



**THURGOOD MARSHALL
P. S. 80 QUEENS**

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (28Q 080)
ADDRESS: 171-05 137TH AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P. S. 80 Q **SCHOOL NAME:** Thurgood Marshall

DISTRICT: 28 **SSO NAME/NETWORK #:** _____

SCHOOL ADDRESS: 171-05 137th Avenue

SCHOOL TELEPHONE: (718)528-7070 **FAX:** (718)949-0963

SCHOOL CONTACT PERSON: Paulette Glenn **EMAIL ADDRESS:** pglenn@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Mr. Alex Joseph-Pauline

Ms. Paulette Glenn

PRINCIPAL

Mrs. Louise Bowens-Brown

UFT CHAPTER LEADER

Ms. Wilma Montague

**PARENTS' ASSOCIATION
PRESIDENT**

STUDENT REPRESENTATIVE
(Required for high schools)

Ms. Jeanette Reid

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

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
Ms. Paulette Glenn	*Principal or Designee	
Mrs. Louise Bowens-Brown	*UFT Chapter Chairperson or Designee	
Ms. Wilma Montague	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Valerie Byrd	DC 37 Representative, if applicable SLT Secretary	
Mrs. Jayne LoPorto	Assistant Principal	
Mr. Alex Joseph-Pauline	SLT Chairperson/Teacher	
Ms. Denitra VanDuzen	SLT Co-Chairperson/Parent	
Mr. Kenneth Schorr	SLT Financial Liaison/Teacher	
Ms. Eleanor Rosenberg	School Staff	
Mr. Shannon Greer	Parent	
Ms. Sheniqua Johnson	Parent	
Mrs. Michelle Haynes	Parent	
Mrs. Bernadette Morgan	Parent	
Mrs. Jacqueline Walton	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.

VISION STATEMENT

Thurgood Marshall will become a School of Excellence where all students, parents, and staff work together to help our students exceed the standards in all academic areas.

MISSION STATEMENT

The Mission of the Thurgood Marshall School Community is to educate, motivate, and challenge all students:

- To become lifelong learners, risk takers and problem solvers
- To foster creative expression through literacy, music and the arts
- To encourage the advancement in mathematical thinking and technology
- To embrace the parent community as partners in education
- To emphasize community involvement

The goal of the Thurgood Marshall Community is to empower each child with the social, intellectual, and critical skills that will enable them to reach their potential as adults in a global society.

Public School 80 is located in the South East section of Queens, New York. This kindergarten to fifth grade school serves a population of approximately 622 students whom are predominately African American. The school is a central part of the community to many of the students and their families. The school building is well-kept, barrier free, and wired for 21st century technology. PS 80 is proud of the students' accomplishments as evident by the prominently displayed student work.

According to the latest available ethnic data, 3.2% of the students are White; 86.0% are Black; 7.9% are Hispanic, 2.2% are Asian or Pacific Islander. Approximately 28 percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. Additionally, less than 1 percent of the students are English language learners (ELLs), and

receive ESL services. The majority of students are from low-income families, and more than 56% qualify for free lunch.

The school houses (3) kindergarten, three (3) first grade, four (3) second grade, three (3) third grade, four (3) fourth grade, and four (3) fifth grade classes in general education, (9) self-contained special education classes from k-5, and four (5) collaborative team teaching classes (grades K-5). There is also a freestanding ESL program with language support for grades K-5, which serves English language learners. The average class size in kindergarten through second grade, following the Early Grade Class Size Reduction Program, is twenty (20) students. The average class size in third, fourth and fifth grade is twenty-five (25) students. Students are heterogeneously grouped within each grade.

The student body is served by 129 professionals and support staff, including (1) principal, (2) assistant principals, (60) teachers, (1) literacy coach, (1) mathematics coach, (1) guidance counselor, (26) paraprofessionals, (1) parent coordinator, (2) secretaries, (1) school safety officers, (7) school aides, and (16) additional support personnel. 100% of all the teachers on staff are fully licensed and certified, 65.1% have more than 5 years teaching experience, and more than 89% hold a Masters Degree.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Thurgood Marshall				
District:	28	DBN #:	28Q080	School BEDS Code #:	342800010080

