



P.S. 41Q THE CROCHERON SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q041

ADDRESS: 214-43 35TH AVENUE BAYSIDE, NY 11361

TELEPHONE: 718-423-8333

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 41 **SCHOOL NAME:** Crocheron School

DISTRICT: 26 **SSO NAME/NETWORK #:** ILISSO

SCHOOL ADDRESS: 214-43 35th Avenue

SCHOOL TELEPHONE: 718-423-8333 **FAX:** 718-423-8362

SCHOOL CONTACT PERSON: Sari Latto **EMAIL ADDRESS:** slatto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Lucy Roman

PRINCIPAL Sari Latto

UFT CHAPTER LEADER Jason Castoro

**PARENTS' ASSOCIATION
PRESIDENT** Jodi Nath / Dana Friedman

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Anita Saunders

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
Sari Latto	*Principal or Designee	
Joseph Ferrara	*UFT Chapter Chairperson or Designee	
Jodi Nath	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Gail Forsberg	Teacher	
Arlene Levine	Teacher	
Cindy Phan	Teacher	
Lucy Roman	Parent	
Kim D’Angelo	Parent	
Teresa Pan	Parent	
Maria Plakas	Parent	

* 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.

P.S. 41 is located in Bayside, Queens. When speaking to parents and teachers, you often hear that people are very happy with the strong community feeling found at our school. Our experience continues to be that people are eager to go out of their way to support and strengthen this school in any way possible whether it's through donations of time and/or money.

We educate approximately 470 students in Kindergarten through Fifth grade. During the 2008-2009 school year we have 20 classes, two of which are CTT classes. We hope to grow the CTT program as the students progress through the grades if the DOE allows us to. We take advantage of the NYS funds for Early Class Size Reduction in kindergarten, first grade and second grade.

An increasing percentage of our students have Individualized Education Plans and receive one or more of a full continuum of services including our CTT classes, Special Education Teacher Support Services, occupational therapy, physical therapy, counseling, and speech and language therapy. We have a full time Special Education teacher for our SETSS program and two CTT teachers in grades kindergarten and first grade. The children receive their mandated services from our part time service providers; occupational therapy, physical therapy, counseling and a full time speech and language therapist. We also have a full time IEP teacher who services students with Academic Intervention Services and sees a few SETSS students in grades Kindergarten and first grade. The IEP teacher uses the Wilson-Fundations phonics program.

AIS services are provided to students in all the grades. Our program consists of extended day services for all students who need extra help in any curriculum area. These students are recommended for AIS by their teachers as a result of assessments and teacher observation. In addition we offer AIS during the school day to students in grades K-5 who need extra help in ELA and Math. We also offer an after school test-prep program which is free of charge for students who need support in ELA and Math.

About 6.5 % of our students are English Language Learners. The main languages spoken are Korean, Chinese and Spanish. These students are taught English by both their classroom teachers in language rich environments and by one of our two ELL teachers in a pull out program. The children meet with their ELL teacher for either 180 or 360 minutes per week depending upon their facility with English as determined by the LAB-R or the NYSESLAT.

Our faculty also includes a literacy coach/new teacher mentor, physical education, technology, science, art, library, and music teachers as well as a psychologist, social worker, reading teacher, four paraprofessionals, parent coordinator, safety officer and four school aides.

One major focus is to ensure that our struggling learners achieve the high standards we strive for while simultaneously stimulating all students to reach their highest potential. We currently provide Enrichment Clusters for students in grades K – 5. Our students choose a class to participate in that they are interested in. We also have an Apprentice pull-out program for our highest achieving students in grades 3 – 5. Students engage in challenging activities and then ultimately work on a research project that they are interested in. Several teachers received training in the Independent Investigation Method which will be incorporated into the social studies curriculum. We have a parent/student Breakfast With Books- book talks led by our literacy coach.

Our balanced literacy program will be continued with ever increasing classroom libraries.

At P.S. 41 the teachers on each of our grades work closely together to plan units of study and lessons. The teachers have the benefit of their colleagues' support and expertise. It is a very collegial atmosphere rather than a competitive one. Everyone strives to reach our common goals together. This enables all children to have the same rich curriculum.

Our students enjoy our involvement in the arts. We have a full time music program, which enables every student to enjoy a music period each week. We also have a 4th and 5th grade chorus and band. All of our students experience a dramatic arts program through partnerships with Young Audiences and arts residency programs. We have a part time visual arts teacher who offers art instruction to every student at PS 41 for either half the year or a full year. Our students participate in ballroom dancing under the direction of American Ballroom Theater. We've competed successfully in the citywide competition while being coached by our parent coordinator. The students also participate in a yearly science fair as well as an active student council.

Our students participate in many charitable endeavors throughout the year for the following organizations: UNICEF, Foundling Children's Hospital, Quest for Peace and City Harvest. Our Penny Harvest allocates money for the Ronald McDonald House. We collect money for victims of crises like Hurricane Katrina and the Chinese earthquake. We make dolls at the holiday times for children who are hospitalized. As a result of these activities we have won a Feinstein Grant.

Our very active PTA supports many programs for our students; Friday Movie Night, Ballroom Dancing, Bronx Zoo educational trips, Halloween Party, International Night, Holiday and Mother's Day sales, Self-Sustaining After school program, graduation decorations, school garden, bimonthly newsletter, yearbooks, Student of the Month and our new PS 41 PTA web site.

