
 (Check one only)

School Building   P.S. 289  

**(Complete this form for each school building with LEP students in grades K-6 during 2007-08)**

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)			1			1			2									1			
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)			3			1			1						2						
H. Creole (HAT)						2						1			1						
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)			1									4									
Vietnamese (VIE)																					
<b>SUB TOTALS</b> →			5			4			3			5			3			1			

**Attach additional sheets if necessary.**

Total Number of LEP students in grades K-6 **Identified** in the Building in **2008-09** 21  
 (Do not include long-term LEPs)

Total Number of LEP students in grades K-6 **Served** in the Building in **2008-09** 0 21  
 (Do not include long-term LEPs) Bilingual ESL







**Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**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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**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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**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

### **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 school uses official HLIS and Parent letters issued in different languages from New York City to provide all parents with appropriate and timely information. School staff and other parents volunteer to do oral interpretation for the parents.**

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.

**As a result of the written and oral interpretation, the parents of ESL students become aware of their children's levels of academic language proficiency. In addition, with parental help and support, ESL students have made great achievement in both conversational and academic language.**

#### **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.

**The school will provide HLIS in different languages to identify ESL students. The school will provide entitlement letters, parent survey, and program selection forms and placement letters in different languages. The school can identify ESL students and the parents can be given the option of selecting the program for their children.**

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

**The school uses official HLIS and Parent letters issued in different languages from New York City to provide all parents with appropriate and timely information. School staff and other parents volunteer to do oral interpretation for the orientation and parent conferences.**

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>.

**Oral interpretation and written translation are provided by school staff and parent volunteer and are made available to parents when needed.**

<b>Goal:</b> 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.	
<b>ACTION STEP – WHAT needs to be done to accomplish goal?</b> ➤ Refer to specific actions, strategies, and activities described in Part B.	PTA meetings Open School meetings Parent Notices
<b>WHEN?</b> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	September, 2008 – June, 2009 as needed
<b>BY WHOM?</b> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)	Nelly Welch (in-house)
<b>SUPPORT</b> ➤ Resources/Cost/Funding Source (including fiscal and human resources)	1 teacher @ 1 hour per week for 30 weeks @ \$43 per hour = \$1298.70

<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</li> </ul>	<p>Increased parental involvement  Increased parental participation in their children’s schoolwork  Increased parental attendance at meetings  Increased scores on NYSESLAT</p>
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<p>Implications For Instruction:</p> <ol style="list-style-type: none"> <li>1.Intense focus on the following strategies. Read and re-read memorized text. Introduce students to print that contain sight words.</li> <li>2.Curricular adaptations for ELL . Developmental writing ---</li> <li>3.Model for students how to choose just right books.</li> <li>4. Extended listening experiences which include Physical Response activities, use of vivid pictures to illustrate concepts ,and active involvement of the students through physical contact with the pictures and objects being discussed by means of choice-making, yes-no questions, and game situations.</li> <li>5. Language Experience Approach</li> <li>6.Balanced Literacy Approach. Involving students in the following activities: Retelling Events,/ reactions, retelling a story, Activating Prior Knowledge. Utilizing visual aids—flow charts, maps. Graphs, Venn diagrams ,story maps, computer , videos etc.</li> <li>7. Interactive Activities: Peer Buddy// Small group Activities/ Pairs and Threes. Think -Pair -</li> </ol>	<p>Implications for P.D.:</p> <p>Professional Development will address the following :</p> <p>Units of Study for ELLS  Rubrics to evaluate units of study  Developing ESL students’ reading and writing skills across the content areas.  Adapting evaluation and assessment tools for culturally and linguistically diverse students.</p> <p>Helping the ESL students feel comfortable in the classroom/checklist for modifying instructional practices in the classroom.</p> <p>Parent Workshop—Strategies parents can use to make story and picture books comprehensible and meaningful.</p>
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Share discussions to engage all students. 8. Teaching problem solving skills: Model successful problem solving. Create a list of strategies used in class .Add to list as new strategies are learned and used . 9. Using Scaffolding strategies.	
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Programmatic implications for all Bilingual and ESL programs:

Teachers should be aware of the ELL's potential and abilities.  
Additional time should be allotted ,as well as more opportunities ,and support for ESL instruction.  
Provide environments where ESL students feel safe, accepted and confident.  
Use various approaches and strategies to meet ESL students needs and interest to develop their language and critical thinking skills.  
Content Area Teaching \\\ Curricular modification for ELL students.  
Units of Study for ELL students\\\\\\ Using rubrics to asses the units of study