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		92.7	93.4	93.4		
Kindergarten	80	84	81						
Grade 1	113	97	92						
Grade 2	99	114	114	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	114	99	114		91.1	89.0	93.6		
Grade 4	95	110	101						
Grade 5	116	95	104	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		67.5	68.1	56.4		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		7	3	8		
Grade 12	0	0	0						
Ungraded Elementary	21	4	16	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	638	603	622		2	3	4		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	111	92	97						
No. in Collaborative Team Teaching (CTT) Classes	29	38	47	Principal Suspensions	5	5	1		
Number all others	28	23	31	Superintendent Suspensions	2	6	4		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	12	12	29	Number of Staff:			
# ELLs with IEPs	7	10	1	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	59	63
				Number of Administrators and Other Professionals	25	6	25
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	5		8
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.3	0.6	Percent more than two years teaching in this school	80.6	76.3	79.4
Black or African American	89.8	90.7	86.0	Percent more than five years teaching anywhere	67.7	67.8	65.1
Hispanic or Latino	5.5	6.0	7.9	Percent Masters Degree or higher	87.0	90.0	89.0
Asian or Native Hawaiian/Other Pacific Isl.	2.7	1.8	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	93.3	91.4
White	1.6	1.2	3.2				
Multi-racial							
Male	53.0	53.2	52.7				
Female	47.0	46.8	47.3				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:	IGS		ELA:	
	Math:	IGS		Math:	
	Science:	IGS		Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	—	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	60.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	17	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	29.6	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3	Quality Statement 5: Monitor and Revise	W

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The major area of concern at Public School 80 is the low academic achievement of some of its students, as measured by results on State standardized assessments. A review of the Winter and Spring 2008 State standardized assessments indicated that 38.7% of students are performing below the State standard (below Level 3) in English language arts, and 21% were performing below the State standard in mathematics (below Level 3). The academic performance of special education students and English language learners is of particular concern, as both groups represent a disproportionately high percentage of students performing at Levels 1 and 2 in both reading and mathematics.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. The school has a customized extended day program as well as intensive guidance and support services that are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all Grade 3-5 students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk (including students in special education and English language learners) will receive appropriately targeted services. The school will be implementing the following Academic Intervention Services:

An after-school literacy and mathematics program is offered to students on Tuesdays, Wednesdays, and Thursdays from 3:20 to 4:30 PM. Teachers will work with students in small group settings. Teachers and students, using an interactive model, will share literacy and mathematical strategies, apply the skills to real text and problem solving, and respond to focused writing tasks in literacy and mathematics. All participating students in grades 3-5, including English language learners and special education students will be grouped based on assessed needs for additional instruction to improve literacy and mathematics skills.

A Saturday Academy instructional program is offered at our school which will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during the daily and after-school programs. During the Saturday Academy, students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings; i.e., paired, small groups, or

individually. They will do extensive reading to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used. These books will be aligned to the themes being developed during the daily instructional program to ensure an in-depth understanding of text. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

Thurgood Marshall has continued to show improvement in the main areas of concentration. The school has done well during both Quality Reviews and the school continues to show progress on the City's Progress Report Card. The percentage of students making annual yearly progress in our ELA lowest third has increased from 26% in 2006-2007 to 32.4% in 2007-2008 and in Mathematics from 24.4% in 2006-2007 to 32.2% in 2007-2008. Our special needs population in ELA has increased from 19.5% in 2006-2007 to 45.7% in 2007-2008 and in Mathematics from 23.3% in 2006-2007 to 32.2% in 2007-2008. The percentage of overall students achieving at or above grade level standards continues to increase.

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.

To deepen differentiation of instruction in ELA and Mathematics based on data through the use of small group and or individual instruction.

To provide information about the schools educational goals and the students learning outcomes to parents and staff.

To deepen the level of instruction in ELA and Math in the Special Education and CTT settings

To continue to build upon a culture of inquiry through the Grade 5 school Inquiry Team and expand the Inquiry Team process to the 2nd and 4th grade.

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): ELA and Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In order to help students move at least 2 reading levels as measured by the Teachers College Running Records and by obtaining a Level 3 or above on the end of year McMillan McGraw Hill Unit Assessments teachers will use small group instruction three times per week and conduct individual conferences daily to differentiate instruction.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> - The Staff Developer and Math Coach will support teachers as they use the running records and math assessments with students, then differentiate instruction and set goals for each child. -The Teachers College Reading and Writing Project (TCRWP) provides the teachers with 1 In-House Staff developer for 13 sessions. Teachers, Administration and the school's Staff Developer are also sent to Professional Development facilitated by the Teacher's College. -There are 2 Reading Recovery teachers who service first grade struggling readers in 10 to 12 week cycles. - Grade meetings will provide opportunities for teachers to share their experiences and support one another. - Students will receive small group instruction during Sunrise, Sunset and Saturday Academy Tutorial sessions - Teachers will attend a series of professional development sessions on using data to drive instruction. - Teachers will implement different types of instructional strategies to support differentiated instruction.