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 041 Crocheron								
District:	26	DBN:	26Q041	School BEDS Code:	342600010041				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7			11	
	K	√	4	√	8			12	
	1	√	5	√	9			Ungraded	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07*	2007-08		
Pre-K	0	0	0		96.0	95.7	95.7		
Kindergarten	76	75	72	Student Mobility - % of Enrollment:					
Grade 1	81	71	84						
Grade 2	64	84	70						
Grade 3	56	64	87						
Grade 4	67	53	61						
Grade 5	65	68	53						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0	Poverty Rate - % of Enrollment:					
Grade 11	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08		
Grade 12	0	0	0		19.1	19.2	21.2		
Ungraded	3	0	0	Students in Temporary Housing - Total Number:					
Total	412	415	427	<i>(As of June 30)</i>	2005-06	2006-07	2007-08		
					0	0			
Recent Immigrants - Total Number:									
				<i>(As of October 31)</i>	2005-06	2006-07	2007-08		
					7	6	0		
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:					
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07	2007-08		
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	0	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	0	0	0		
Number all others	30	32	30	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2005-06	2006-07	2007-08		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
				0					
<i>(As of October 31)</i>				Early College HS Program Participants					
				0					
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08		
# receiving ESL services only	53	47	30	Number of Teachers	24	22	26		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	5	1	3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	TBD	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	90.9	92.3
				% more than 2 years teaching in this school	83.3	81.8	69.2
				% more than 5 years teaching anywhere	79.2	81.8	69.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		88.0	91.0	92.0
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	5.1	3.1	2.8		93.2	100.0	100.0
Hispanic or Latino	14.1	14.5	14.3				
Asian or Native Hawaiian/Other Pacific Isl.	44.4	45.5	42.9				
White	36.2	36.9	40.0				
Male	52.9	56.1	55.3				
Female	47.1	43.9	44.7				
2008-09 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√							
√							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	-			
Student groups making AYP in each subject		4	4	1			
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	A			Overall Evaluation:	W		
Overall Score:	59.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	27.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

After a comprehensive review of PS 41 using The Quality Review from October 2007, The Learning Environment Survey from 2007-2008, the 2007-2008 NYC Progress Report, as well as ARIS and Inquiry Team research, we have found that PS 41 is a wonderful educational environment that is continually raising the bar and improving itself by researching and investing in new programs to enhance the opportunities for its students. As such, we are always looking for ways to improve our educational program.

Our greatest strength lies in the capacity of our school to work together as a team to accomplish whatever goal we set for ourselves. Staff and parents alike are often single minded in our work together to improve upon programs at PS 41. To quote from our 2007-2008 Quality Review, ***“There is a high level of mutual trust and respect around the school. Staff single out the principal for the way she empowers and supports staff. As one teacher remarked, “We celebrate, we laugh, we cry together; the school is a family; it is unusually cohesive.” In a similar manner students get on very well with each other, being both considerate and helpful. Parents talk about the “family atmosphere” as being the reason for their strong association and commitment to the school.”*** Teachers continually work together to plan and parents give freely of their time and money to enhance the school. Another strength to note is the stability of our staff and our student body. This is apparent when analyzing the data embedded in our CEP document. While we had a small turnover in staff recently, it was due to a few retirements as well as an increase in our general education and special education population. Prospective teachers are interviewed and observed by a committee made up of the principal and teachers. This ensures that the values and goals of the candidates meet with our own.

One of the greatest accomplishments of the last couple of years has been our commitment to support the needs of students who struggle as well as those who excel. We have a multitude of programs that address all of these needs. In addition to extended day services to children, we also offer after school small group instruction, and pull-out programs in ELA as well as Math. Children are offered at-risk services for all special education related services as well. This often avoids referral process. We also have Enrichment Clusters in which students select classes to study based on personal interest such as Digital Photography, Shakespeare, Painting Like Masters, Web Design, and Recycling. We have an enrichment pull out program for students in grades 3,4 and 5 who have been identified by a variety of criteria including test scores, teacher recommendations, special assessments and Renzulli scales (developed by Joseph Renzulli, a respected educator in the field of gifted education.) We also have a special small group study for students who excel in math.

Another area of accomplishment has been our dedication to affording children opportunities in the arts. Our full time music program, our visiting dramatic arts teacher, our part time visual arts teacher and our American Ballroom Theater residency have provided a well-rounded program for our students.

Our students' performance on standardized test is excellent in that we had 91.5% of our 3rd, 4th and 5th graders passing the 2008 NYS ELA Test with level 3 or 4. The area where we need to improve is in helping our student's to make a year's progress; 50.1% of our students made one year's progress as measured by the proficiency level on the ELA from 2007 to 2008. Our students performance in mathematics is even better. This was the area that our Inquiry Team focused on last year. We had 98% of our 3rd, 4th and 5th graders passing the 2008 NYS Math Test with a level 3 or 4. We had 72.3% of our students making one year's progress from 2007-2008. This was an increase from the previous Progress Report, which showed that only 44.4% of our students made one year's progress in Math. We note that is more difficult to show progress when students score at a higher level than when they score at a lower level.