Narrative description of school LAP plan: (do not exceed more than two paragraphs)

The ESL Program at P.S.289

- Uses thematic curriculum to provide for content area instruction in Mathematics, Science and Social-Studies.
- Promotes an understanding and appreciation of diversity to develop cross –cultural understanding and communication skills.
- Regularly assesses each ESL student’s progress in learning and adjust ESL instruction accordingly.
- Plans and delivers instruction that actively engages students at all times in learning activities that build critical thinking skills.
- Organizes , arranges, orchestrates , and manages time , materials , student activities, physical space , special resources, tasks, and assignments so that ESL classroom can run smoothly and a positive environment for learning can be created.
- Use of the Everyday Math and Balanced Literacy Program
- Use of scaffolding strategies to support the ESL students.

Students will be placed in mainstream classes and will participate in various language activities to improve their English skills.

This will be accomplished through modified instruction that encompasses strong phonemic awareness activities, vocabulary recognition , comprehension and speech .

We will emphasize the home school connection through parent workshop and extended home activities that will promote their assimilation into an English Learning environment.

All members of the LAP Committee must sign below. If additional space is needed, use a separate sheet.

Print Name	Title	Signature
Mr. Dennis Jeffers	Principal	
Ms. Wendy A. Bourne	Assistant Principal	
Ms. Shirmell A. Dolphin	Assistant Principal	
Ms. Han	ESL Teacher	
Ms. Maria Herbert Babb	Staff Developer	
Ms. Nellie Welch	Guidance Counselor	
Ms. Aretha Melchor	Resource Room Teacher	
Ms. Arlene Duato	IEP Teacher	
Ms. Dacon –Hinds	Speech Teacher	
Ms. Martha Williams	Parent Coordinator	

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$799,008
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$7,991.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$17,442.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 92%
5. If the percentage of high quality teachers during 2007-2008 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.

**The school has offered teachers who are not highly qualified tuition reimbursement for classes in their area of teaching. Teachers are also offered ongoing professional development both in and out of school.**

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

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

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

# **SCHOOL PARENT INVOLVEMENT POLICY**

## **PART 1 - GENERAL EXPECTATIONS**

The George V. Brower School ( P.S.289) agrees to implement the following statutory requirements.

- The school will put into operation programs, activities and procedures for the involvement of parents of Title 1 eligible students consistent with **Section 1118 -Parental Involvement** of Elementary and Secondary Education Act(ESEA). The programs , activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title 1, Part A parental involvement requirements , to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency ( LEP) , parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111 - State Plans** of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable , in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A program in decisions about how the Title 1 , Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

**Parental Involvement means the participation of parents in regular , two - way, and meaningful communication involving student academic learning and other school activities, including ensuring-**

- >> **that parents play an integral role in assisting their child's learning;**
- >> **that parents are encouraged to be actively involved in their child's education at school ;**
- >> **that parents are full partners in their child's education and are included , as appropriate , in decision -making and on advisory committees to assist in the education of their child.**

- >> the carrying out of other activities , such as those described in Section 1118- Parental Involvement of ESEA.

## **PART 11 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

- The school will , to the extent feasible and appropriate , coordinate and integrate parental involvement programs and activities with Super Start Plus for Pre-school Youngsters, the Learning Leaders program and other programs , and conduct and \or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - >> inviting parents to attend open school day\ night , so they can meet with their child's teacher :
  - >> providing workshops for the parents in the areas that will address their needs : for example, managing money , helping your children at home;
  - >> having a share session for parents , when they can meet and share ideas with each other;
  - >> inviting parents to participate in the Read-Aloud Day program;
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and

uniform format , including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:

- >> **encouraging parents to use the HIP ( Helping Involve Parents) program ( a computerized program through which teachers and parents communicate )**
- >> **sending home newsletters and calendars of programs and upcoming events;**
- >> **Using the outdoor sign to inform parents of PTA meetings and workshops that are being held;**
- >> **Sending letters home to parents, written in English, Spanish, Haitian Creole and Chinese**

Subject/Area (where relevant): Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase parental participation by 10% in the following areas:</b> *Parent workshops held by Parent Coordinator *PA monthly meetings *Learning Leaders Volunteer Program *Open school (afternoon and evening)</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>	<p><b>Increase the distribution of parental notices for parent workshops, PA meetings etc. by classroom teachers</b> <b>Staff(administration, teachers, paraprofessionals, school aides and security) will actively encourage parents to attend workshops and PA meetings</b> <b>Send notes of appreciation to parents, who attend parental activities frequently.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Survey parents by class to see how often they receive flyers concerning parent activities</b> <b>Monitor attendance sign-in sheets for parent workshops and PA meetings</b> <b>Monitor Learning Leaders volunteers to determine frequency.</b></p>

**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 Page 10**

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.