	<ul style="list-style-type: none"> - Teachers will set goals for students and track the success of newly implemented strategies. - Parents will be provided with a series of workshops that focus on using technology to increase student performance. - Parents will be provided with specific data for their child during grade specific parent data meetings. - Scheduled meetings with parents of habitually late or absent students to discuss the relationship between attendance and student progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Math Coach will use Title 1 funds for a total of \$76,728. - Curriculum Staff Developer will use C4E funds for a total of \$98,947. - The Network Support Specialist will use Fair Student Funding for a total of \$9,000 out of the ICI funds. - Reading Recovery Teachers will use Children First Funding for a total of \$6,000. - The TCRWP will use Title 1 Funding for a total of \$22,000. - Substitute teacher coverage for TCRWP workshops will use Title 1 Funding for a total of \$35,216. - Supplies for Sunrise, Sunset and Saturday Academy will use Children First Funding for a total of \$6,979 - Funding for Sunrise, Sunset and Saturday Academy will use Title 1 Funds at a cost of \$36,666. - The yearly schedule was created with common preparatory periods for every grade to attend in house workshops. - Parent Involvement will use Title 1 Funds for a total cost at \$3,790.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - All student in grades K-5 will be assessed 3 times during the year, using the TC running records assessments for the purpose of determining the student's appropriate reading level and then developing short and long term goals for each student based on the results of those assessments. - All students in grade K-5 will be assessed at the end of each chapter and unit, using the McMillan McGraw Hill Math Assessments for the purpose of determining student progress. Short and long term goals will be developed based on the results of those assessments. - All classroom teachers in grades K-5 will be able to demonstrate through their lesson planning and through formal and/or informal observations that they have analyzed and interpreted assessment data to differentiate instruction through individual and/or small group instruction.

	<p>- 75% of students will move at least 2 reading levels as measured by the TC running records assessments during the school year.</p> <p>- 75% of students will perform at a level 3 or above on the end of unit MacMillan McGraw Hill Math Assessment</p>
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Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In an effort to increase by 12% the number of parents that strongly agree within the communications section of the 2008-2009 Learning Environment Survey, parents and staff will receive quarterly newsletters concerning the schools educational goals, student learning progress and outcomes as well as school wide initiatives and activities.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - The school will establish educational goals for the school year. Parents and staff will be informed of these goals and all workshops and professional development sessions will be based upon them. - Goals and Outcomes reports will be distributed to parents and staff quarterly - Monthly parent newsletters informing parents of school initiatives & activities will be sent home monthly - Student created newsletters will be sent home monthly - An outside agency will come in to develop a web-cast made by the students which will also highlight school initiatives & activities - An ongoing multimedia presentation displayed in the main hallway will keep parents informed of the schools educational goals and outcomes - An electronic display of school activities will be highlighted on the LED sign outside of the building. - Student of the Month and Perfect Attendance Ceremonies will be held monthly - Monthly Principal Parent Breakfasts will be held in order to keep parents abreast of school related information - School Leadership Meeting will be held twice a month with the School Leadership Team - to share information collaborate on educational goals and review data collected on the students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Math Coach will use Title 1 funds for a total of \$76,728. - Curriculum Staff Developer will use C4E funds for a total of \$98,947. - Parent Involvement will use Title Funds for a total cost at \$3,790. - Smart Works Organization will use Fair Student Funding at a cost of \$4,000. - The Multimedia display and LED sign will use Fair Student Funding at a cost of \$3,700. - Supplies for Student of the Month and Fair Student Funding will use Fair Student Funding at a cost of \$3,000.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Develop Quarterly Goals and Outcomes Reports for parents & staff - Implement a new school-wide communication plan - The numbers of parents that will strongly agree in the communications area of the Learning Environment Survey will increase by 12%. - Attendance and frequency of parent workshops and professional development sessions will increase by 5%