Increasing the number of students who make a year's progress in the NYS ELA is our main challenge. This year our Inquiry Team is focused on literacy and vocabulary specifically. An analysis of our data indicated that diminished vocabulary acquisition was impacting on student comprehension. We purchased a new program for all of the classes in kindergarten through 5th grade called Elements of Reading after the entire staff read a book called Bringing Words to Life by Isabel Beck. Teachers throughout the school have noticed the students' excitement in the integration of the new words they are learning throughout their lessons and activities. We hope that this steady increase in vocabulary acquisition translates into increased comprehension in the students' daily reading. We will continue to work on increasing the number of students who make a year's progress in Math as well. The Inquiry Team analyzed the results of several assessments and noted that students need additional work in developing their number sense. We will develop units of study to accomplish that.

An additional challenge this year is to develop a program to combat bullying. Although we don't have a major problem, the Chancellor's new regulations highlighted the need to focus on this. Much of the bullying that we notice does not come in the form of anything physical, but from comments which can't be tolerated. These comments affect the students' self-esteem, which ultimately affects their ability to concentrate and learn. We will focus on both consequences for actions as well as a guidance program.

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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1 Reading-Vocabulary

All students functioning at level 3 and 4 as determined by ECLAS 2 and NYS ELA tests will achieve 80% mastery of newly introduced words as measured by weekly assessments. All AIS eligible students as determined by ECLAS 2 and NYS ELA tests will achieve 60% mastery of newly introduced words as measured by weekly assessments.

Goal 2 Math- Number Sense including Fractions

Students in grades 3,4,5 will show an increase of 25% in the number of questions answered correctly as measured on Acuity, NYS Math Test and teacher assessments in the areas of number sense and fractions. Professional Development meetings for teachers presented by Rachel McEnallen (Ms. Math) along with Ms. Math's model lessons for students will provide the basis for our work this year. Staff will plan differentiated curriculum enhancements throughout the year.

Goal 3 Enrichment Activities for High Achieving Students

To meet the academic needs of students who are level 3's and 4's on ELA and Math tests, we hope to see a .1 point gain in proficiency level for 25% of the students on the NYS Math Test and 30% of the students on the NYS ELA Test in the 2008-2009 school year.

Goal 4 Bully Free Zone

Students will experience at least a 50% decrease in bullying incidents by specific children as well as by the student body as a whole. This will be achieved through guidance activities, teacher workshops, videos, appropriate literature and parent workshops. Evaluations of anecdotal records by principal and teachers will document the decrease. This coordinates with Chancellors Klein's new regulation regarding bullying and harassment.

Goal 5 Technology

The students will use technology in the form of Smart Boards, laptops and scanners as a tool at least two periods each day to enhance differentiated instruction in any of the following; Math, Social Studies, Reading, Writing and Science by June.

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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Reading/Vocabulary

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students functioning at level 3 and 4 as determined by ECLAS 2 and NYS ELA tests will achieve 80% mastery of newly introduced words as measured by weekly assessments. All AIS eligible students as determined by ECLAS 2 and NYS ELA tests will achieve 60% mastery of newly introduced words as measured by weekly assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Entire school will read and interpret <u>Bringing Words to Life</u> by Isabel Beck in weekly professional development conferences. Principal will purchase vocabulary program- Elements of Reading for each class K-5. Teachers will implement program in which new vocabulary words are introduced weekly and varied activities occur daily. In kindergarten, words come from read-alouds. Grade level staff development will be implemented. All cluster teachers are familiar with the weekly words and will incorporate them as often as possible. New teacher mentor will plan vocabulary lessons together with new teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E New Teacher Mentor \$23,968 Purchase of <u>Bringing Words to Life</u> \$800 Purchase of Elements of Reading \$5500 Purchase of Kindergarten Read-Aloud books \$334</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Analysis of results of vocabulary related/dependent questions on NYS ELA test compared to last year, Acuity tests 3 times a year. Weekly teacher assessments of student retention of identified words. Design a year long rubric to assess increased use of identified grade appropriate vocabulary in student writing and speaking. Class charts celebrating frequency of word usage at times other than during word work. Gain-An increase of 60-80% of the newly introduced words by June.</p>

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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math / Number Sense

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students in grades 3,4,5 will show an increase of 25% in the number of questions answered correctly as measured on Acuity, NYS Math Test and teacher assessments in the areas of number sense and fractions. Professional Development meetings for teachers presented by Rachel McEnallen (Ms. Math) along with Ms. Math’s model lessons for students will provide the basis for our work this year. Staff will plan differentiated curriculum enhancements throughout the year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional Development workshop in number sense by Ms. Math aka Rachel McEnallen for the entire staff. Model lessons by Ms Math for a 4th grade class and a 1st grade class observed by all staff members. These lessons incorporate a variety of hands on strategies. Teachers plan lessons during lunchtime planning meetings for year-long curriculum. New teacher mentor plans with new teachers. Pull-out remedial and enrichment math groups with math teacher. Students use manipulatives to gain a greater understanding of place value, fractions and decimals throughout the year. Parent /Student night workshop with Ms. Math Use of Exemplars-Math word problem with rubrics for assessment from February to June.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Substitutes \$1860 Fraction Sets \$800 Base 10 blocks \$900 Fake “real” money \$300 Ms. Math Professional Development: two half days and one full day and one evening \$3200 C4E New Teacher Mentor \$23,968 Math remedial/enrichment teacher –pull out program \$55080</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity Tests and/or Predictive Tests- three times a year. NYS math tests compared to last year’s. Monthly teacher assessments. Gain- An increase of 25% more number sense related questions correct on Acuity and NYS Math by June. Assess students’ problem solving using Math Exemplar rubrics on a weekly basis- February to June.</p>