**2a, 2b – P.S. 289 implements the following as opportunities for all children to meet the State's proficient and advanced levels of student academic achievement:**

- ❖ **Schoolwide differentiation of instruction**
- ❖ **Title 1 Staff push in and pull out program**
- ❖ **Extended day tutoring (8:00 – 8:37a.m.)**
- ❖ **After school**
- ❖ **Summer school**
- ❖ **Academic Intervention Services (AIS)**
- ❖ **SETTS**
- ❖ **Counseling**

3. Instruction by highly qualified staff.

**Professional development is provided for staff members**  
**Staff are encouraged to take advanced courses**  
**Peer coaching takes place throughout the school**  
**Interclass visitation to model classrooms**  
**Recommendations to participate in leadership programs**  
**Staff members attend workshops throughout the city**  
**Teachers of tomorrow**

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.

**Professional development is provided for staff members**

**Staff are encouraged to take advanced courses**

**Peer coaching takes place throughout the school**

**Interclass visitation to model classrooms**

**Recommendations to participate in leadership programs**

**Staff members attend workshops throughout the city**

**Teachers of tomorrow**

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

**N/A (P.S. 289 is not a high-need school)**

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

**P.S. 289 has an annual P.B.I.S. Family Literacy Night.**

**Our Parent Coordinator conducts workshops every week on a variety of topics for our parents**

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.

**P.S. 289 has two Pre-K classes. The Pre-K and Kindergarten teachers collaborate on a daily basis. Common prep times are scheduled once per month.**

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.

**Ongoing assessments are discussed with classroom teachers, Administration and the Staff Developer. Feedback is ongoing. The data is used to plan instruction (grouping and differentiation). Teachers use the internet to download data from the acuity assessments. ARIS is used to view information on students.**

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

**Please see pages 19 and 20**

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

**The SAPIS Worker focuses on violence prevention with our students and parents.**

**The Guidance Counselor and Parent Coordinator engage students and parents in workshops. Assemblies are held by grade on a variety of topics by the Guidance Counselor.**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
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 that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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 the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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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.

– **English Language Learners**

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

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

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

**Our school has a curriculum writing committee who align the curriculum to the standards and the assessment schedule. Our in-house assessments are aligned with the state standards. Classroom instructions are also aligned with the standards. Teachers give feedback on a continual basis. Efforts are made to provide the necessary materials to the teachers so that the curriculum is taught effectively.**

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

Applicable   X  Not Applicable

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

**Over the past four years, P.S. 289 has closed the achievement gap and has met SED AYP. As a result, our Progress Report reflects an A .**

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

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

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

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

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

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

**Our staff developer collects the results of the math end of unit assessments. The results are then broken down into strand by student and by grade. A spreadsheet of the results is then given to Administration and the teachers receive their individual class results along with the grade results. Instruction is then planned around the results in terms of student grouping, differentiation of instruction and AIS pull out/push in. Our in-house assessments are aligned with the state standards. Classroom instructions are also aligned with the standards.**

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

Applicable   X Not Applicable

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

**UPDATED – SEPTEMBER 2008**

**Over the past four years, P.S. 289 has closed the achievement gap and has met SED AYP. As a result, our Progress Report reflects an A .**

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

**Through formal and informal observations, Administration monitors the presentation of lesson taught in the school. The workshop model for balanced literacy is used school-wide. The eight principles of learning is incorporated throughout the curriculum. Small group work can be seen in all classrooms throughout the day.**

**Administration and the staff developer conduct professional development daily for staff members needing help in presenting their lessons or in planning their lessons.**

**Grade conferences are held with or without Administration where the teachers plan and discuss strategies for presenting lessons. Best practices are shared.**

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

Applicable   X  Not Applicable

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

**Over the past four years, P.S. 289 has closed the achievement gap and has met SED AYP. As a result, our Progress Report reflects an A .**

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:

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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.