Subject/Area (where relevant): Instruction for Special Needs Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Special Education and CTT Teachers will receive monthly professional development trainings on deepening the level of instruction in ELA & Mathematics to ensure that 70% of students with IEP's will meet or exceed their IEP mandated goals by their Annual Review.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Teachers and staff developers will work together to create a modified curriculum - Teachers will attend a series of professional development sessions that relate to the best teaching practices in special education settings. - Self contained teachers will participate in a study group that focuses on The Lesson Study Method facilitated by Network Support Specialist(NSS) members of the ICI. - Collaborative Team Teachers will participate in a book study group focusing on “Brain Matters:Translating Research into Classroom Practice.” facilitated by Network Support Specialist. - Teachers will attend Professional Development in the Wilson and Fundation Programs facilitated by NSS members - Teachers will review student work to determine strengths and weaknesses and set measurable targeted goals for students to achieve based on the standards as well as strength and weaknesses. - Collaborative meetings will be held among staff members that service IEP mandated students - All staff members will have access to IEP Pro to review the goals for IEP mandated students as well as have copies of each student’s IEP. - Wilson and Foundations unit assessments will be used to assess student progress and growth - Teachers will conference with students twice a week in each of the targeted areas. - Teachers will be trained on the importance of utilizing technology in special education settings.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Math Coach will use Title 1 funds for a total of \$76,728. - Curriculum Staff Developer will use C4E funds for a total of \$98,947. - The Network Support Specialist will use Fair Student Funding for a total of \$9,000 out of the ICI funds. - The TCRWP will use Title 1 Funding for a total of \$22,000. - Book supplies will use Children First Funding at a cost of \$1,000 - The IEP teacher will use IEP Teacher Funding at a cost of \$73,877 - Wilson and Foundations Programs will use Children First Funding at a cost of \$1,200. - The yearly schedule was created with common preparatory periods for every grade to attend in house workshops.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - 70% of the students will meet or exceed their IEP mandated goals - All students with IEPs in Grades K-5 will be assessed using the Foundations and Wilson Assessments for the purpose of determining the students’ needs - Grades 3-5 students will be able to master strategies taught in the Wilson program and move from Part 1 to Part 4 in a school year - Kindergarten – 2nd grade students will be able to master strategies taught in the Foundations program and move throughout the grade specific unit throughout the school year. - Special Education population data will be tracked as we monitor progress towards June goals through periodic data meetings.

Subject/Area (where relevant): Inquiry Team Expansion

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2008-2009 school year, two additional grades (2nd & 4th) will join the 5th grade in Inquiry Exploration. Each of the three Inquiry Teams will identify their target population and track their progress as they implement different teaching strategies that focus on the student deficiencies</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Two additional school inquiry teams will be established to examine the unique literacy learning challenges of a subpopulation of targeted students. - Our original 5th grade inquiry team will continue to use the inquiry team process as they now focus on building comprehension in literacy. - Our 4th grade inquiry team will learn how to use the inquiry team process as they focus on building comprehension in literacy. - Our 2nd grade inquiry team will learn how to use the inquiry team process as they focus on improving narrative writing. - All new inquiry team members will be trained in the use of the accountability tools - The inquiry team will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals - The inquiry team will share its work with the larger school community during faculty conferences, grade meetings etc. - The inquiry team will provide professional development in the use of the new accountability tools and implications for instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - The Inquiry Team will use Tax Levy Children First Funds at a cost of \$8,000. - The Data Specialist will use Tax Levy Data Specialist Funding at a cost of \$2,626.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Inquiry team members will use the accountability tools on a regular basis (Quality Review, Progress Report, Acuity Periodic Assessments, ARIS and the TCRWP K-8 Continuum for Assessing Narrative Writing) to make informed instructional decisions about General and IEP students and how they make progress in English Language Arts. - Students in the 4th and 5th grade targeted population will show accelerated progress in literacy-comprehension as per results of their six week Acuity Performance Assessments. - Students in the 2nd grade targeted population will show accelerated progress in writing as per results of their monthly pre and post On-Demand Writing pieces. - Workshop/PD agendas - Inquiry Team agendas/minutes

- | | |
|--|--|
| | <ul style="list-style-type: none">- Data Specialist Logs- Inquiry Team member logs- Targeted population data that tracks benchmarks and monitors progress towards June goals |
|--|--|