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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Bully Free Zone

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Decrease of 50% of habitual bullying episodes by specific students as well as an overall decrease in student bullying in all grades. Measured by teacher and principal anecdotes.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Guidance workshops will be offered in each class by guidance counselor and social worker- 4 sessions per class. Students will engage in various activities geared to increasing an understanding of the types of bullying as well as the affects of bullying. They will be taught how to handle each potential situation. The principal visits each class to discuss Chancellor’s Regulations and discuss consequences of bullying behavior. PTA meeting will be held about our anti-bullying program. Anti-bullying videos and read aloud books will be shown and discussed.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Guidance Counselor F status per diem for additional day \$9500 Read aloud books and videos \$300</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review bi-monthly teacher and principal anecdotal records to note a 50% decrease in bullying incidents. Note decreases in parental complaints about bullying by May 2009.</p>

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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Schoolwide Enrichment Model

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To meet the academic needs of students who are level 3's and 4's on ELA and Math tests, we hope to see a 10 point gain in proficiency level for 25% of the students on the NYS Math Test and 30% of the students on the NYS ELA Test in the 2008-2009 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Enrichment clusters are designed to allow students to explore areas of strength and interest. Math enrichment groups are challenged weekly in grades 1-5 Reading enrichment groups meet weekly to have literature book talks in grades 2 and 3. Literacy coach conducts monthly Breakfast with Books-book talks for parents and children in grades 3,4,5. Our Apprentice program challenges 3rd 4th and 5th graders in weekly sessions to challenge themselves in deep thinking activities and to explore and create a project. Teachers will attend a conference on gifted education-Confratute.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Confratute \$5600 Enrichment Clusters \$4000 Breakfast with Books \$1250 (books and good) Literature \$150 Math Manipulatives \$400 Math and Apprentice challenging activity books \$600</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Supervisor observation –monthly Increased parent/student participation in Breakfast with Books monthly. Celebration of Enrichment cluster achievements twice a year. Rubrics to measure achievement in Math enrichment on Exemplars monthly. An increase of 10 points on proficiency level in NYS ELA (25% of level 3 and 4 students) and Math (30% of level 3 and 4 students. by June.)</p>

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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Technology**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The students will use technology in the form of Smart Boards, laptops and scanners as a tool at least two periods each day to enhance differentiated instruction in any of the following; Math, Social Studies, Reading, Writing and Science by June.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will attend after school training on Smart Board technology. Teachers will participate in intervisitations of each other’s lessons to learn best practices. Teachers will develop Smart Board lessons that support curricular goals. Teachers will use laptops in the classrooms when appropriate to enhance Standards lessons in all curricular areas. They will also use the scanners to create shared reading lessons from literature books. The technology teacher maintains a website for the staff through which she periodically recommends educational websites organized by grade and subject.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>RESOL A grant from Councilman Anthony Avela Smart Boards and laptops \$70,000 Professional Development for teachers on Smart Board usage from Tecquipment-\$2000 Training per session for teachers to attend Smart Board training \$2000 Cartridges for printers \$5000</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Observations of teachers lessons by principal, review of lesson plans. Chart of frequency of Smart Board and laptop use by classroom teacher quarterly. Monitoring laptop sign-out sheets. Gains- Technology used at lease two periods a day by June.</p>

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: CONTRACTS 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	4	1	N/A	N/A	4	0	3	
1	8	16	N/A	N/A	4	0	0	
2	22	18	N/A	N/A	6	0	4	
3	20	16	N/A	N/A	7	0	2	
4	8	0	0	0	9	0	5	
5	6	1	2	0	8	0	5	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Classroom teachers work with small groups of students who struggle with comprehension, decoding or vocabulary. These groups take place at different times, before school during the extended day, after school for ELA test prep, and during the day for two to three periods a week.</p>
<p>Mathematics:</p>	<p>Classroom teachers work with small groups of students who struggle with number sense, fractions, geometry, measurement and problem solving. These groups take place at various times of the day; before school during extended day, after school for Math test prep and during the day for one period a week.</p>
<p>Science: Extended Day program</p>	<p>Classroom teachers work with small groups of students who struggle with Science curriculum. These groups take place before the school day.</p>
<p>Social Studies: Extended Day program</p>	<p>Classroom teachers work with small groups of students who struggle with Social Studies curriculum. These groups take place before the school day.</p>
<p>At-risk Services Provided by the Guidance Counselor: Banana Splits-Children of Divorce Counseling at risk as needed. Bully Prevention</p>	<p>Parent Consultation and referral to community services. Short term counseling of children. Consultation with teachers that may if necessary lead to Special Ed referrals. Observations of students in class. All services provided during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Child Abuse Liaison.... when necessary.</p>
<p>At-risk Services Provided by the Social Worker: Counseling at risk as needed. Bully Prevention</p>	<p>Parent Consultation and referral to community services. Short term counseling of children. Consultation with teachers that may if necessary lead to Special Ed referrals. Observations of students in class. All services provided during the school day.</p>

At-risk Health-related Services:	
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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 (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 34
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

P.S. 41Q (Crocheron School) is an elementary school located in Bayside, NY with a total population of 469 students. Out of this number, 32 are ELL students.

At P.S. 41, we use a free standing ESL pull-out model of instruction. All students are taught in English. Most students have successfully moved through the program within two to three years, and have proven to achieve the standards set for all students.