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

**Through formal and informal observations, Administration monitors the presentation of lesson taught in the school. The workshop model for Everyday Mathematics is used school-wide. Blooms Taxonomy questioning strategies are encouraged and used by the teachers.**

**Administration and the staff developer conduct professional development daily for staff members needing help in presenting their lessons or in planning their lessons.**

**Grade conferences are held with or without Administration where the teachers plan and discuss strategies for presenting lessons. Best practices are shared.**

**The teachers have an abundance of manipulatives in the classroom. The Math Lab also has an abundance of manipulatives for students who work in the lab with the specialists.**

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

Applicable   X  Not Applicable

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

**Over the past four years, P.S. 289 has closed the achievement gap and has met SED AYP. As a result, our Progress Report reflects an A .**

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

**Over the past several years, our teacher turnover rate has been extremely low. Last year we had one new teacher.**

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

Applicable  Not Applicable

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

**The fact that our teachers are not leaving indicates that they are pleased with the curriculum and the academic results.**

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

LAP and plans for ESL instruction are effectively communicated to teachers through professional development and other avenues by our school administrators and ESL teacher.

**TENTATIVE DATE FOR STAFF DEVELOPMENT:**

Dates:

April 27, 2009

May 25, 2009

Topics:

- A. ESL scaffolding strategies
- B. Developing ESLs' academic language proficiency across content areas

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

Applicable   X  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?

At PS 289 there are sustained activities for informing teachers about LAP by school administrators and the ESL teacher. In April, 2009 there will be professional development opportunities through multicultural celebration activities for all teachers. The development targets the needs of teachers of ESLs as well as educating them about the school's diverse population.

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

At PS 289 there are specific monitoring of ELLs' academic progress and English language development. The NYSESLAT scores are always reported by the ESL teacher to all classroom teachers involved in instructing ESLs in a timely manner. This information is useful for planning instructions.

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

Applicable  Not Applicable

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

At PS 289 our ESL program ESL Beginners and Intermediate students receive 360 minutes of ESL service and Advanced students receive 180 minutes of ESL service based on LAB-R and NYSESLAT yearly scores. The ESLs actively participate in an ESL program that is aligned with mandated ESL and content learning standards and the core curriculum. Information from the LAB-R and NYSESLAT is used by classroom teachers to plan instructions.

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.

PS 289 will create more effective learning environment where ESLs can receive enough minutes of ESL service in our ESL program. LAB-R and NYSESLAT yearly scores will be more effectively communicated by ESL teacher to classroom teachers for differentiating instruction.

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

**Based on results of observations and conferences with teachers, administration will provide professional development for all staff members.**

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

X  Applicable  Not Applicable

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

**New teachers find it difficult to meet mandates for Special Education students.**

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.

**All staff members will be provided with professional development. The IEP teacher, members of the SSST will provide interactive workshops for staff. In addition, Special Service Managers from empowerment Network and the Integrated Service center will be invited to provide professional development for the teachers.**

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

**The administrators along with school specialists and members of the SST will analyze the IEPs and modify information that is not aligned with state standards.**

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

X  Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**The members of the SSST have identified flaws in some of the IEPs. They have noted that even though some students had Behavior Intervention Plans, that information was not included in the IEPs. Members of the SSST have discovered that students who were transferred to P.S. 289 had Academic Intervention plan recommendations which were not mentioned in their IEPs.**

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.

**The IEP teacher and members of the SSST will provide support to the teachers. In addition, administration will request assistance from the special service manager of the empowerment network and from the special education liaison from the ISC.**

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 15, 2008**      Email address: **djeffer@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	17k289
School Name	George V. Brower
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 115,318
Principal Name	Dennis Jeffers
Principal Email	djeffer@schools.nyc.gov
Principal Phone	7184938089

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

- Yes  
 No

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

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 25,315
Summer School Programs	
Dedicated Instructional Time	\$ 90,003
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

**Please describe the program.**

**After school programs will focus on remedial instruction in ELA and Math for at risk students.**

**Please indicate the student population(s) you intend to target via this initiative.**

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

**Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?**

- New implementation
- Program Expansion

**Does your school plan to use FY09 C4E funding for new or expanded summer school programs?**

- Yes
- No

**Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?**

- Yes
- No

**Please describe the program.**

**A dedicated math teacher will provided services to at risk students.**

**Please indicate the student population(s) you intend to target via this initiative.**

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

**Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?**

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provi qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State stand

- Yes
- No

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

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

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

- Yes
- No

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

- Yes
- No