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	7	7	N/A	N/A	4	0	0	0
1	24	24	N/A	N/A	2	0	0	0
2	26	26	N/A	N/A	7	0	0	0
3	67	67	N/A	N/A	17	0	0	10
4	64	64	50	0	39	0	0	15
5	51	51	0	50	26	0	0	15
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<u>ELA:</u> <i>Reading Recovery, Wilson, Foundations, Sunrise Tutorial, After School Tutorial, Saturday Academy, Extended Day, Small Group Pull-Out, Push-in</i>	Reading Recovery is a one-to-one intervention pull-out program of struggling readers in first grade. Wilson is a small group intervention program used with students who have IEPs in grades 3-5. Foundations is a small group intervention program used with students who have IEPs in grades K-2. Sunrise and After-school tutorial are open to students who scored level 1 or 2 on state assessments or through teacher recommendation. Extended Day is offered to students who are performing poorly on state or classroom assessments during the 37.5 minutes of mandated small group instruction. Small Group Pull-Out of targeted students by the Literacy specialist for reading intervention during the day and Push-In to classrooms with a high concentration of students functioning below grade levels in literacy. Saturday Academy is open to grades 3-5 students in six week intervals and focuses on targeted skills in literacy.
<u>Mathematics:</u> <i>Great Leaps, Sunrise Tutorial, After School Tutorial, Saturday Academy, Extended Day, Small Group Pull-Out, Push-In</i>	Great Leaps is a one-to-one intervention pull-out program of students who are lacking basic math facts in grades 2-5. Sunrise and After-school tutorial are open to students who scored level 1 or 2 on state assessments or through teacher recommendation. Extended Day is offered to students who are performing poorly on state or classroom assessments during the 37.5 minutes of mandated small group instruction. Small Group Pull-Out of targeted students by the Mathematics specialist for math intervention during the day and Push-In to classrooms with a high concentration of students functioning below grade levels in mathematics. Saturday Academy is open to grades 3-5 students in six week intervals and focuses on targeted skills in mathematics.
<u>Science:</u> <i>Sunrise Tutorial, After-school Tutorial</i>	The sunrise and after-school tutorial involves hands-on-science activities and review of constructive response questions and concepts from the New York State Science Standards targeted at grade 4 students.
<u>Social Studies:</u> <i>Sunrise Tutorial</i>	The sunrise tutorial involved a review of constructive response questions and concepts from the NYS social Studies Standards.
<u>At-risk Services Provided by the Guidance Counselor:</u> <i>Project Save</i>	Project Save is an intervention program that counsels students on how to make the right choices in dealing with conflict.

<u>At-risk Services Provided by the School Psychologist:</u>	
<u>At-risk Services Provided by the Social Worker:</u>	
<u>At-risk Health-related Services:</u> <i>Open Airways, Nutritional Health</i>	Open airways is an intervention program that counsels students with asthma on how to avoid asthmatic episodes. Nutritional health is a healthy eating program that counsels students on making healthy choices in the foods they choose.

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: 29
(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:

At PS 80 ESL is a free standing program with native language support that values students' own prior knowledge and cultural experiences. ESL is taught through the content areas: math, science and social studies in connection to the themes and topics taught in the mainstream. Students receive 90/180 minutes of daily instruction according to their NYSESLAT/Lab-R scores. Strategies include "scaffolding" frequent summaries key words, note taking, and adhere to the Children First Initiative.

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).

1. Sunrise/Early Morning Tutorial
2. After-school program/activities
3. Saturday Academy Tutorial
4. Extended Day

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

1. Sunrise/Early Morning Tutorial
2. After-school program/activities
3. Saturday Academy Tutorial

- 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.

Parent and community involvement will take place through: parent/teacher conferences, translation services, “native language celebrations, parent workshops, parent orientation meetings and written correspondence.

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

1. Sunrise/Early Morning Tutorial
2. After-school program/activities
3. Saturday Academy Tutorial
4. Extended time for ELLs

- 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.

1. ESL teacher pushes-in to 2 classrooms with a high concentration of ELL students and models instructional strategies for the teachers to use.
2. Teachers are scheduled to observe the ESL teacher as she models instruction in two of her classes
3. Teachers meet with the ESL teacher during common preps to examine and review instructional strategies used by the ESL teacher during their observations.
4. ELL instructional strategies are applied across curriculum
5. Scaffolding in content areas are developed during planning periods within each topic area
6. Using thematic units to foster language acquisition is modeled through the ESL teacher

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

1. 9 of our 18 LEP students have been assigned language paraprofessionals in their native languages
2. Language paraprofessionals are present during conferences with parents
3. The Parent Coordinator is bilingual

- 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.