In our school we service ELLs according to state regulations. Beginning and Intermediate level ELLs receive 360 minutes of instruction weekly. Advanced level ELLs receive 180 minutes of instruction weekly.

Our ESL strategies are infused into content instruction. ESL methodology and instructional strategies are used to provide academic subject area instruction to ELLs in achieving the state designated level of English Proficiency for the grade. Our expectations for our ELLs is to meet and exceed state and city standards.

There are four different ESL classes, K-1st, 2nd, 3rd, 4th-5th. In **Kindergarten** there are (6) students; (1) Spanish,

(2) Chinese, (3) Korean, (1) Pashto.

In **First Grade** there are (6) students; (3) Spanish

(2) Chinese, (1) Korean.

In **Second Grade** there are (6) students; (3) Spanish,

(1) Chinese, (2) Korean.

In **Third Grade** there are (6) students; (4) Chinese,

(2) Korean.

In **Fourth Grade** there are (5) students; (2) Spanish,

(1) Chinese, (1) Korean

In **Fifth Grade** there are (3) students; (1) Chinese,

(2) Korean.

CERTIFIED Teachers The ESL teachers in our free standing ESL models hold ESL credentials.

One ESL teacher has a New York City BOE Ancillary ESL License,

NYS Reading License (K-12), and Common Branch License (N-6)

Our second ESL teacher has a NYS ESL License (K-12).

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Our program uses a balanced approach to literacy including high quality instructional practices that facilitates academic excellence for ELLs. Our literacy instruction is consistent with the instructional goals and objectives that will help ELLs meet the high standards that are set for all students. Our language functions, language structures, and vocabulary lessons are planned as part of every topic. Instruction is differentiated to align with student's prior knowledge, learning style and language needs. The teachers maintain portfolios for each student in which reading and writing products are collected to be assessed periodically.

The students are grouped homogeneously and heterogeneously for targeted areas of instruction. They participate in small group task oriented situations that guide the production of academic language in Math, Science, and Social Studies.

Ongoing assessment strategies are used to determine movement

through content standards. Our lessons are designed to meet the standards while there is differentiation for students' needs. Content area instruction is supported by instructional materials of appropriate quality and aligned to the standard teaching materials that include a wide range of print, computer technology, and visuals with realia to increase English Language Proficiency in the content areas.

We provide an instructional program designed to meet the specific needs of ELLS in order to help them achieve proficiency. Additional support services may be utilized to facilitate the educational growth of our students. AIS, Saturday Academy, and the Summer Program are available to our students.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

At P.S. 41 we have an early morning extended day program in which ELLs participate. We also have a CIA program where the ELLs can select photography, book-making, beading, drama, painting, creating board games, foreign languages, stain glass creations, etc. ELL's also participate in our self-sustaining program and select from among the following: gym games, yarn craft, arts and crafts, yoga, knitting and others.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

II. A review of the Parents Survey and Program Selection forms indicates that the parents of P.S. 41 have requested our English as a Second Language (ESL) Program. This trend has been consistent and continues for the 2008-2009 school year. Our program is aligned with parental request, as parental choice and options are always respected and fulfilled as per guidelines. Parents attend an initial orientation during which a DVD titled: Orientation Video For Parents of Newly Enrolled English Language Learners is shown describing the options and programs available. Interpreters are provided in various languages. In District #26 there are no Bilingual or Dual Language programs, therefore, all parents opted for the ESL program and remained in our school. Included in this orientation is an explanation of State Standards and how we align our instruction according to these standards. We also explain to the parents all of

the new assessments and present a general overview of the ESL program. This meeting is held in September and repeated throughout the school year for new incoming students. In addition, there are ongoing opportunities for ELL parents to visit our school, confer with staff, and attend Parent Workshops. Throughout the school year, letters are sent home in the native language of the family, and interpreters are provided for the Parent/Teacher Conferences and any meetings held on school grounds.

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

PS 41 does not have a Jump Start Program. However, we do have an orientation for incoming kindergarteners both ELL and non ELL in which parents meet the staff and the PTA and the students meet each other and participate in a few kindergarten activities.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

The ESL teachers hold meetings with classroom teachers who have ELLs in their classes. At these meetings we discuss the implementation of new programs and techniques that will help the classroom teacher's instruction with their ELL students.

At P.S. 41, the ESL teachers plan lunch meetings, grade conferences, have congruence, and staff development to articulate and plan instruction with classroom teachers to maximize English language acquisition for ELLs.

In order to launch our new vocabulary program called Elements of Reading, All teachers read Isabel Beck's Bringing Words to Life. All teachers, both ELL and non-ELL teachers participated in the program development PD offered at the beginning of the year. During lunch conferences this program was addressed at least once a month.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

At our school ELLs can receive additional support services
i.e. Resource Room, Occupational Therapy, Speech and Language,
Physical Therapy, and school Guidance Counselors. They also receive AIS
instruction in ELA and Math both during the day as well as after school and
before school.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: _____ P. S 41 Crocheron School _____ **District** _____ **26** _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total (2 certified ESL teachers)
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program <u>2</u>	Bilingual Program	ESL Program <u>0</u>	Bilingual Program	ESL Program	

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___X_ Pull-out
 Indicate Proficiency Level: ___X_ Beginning ___X_ Intermediate ___ Advanced