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

School Building: P. S. 80 Queens District 28

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
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1				9	10

* 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.

BEGINNING SCHEDULE 2008-09 (ESL)

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

School District: 28

School Building: P.S. 80Q

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:10:30 AM	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:11:30 AM	Math	Math	Science	Science	Social Studies
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:					

INTERMEDIATE SCHEDULE 2008-09 (ESL)

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

School District: 28 School Building: P. S. 80Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From:11:30 AM To:12:30 PM	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Social Studies
5	From:1:20 PM To:2:20 PM	Subject (Specify) Social Studies	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

ADVANCED SCHEDULE 2008-09 (ESL)

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

School District: 28 School Building: P. S. 80Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
2	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
3	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
4	From:11:30 AM To:12:30 PM	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify)	Subject (Specify)
5	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
6	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
7	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

BEGINNING SCHEDULE 2008-09 (ESL)

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

School District: 28 School Building: P.S. 80Q

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: 1:20 PM	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:20 PM	Math	Math	Science	Science	Social Studies
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)

Not Applicable

Grade Level(s) ____ Number of Students to be Served: ____ LEP ____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Not Applicable

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.

Not Applicable

Form TIII – A (1)(b)

Title III LEP Program

School Building Budget Summary

Not Applicable

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

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.

When new students enter the building the pupil secretary notes the families' primary language. The ATS system also provides information about a student's native language. After this determination has been made we are able to locate a staff member that also speaks the native language. The language paraprofessionals are available during conferences, phone calls and they are also able to translate notices that are sent home. Classroom teachers also use the language translation function in Word documents as well as websites that offer translation services. The Department of Education also supplies official notices in several languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Due to the diverse nature of our staff, we are able to meet the written translations and oral interpretation needs of the students in our school. Teachers as well as staff are aware of who the language paraprofessionals are and what languages they speak as specified in our Staff Handbook. During our opening school year conferences, the teachers are made aware of this information and all teachers are notified if they are going to have a student or family where English is not their first language.

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.

We currently use our bi-lingual parent coordinator and language paraprofessionals to provide written translation services. All notices sent by the Department of Education as well as those created in-house are translated into the language of families in need. All written notices are translated and sent home on the same day as the other notices.

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.

UPDATED – OCTOBER 2008

We currently use our bi-lingual Parent Coordinator and language paraprofessionals to provide oral interpretation services within the building. The school telephone messaging system that we use to communicate with parents is equipped to send messages in as many languages as needed. The cellular phone which was issued to the Parent Coordinator also comes with a link that provides translation services.

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>.

As previously stated, upon entrance of new students to the school the Pupil Personnel Secretary notifies parents of our in-house translation services. Parents are asked if they need the services and to specify their native language. That notation is then made in the student's permanent record as well as on the student emergency card and notices as well as phone calls go out in that language. The school also provides language translation services during parent workshops as well as Parent Teacher Association meetings. Our Parent Coordinator has also posted signs depicting the language translation services available at the school.

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 \$379,030.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3,790.30
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$18,951.50
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 91.4%
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.
 - Recruit high quality teachers from our pool of substitute teachers
 - Recruit high quality teachers from student teachers and accredited universities
 - Recruit high quality teachers from colleague recommendations
 - Encourage current teachers to complete certification requirements and provide informational sessions from accredited educational programs

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.

I. General Expectations

PS 80 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan as per school parent compact.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 80 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (PTA meetings, parent notices, monthly newsletters, calendars, school messenger phone contact system)
2. PS 80 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (PTA, SLT)
3. PS 80 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (SLT, PTA, and parent monthly workshops)
4. PS 80 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (This process will take form through pre and post surveys of workshops and various correspondence sent to parents over the course of the school year. A parent report card will be created to evaluate the effectiveness.
5. PS 80 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (workshops, conferences, mainstreaming , PTA and SLT meetings.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: providing professional development in cooperation with the parent coordinator, SLT, and the PTA
 - d. The school will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities with yearly outreach to local Head Start. We will use school teacher liaison, inter-visitation of local Head Start with various pre-school teachers and directors to visit classrooms in order to observe and learn expectations of students entering Kindergarten.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (newsletters, School Messenger Service, Notices posted in the Front and lobby of school, electronic display board, PTA meeting, SLT meetings, and parent coordinator meetings.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy also includes other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times in order to maximize parental involvement and participation in their children's education
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Paulette Glenn. This policy was adopted by the PS 80 on 06/05/08 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2, 2008.