School District: 26 School Building: PS 41

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00 To: 8:45	Subject (Specify) ESL K-1 10 students	Subject (Specify) ESL K-1 10 Students	Subject (Specify) ESL K-1 10 students	Subject (Specify) ESL K-1 10 students	Subject (Specify)
2	From:8:45 To:9:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From:9:30 To:10:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From:10:15 To: 11:00	Subject (Specify)	Subject (Specify) ESL K-1 10 students	Subject (Specify) ESL K-1 10 students	Subject (Specify) ESL K-1 10 students	Subject (Specify)
5	From:11:00 To:11:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From:12:00 To:12:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From:1:05 To:1:50	Subject (Specify) ESL K-1 10 students	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From:1:50 To:2:35	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From:2:35 To:3:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate X Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00 To:8:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From:8:45 To:9:30	Subject (Specify)	Subject (Specify) ESL Grade 3 ADV. 5 students	Subject (Specify)	Subject (Specify) ESL Grade 3 Adv 5 students	Subject (Specify)
3	From:9:30 To:10:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From:10:15 To:11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
5	From:11:00 To:11:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From:12:00 To:12:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From:1:05 To:1:50	Subject (Specify) ESL Grade 3 Adv 5 students	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From:1:50 To:2:35	Subject (Specify)	Subject (Specify)	Subject (Specify) ESL Grade 3 Adv 5 students	Subject (Specify)	Subject (Specify)
9	From:2:35 To:3:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 32 **LEP** 32 **Non-LEP** 0

Number of Teachers 2 **Other Staff (Specify)** Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The Title III ESL program is a Saturday Academy. Two city and state ESL certified teachers hold two sessions each Saturday for 1 ½ hours each. Approximately 32 students in grades K-5 will be enrolled in the program, and those students will be divided between the two teachers based on grade level. The program will last from November to May. All ELL students are offered the chance to participate. English is the only language for instruction. Many strategies will be used to promote reading comprehension and phonemic awareness. The teachers will use pictures to promote conversation in standard English, books on tape for recognition of vocabulary and enhancing listening skills, art projects to encourage creativity and computers for independent research. These children will also participate in singing, playing interactive games, letter writing, poetry and puppetry activities to gain language and communication skills as well as to promote writing and listening skills. Using these strategies will also help the ELL learners become more proficient in the usage and understanding of the English Language. These activities are aligned with the New York State ESL Learning Standards.

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.

The ESL teachers hold meetings with classroom teachers who have ELLs in their classes. At these meetings we discuss the implementation of new programs and techniques that will help the classroom teachers' instruction with their ELL students. At PS 41 the ESL teachers plan lunch meetings, grade conferences and congruence meetings to offer staff development and to articulate and plan instruction with classroom teachers to maximize English language acquisition for ELLS.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10059	Teacher per session, supervisor per session: Student Workshops in Saturday Academy
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4941(of which \$1188 is for software)	Leveled books, big books, white boards, paper, NYSESSLAT prep books, ELL professional strategy books. Software totaling \$1188 added on 2/24/09
Travel		
Other		
TOTAL	\$15,000	

**PS 41
Title III Budget Narrative**

This entire section must be completed for each budget submitted.

**SECTION XVII
BUDGET NARRATIVE**

School District 26Q041 For Title III
 BEDS Code 342600010041

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<i>\$10059 Teacher Per session, Supervisor per session, Secretary per session</i>
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>
<i>Code 40 Purchased Services</i>	<i>N/A</i>
<i>Code 45 Supplies and Materials</i>	<i>\$4941 Leveled books, big books, wipe-off boards, NYSESSESLAT test prep books, bilingual dictionaries, ELL professional strategy books. Software appropriate for language development.</i>

This entire section must be completed for each budget submitted.

School District 26

For Title III

BEDS Code 342600010041

<i>Code 80</i> <i>Employee Benefits</i>	N/A
<i>Code 90</i> <i>Indirect Cost</i>	N/A
<i>Code 49</i> <i>BOCES Services</i>	N/A
<i>Code 20</i> <i>Equipment</i>	N/A

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

There are interview conferences conducted as every ELL student arrives to register. Parent's primary language is noted and entered into ATS. The home language survey is given in native language and an interpreter assists if needed. Interpreters are provided in school when possible or over the phone with Translation and Interpretation Unit.

Surveys are sent to parents in their native language asking whether they need interpretation during PT conferences. If so arrangements are made with LIS Interpreters to have interpreters present during scheduled conferences. In addition, all important notices are sent to the DOE Translation Services so that parents can read important information in their native language.

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.

For the last two years since we were able to take advantage of the interpretation allocation, we have found a marked improvement in communication during parent-teacher conferences. After the conferences more progress was noted for children whose parents don't speak English than in the past. Translated notices were responded to in greater numbers than before.

During the Parent Teacher Conferences we sent letters to all parents whose primary language was not English. The letter was translated into the parent's native language. When requested, a n interpreter was provided.

During the Parent teacher conferences we had requests for 13 Korean interpretations, 17 Chinese interpretations, and 4 Spanish interpretations.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
Important notices will be translated by DOE translators, when they are deemed important. Notices need a two-week turn around time. There is no cost for the service. Notices will be translated into Korean, Chinese, Spanish and Urdu.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
At times, interpretation will be provided by parents, staff members or teachers when possible. At other times we will use the Translation and Interpretations Units free phone service. During PT conferences and some IEP conferences we will use LIS Interpretation.

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>.
A notice will be sent out in the beginning of the year informing parents of the right to have conferences interpreted for them in their language as well as to have important notices translated for them. They will also be informed that they will be receiving notification of important meetings in their native language. Our parent coordinator will help arrange these services.

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 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year _____
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.

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

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

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

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.
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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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: _____ **SURR¹ 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 Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools 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.

¹ School Under Registration Review (SURR)
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APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

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

Applicable Not Applicable

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

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

1B. Mathematics

Background

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

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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.

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

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

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

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

Applicable Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable Not Applicable

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

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

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.

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

Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

Applicable Not Applicable

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

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

APPENDIX 7 RESPONSES

KEY FINDING 1 CURRICULUM

ELA

Question 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.

- Hold weekly grade level meetings with principal, grade level staff, literacy coach, math teacher, all support staff (ELA, Resource, Art, Music, Physical Education, Computer)
- Evaluate student writing using standard based rubrics to assess the range of topics and depth of understanding expected.
- Develop yearly curriculum maps so that all staff is able to see the progression of topics and skills to be taught from grade to grade.
- Address monthly curriculum plans in reading and writing for each grade level to assess whether or not teachers understand what level of knowledge students should be able to master in each of the designated areas.
- Discuss number of writing, and oral presentations and how they were assessed using the standards.
- Examination of surveys sent to classroom teachers where they indicated literature needed for all students, materials for ELL learners and literature appropriate for culturally diverse population.
- ELL teachers report to entire staff on all areas of ELL education and how that is aligned to the standards. Discuss these findings with entire staff and then individual grade meetings ensuring continuity throughout the school.

Question 1A.2

Not Applicable

Question 1A.3

Based on your response to Question 1A.2 (not applicable) what evidence supports (or dispels) the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

All evidence discussed supports the relevant issues.

- Discussion at grade level meetings has enabled all support staff to coordinate with classroom teachers (e.g. new vocabulary program- Elements of Reading) ways in which support staff can continue and expand on what is taught in the classroom. Observation of student discussion has supported this practice.
- Grade level quick writes (during the first 3 days of school) compared to the standards enabled teachers to use this as a tool to understand the levels of writing the children were exhibiting and what was needed to raise these levels. Examples of low, average and proficient

writing examples were used as models. This practice continues throughout the year for each grade level with emphasis placed on the standards and student achievement..

- Evaluation of yearly curriculum maps led to changes across grades that teachers determined would deepen the understanding of literature read and pieces of writing in specific genres.
- Further evaluation of monthly plans by each grade level resulted in further changes that would also foster a greater depth of learning and alignment to the standards.
- Materials prepared for teachers to use on overheads or with Smart Boards that focused on fluency in reading have proven (through reading assessments) to increase understanding.
- Read alouds (planned in advance) with sharing, questioning, and written focus questions have challenged children to think critically with importance placed on inference in texts. (Evidence in reading notebooks supports this.)
- Feedback from classroom teachers indicated that class libraries sufficiently met the needs of all students with the idea that this practice of updating class libraries will continue if funding is sufficient.
- Constant discussion with ELL teachers and staff so that education for all students is aligned with best practices has been observed in evaluating the progression of these students.

MATH

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.

- During grade level conferences and faculty conferences all of the mathematical standards are discussed, both content and process.
- The Macmillan Math textbook series was analyzed along with the NYS standards in order to determine how and where each standard would be addressed in the curriculum.
- Inquiry team analyzes test scores on NYS Math test in grade 5 as well as Acuity test-Predictive and ITA's to determine areas of weaknesses and strengths-both in content and process.
- ELL teachers report to entire staff on all areas of ELL education and how that is aligned to the standards. Discuss these findings with entire staff and then individual grade meetings ensuring continuity throughout the school.
- Remedial/enrichment teacher meets monthly with teachers to evaluate students' math knowledge and retention time.

1B.2 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.

- During grade level conferences teachers review the NYS standard document which indicates standards to be taught and assessed both pre-March and post -March. Special attention is paid to the post -March standards of the previous grade since those content and process standards are assessed in both the NYState test and Acuity as well.

- Curricular calendar is prepared to insure that all standards are addressed throughout the year.
- Student work examined at grade conferences against standard based rubrics with results indicating progress is being achieved by students at all levels.
- Lessons are developed and/or changed based on teacher's assessments of student progress.
- Parent workshops are offered.

Key Finding 2 Instruction

ELA

Question 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.

Practices in affect in all grades

- Review of testing procedures to insure that all students are placed on their own independent reading level.
- Observation of the number of pull out classes for AIS students and Enrichment classes in reading with instruction differentiated for each group and each grade
- Writing process rubrics reviewed so they meet address all levels of ELL students.
- After school groups for AIS formed based on review of available data and with a focus on differentiation of work.
- Partnerships and book clubs formed to encourage student engagement
- Partnerships in writing based on needs of students and ability of students to work together
- Principal assessment of lessons taught to ensure that student involvement, educational relevance, and variety of instructional techniques are being incorporated into lessons.

Not applicable

Question 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?