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.

The compact outlines 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. Other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement are also included.

School-Parent Compact:

PS 80, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

School-Parent Compact Provisions

School Responsibilities

PS 80 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Daily schedules, before and after school programs, A.I.S, Saturday Academy, Pull-Out and Push-In programs, Instructionally Targeted Assessments and Predictive assessments.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: September, November, and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Instructionally Targeted Assessments (2 times a year), Predictive Assessments in October and June, reports cards 3 times yearly, and the annual school progress report card.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Monthly workshops, SLT meetings, and appointments available upon request.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during writing celebrations, school trips, assembly functions and upon request with teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom when possible.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The school will review the latest Quality Review, the School Progress Report and the School Report Card to assess the needs of the students. With this information we will be able to disaggregate the different populations represented within the building. We can look at gender, students with IEPs, ELL students, Ethnicity, the bottom third of our population, students that have made annual yearly progress, how specific classes perform in meeting the standards and so much more.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Students will be given academic intervention through:

- a customized extended day program that target each students weakness and pairs that student with a specific teacher to focus on that area
 - a sunrise and after-school tutorial with small group instruction using programs that are standards based
 - a Saturday Academy that uses a standards based program to focus on students strengths and weaknesses
 - professional development of teachers on targeting students, identifying strengths and weaknesses and making decisions on the next steps to improving student performance
- 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.
 - Customized extended day tailored to specific student need
 - Push in/pull out programs to provide small group instruction
 - Sunrise, Sunset and Saturday Academy Tutorial Programs

- Monthly meetings with the Talented & Gifted teachers to design an enhanced curriculum
- Inquiry Teams have been established to target students in our bottom third and special education population
- The Pupil Personnel Team evaluates low achieving students to determine which type of Academic Intervention Service they will receive: SETSS, IEP Teacher,

3. Instruction by highly qualified staff.

100% of the teachers are fully licensed and permanently assigned to this school. 91.4% of the core classes are taught by “highly qualified” teachers.

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

Teachers receive:

- In house and outside Teachers’ College Workshop PD
- In house Math Professional Development
- Scheduled one-to-one data meetings with the Math Coach and Staff Developer
- Collaborative Team Teaching (CTT) workshops facilitated by Network Support Specialist
- ELL workshops facilitated by the ESL teacher
- Test Administration Workshops facilitated by the Testing Coordinator
- Professional mentoring is being offered to beginning teachers through highly qualified teachers within the building and the NSS members.

Administration receives:

- Teachers’ College Workshop PD
- ARIS Training Workshops
- Acuity and Performance Series Workshop
- Inquiry Team Workshops
- Data Interpretation Workshops
- Comprehensive Educational Planning PD

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

The school has had student teachers and substitute teachers who have demonstrated a superior knowledge of content areas and a variety of instructional strategies. These teachers are the first source for staffing the school. The veteran teachers have also recommended colleagues for possible employment as substitute teachers. Most of these recommendations have also provided exceptional staff members.

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

(See Parent Involvement Compact Pages 35 – 39)

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.

Teachers of preschool programs that feed into our school have been invited to the school to meet with the Kindergarten teachers and tour the building. They have observed the teaching in the lower grade classroom so that they will know what is expected of the students when they leave their schools. There is an open invitation for the teachers to bring their classes over and tour the building to prepare the students for Kindergarten.

The first two days of Kindergarten are half days for the students. The teachers get a chance to meet with the parents and the students get an opportunity to become familiar with the teacher before being left alone for the full day. The math program starts with a summer skills refreshers which reviews the skills taught in the preschool. The literacy program starts with exploring the world of books and poems through shared reading, and by getting students to notice print all around. Students also delve into the world of writing by creating labels and signs for things that they see within the classroom and around the school.

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.

The teachers are involved in individual data meetings with the staff developer and math coach. During these meetings the teachers get to share data that has been collected on the students from different assessment sources and they are currently tracking the progress of three targeted students in their classroom. After sharing the assessment results and analyzing the data the teachers are asked to choose a specific strategy they will implement in the classroom to further the success of each student.

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.