- Revamping the chosen literature pieces that students are tested with has better enabled teachers to place all students on their independent reading level. Conferencing with students has shown that this approach to differentiation of instruction is extremely beneficial to students and teacher ability to focus on particular strategies.
- Sample assessments for both AIS and Enrichment classes during and after school supports student growth .
- Conferencing and student created rubrics have lifted the level of writing samples in all grades and better aligned them to the standards.
- Small group conversations, planning, reading notebooks and book talk practices have raised the level of questioning practices by both students and teachers. Evidence in notebooks of student thinking and questioning about read aloud books and then independent reading literature has given staff a greater insight into the levels of comprehension achieved by all students.

MATH

Question 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?

- Assessment of student work.
- Interclass observations to insure Best Practices
- Discussion during Inquiry Team meetings to devise a plan to teach fraction concepts with manipulatives. Fractional pieces to be created with an Elison Press and activities will be created as well

Question 2B.2

Not Applicable

Question 2B.3

- Weekly grade conferences to plan lessons.
- Use of Smart Board technology when applicable for math lessons.
- Use of Exemplars in grades K-5 to develop problem solving skills using a variety of methods.
- Use of TERC materials and lessons to complement Macmillan Math program.
- Sample assessments for both AIS and Enrichment classes during and after school supports student growth .
- After school groups for AIS formed based on review of available data and with a focus on differentiation of work.

Key finding 3. Teacher experience and Stability

3.1 A review with the school secretary and principal on teacher turnover during the past 4 years.

3.2 Not applicable

3.3 Over the past 4 years 8 staff members have left the school

- 5 staff members have retired
- 2 staff members have moved out of state
- 1 staff member moved to an administrative position in another school
- Overall results show that except for retirements there is almost no staff movement.

Key finding 4: Professional Development- English Language Learners

Question 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.

- Evaluation of weekly meetings with staff focusing on discussion of Professional Development opportunities available for classroom teachers.
- Discussion with classroom teachers regarding the impact of the Language Allocation Policy on student progress. Discussion of how Professional Development activities have impacted teachers' differentiated instruction with ELL students.
- ELL teachers report to entire staff on all areas of ELL education and how that is aligned to the standards. Discuss these findings with entire staff and then individual grade meetings ensuring continuity throughout the school.

Question 4.2

Indicate your determination of whether this finding is, or is not, applicable

NOT APPLICABLE

Question 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?

- ELL teachers present once a month at staff conferences. Evaluation of this PD has indicated that through this process a better understanding by teachers on how to implement ELL strategies to benefit ELL and all learners in the class is happening
- Congruence meetings are held several times a year with individual classroom teachers and ELL teachers. During this meeting the teachers discuss individual student needs and plan differentiated instruction in all subject areas to support the ELLs.

Key Finding 5: Data and Monitoring-ELL Instruction

Question 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.

- All results of assessments related to ELLs are noted during Inquiry Team meetings, during Pupil Personnel meetings and also in consultation with ELL teachers. Programs are developed with principal and ELL teachers based on the results of the tests. Students are grouped according to grade, level and proficiency.

Question 5.2

Not Applicable

Question 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?

- All NYSESSLAT and LAB scores are reported to teachers. The levels; advanced, intermediate and beginner are explained to the teachers. All students are in ESL at PS 41. That is the only program offered.
- All other assessments of ELLs are analyzed along with the assessments of all of the students re: NYS tests, Acuity assessment; Predictive and ITA tests.

Key Finding 6: Professional Development-Special Education

Question 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

- Special Education coordinator meets with principal several times weekly at beginning of school year.
- Pupil personnel committee meets to focus on a plan for all students.
- State assessments and Acuity tests are analyzed and examined next to goals and objectives of IEP's
- All possible supports available at PS 41 are discussed regarding how each child can benefit and how to organize pull –out services in order to have the least negative impact on the child.
- Special education coordinator meets with each teacher periodically to discuss needs of students.

Question 6.2

Not Applicable

Question 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.

- SETSS teacher has congruence meetings with individual classroom teachers and/or cluster teachers to discuss special education strategies and their implementation and connection to the standards.
- SETSS teacher attends grade level conferences to assist teachers as they plan units of study to insure that the students with special needs are addressed.
- Principal holds grade conferences to explore web site Intervention Central to explore a variety of strategies to use, to develop behavioral plans and to differentiate instruction based on need.
- IEP's are distributed to entire staff and discussed.

Key Finding 7 INDIVIDUALIZED EDUCATION PROGRAMS (IEP) FOR STUDENTS WITH DISABILITIES

Question 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

- IEP's are reviewed by principal and special education coordinator to determine appropriateness of goals and objectives
- NYS assessments and Acuity assessments are analyzed at the beginning of the year as well as throughout the year to determine if IEP goals are being met.

Question 7.2

Not Applicable

Question 7.3

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

- IEP's contain appropriate and attainable goals
- Testing accommodations are appropriate
- Modified promotional requirement are given only where appropriate

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 7, 2008** Email address: **slatto@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	26Q041
School Name	The Crocheron School PS 41Q
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 23,791
Principal Name	Sari Latto
Principal Email	slatto@schools.nyc.gov
Principal Phone	7184238333

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

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

- Yes
 No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals \$ 23,791
Instructional coaches for teachers
School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Please describe the program.

Florence Zaccaria will be working two days per week to mentor teachers who are first or second year teachers. They will be 4th grade teachers with them to develop curriculum in literacy, math, science and social studies, plan lessons, do model lessons and set up study groups. She will do the same as above with a teacher who is being reappointed under a new license.

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 programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (for appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- 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 expand a 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 English Learners (ELLs)?

- Yes
- No