Teachers meet regularly one to one with the Staff Developer and the Math Coach to review the data collected on their students. During these meetings teachers are encouraged to focus the next step for addressing the needs of specific students. They examine what can be done in class as well as other AIS options. Low functioning students are also reviewed by the pupil personnel team to determine how they can be serviced best. (See 2a on page 40)

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

The Prejudice Reduction Program services our second and fourth grade classes. This program has volunteer who push in to these grades to inform students about respecting the differences in others and embracing the characteristics that join us together. The S.A.V.E. program offers intervention to teach student strategies for making more appropriate choices. The LEAP and Leadership programs are artistic approaches to violence prevention.

**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)*¹ 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.

¹ 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.

We are currently following the Teachers College Reading and Writing Workshop model. This model follows the structure of balanced literacy. Our written curriculum is currently aligned with the state standards. Students are asked to write narrative pieces, expository pieces as well as poetry. The writing curriculum is designed for students to write these pieces within the grade level and they continue to build on these skills as writer as they move throughout the curriculum.

The curriculum maps that we have developed along with the teachers indicate what students should be able to do at each grade level within each unit of study. The maps address content topics as well as skills that would be covered as well as the different strategies that would need to be taught in order to master those skills. Pre and post assessments have been created to determine whether student outcomes have been attained.

In reference to the taught curriculum, our reading program covers various genres through the balanced literacy model. The reading workshop entails a phonics component, mini-lesson to model a skills with a specific strategy, independent reading, partner reading, small group instruction in the form of guided reading groups or small group strategy lessons, individual conferences, whole class conversations derived from an interactive read aloud, shared reading, interactive and shared writing, along with the reading of published pieces during the end of unit publishing party. This model provides various opportunities to address the standards of speaking, listening and writing.

The reading and writing workshop structure utilizes authentic literature to support the program. Culturally relevant books are purchased at all Fountas & Pinnel reading levels in order to support each unit of study. The materials that we have in the building meet the needs of all learners. We have recently acquired materials that are written in Spanish to support the English language learners.

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?

When choosing to go with the Teachers College Reading and Writing Workshop model, we found that this research based program was aligned with the state standards. The different components of balanced literacy covers what the state deems us to address.

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 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.

Two years ago the school chose to switch math programs from Everyday Mathematics to Macmillan McGraw-Hill Math. There were two other programs that were also being considered. Initially the Math Coach reviewed each program and compared them to the NYS Standards to determine if each of the programs met or exceeded what is required for the grade. The teachers were then given an opportunity to review and compare each program. A representative from the publishing companies presented to the staff and then they each had a vote on which program they thought was the best. They chose Macmillan McGraw-Hill Math because it provided the teachers with a technology component which includes an online website for the students as well as a teacher resource website and compact disc. The program also has a writing component that is a part of each chapter, a problem solving component that the students work in groups to solve, hands on activities that uses manipulatives to help solve problems and foldables for each chapter to provide the student with a way to organize the concepts introduced within a chapter.

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?

We chose Macmillan McGraw-Hill Math because it provides the teacher with a technology component which includes an online website for the students as well as a teacher resource website and compact disc. The program has a writing component that is a part of each chapter, a problem solving component that the students work in groups to solve, hands on activities that uses manipulatives to help solve problems and foldables for each chapter to provide the student with a way to organize the concepts introduced within a chapter. The Macmillan McGraw-Hill Math program provides the students with an opportunity to problem solve, communicate, make connections, create representations of what they are learning and reason with each other about topics as well as prove why they chose specific answers when problem solving.

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

The school will continue to provide professional development for the teachers on ways to implement all the components of the program. This will encourage the teachers to continue towards a community of learners where we can all learn and share with each other.

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 (SOM²)* 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.

² 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:

UPDATED – OCTOBER 2008

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.

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 16, 2008** Email address: **PGlenn@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	28Q080
School Name	PS 80
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 90,038
Principal Name	Paulette Glenn
Principal Email	Pglenn@schools.nyc.gov
Principal Phone	7185287070

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

Instructional coaches for teachers

\$ 90,038

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

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

Please describe the program.

The coach will meet the special education teachers bi-monthly in order to train and support them in the use of the Building Essential Literacy published by MONDO. BEL is a comprehensive research-based design incorporating nine essential elements in grades K-5, whose full adoption shown to dramatically improve student literacy outcomes. BEL is a data-driven approach to continuous achievement.

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 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