



**PUBLIC SCHOOL 1 – THE BERGEN**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** 15K001

**ADDRESS:** 309 47<sup>TH</sup> STREET

**TELEPHONE:** 718 567-7661

**FAX:** 718 567-9771

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 001 **SCHOOL NAME:** The Bergen

**DISTRICT:** 15 **SSO NAME/NETWORK #:** Empowerment Network #22

**SCHOOL ADDRESS:** 309-47<sup>th</sup> Street, Brooklyn, N.Y. 11220

**SCHOOL TELEPHONE:** 718 567-7661 **FAX:** 718 567-9771

**SCHOOL CONTACT PERSON:** Zaida Vega **EMAIL ADDRESS:** zvega@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON** Fior Marte

**PRINCIPAL** Zaida Vega

**UFT CHAPTER LEADER** Nadine Reis

**PARENTS' ASSOCIATION  
PRESIDENT** Betzaida Mercado

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT** Rosemary Stuart

**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
Zaida Vega	*Principal or Designee	
Nadine Reis	*UFT Chapter Chairperson or Designee	
Betzaida Mercado	*PA/PTA President or Designated Co-President	
Patria Aviles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jackie Cruz	Out of Classroom Teachers	
Margarita Camacho	Pupil Support Staff Members	
Fior Marte	Chairperson/Secretary	
Angelica Toro	Parent	
Floriselda Orellana	Parent	
Maria Mendez	Parent	

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.

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## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Public School 1 is located in the Sunset Park Community of Brooklyn. It serves 1005 students. We are a School-Wide and Title I School in which 84% of our students meet federal poverty guidelines.

To help support our diverse population we have the following programs:

- Gifted and Talented (K-5)
- CTT (K-5)
- Self-Contained Special Education Classes (K/1, 2/3, 4/5)
- Transitional Bilingual Classes (K-5)
- Self-Contained ESL Classes (K-5)
- Pre-K Classes (two half day and seven full day classes)

In addition, we will have the following intervention programs which support our students with one to one and small group intervention:

- At risk supplemental ESL intervention teachers
- At risk supplemental native language intervention
- Four mandated ESL pull out/push in teachers
- IEP at-risk intervention (1-3)
- SETTS (K-5)
- Three supplemental reading programs
- Mandated Speech and at risk speech services
- Guidance Counselors (2) – provide at-risk counseling
- Inquiry Team –multiple teams ( grades 1/2 and 3/4)
- Title I After School
- Title III After School
- Early morning intervention

In addition to Literacy, and Math, we also provide opportunities for our students to excel in other areas to bring out talents and interests. We have the following programs:

- Instrumental Music (1 teacher) – Percussion Band
- Visual Arts (2 teachers)
- Physical Education (1 teacher)
- Science (3 teachers)
- Health Education (1 teacher)
- Peace Education (1 teacher)

- Dance (1 teacher)
- Reader's Theatre (1 teacher)
- Enrichment Clusters (gifted & talented teachers and selected clusters)
- After School Clubs (Chess, Gardening, Art, Dance, Music, etc.)
- Ballroom Dancing
- Partnership with Brooklyn Museum
- Student Government
- Peer Mediation

Our school is well known for providing extensive professional development for our staff. For many years and to date, this support has been provided by Teacher's College, AUSSIE, private consultants and coaches. As a result of gathering and analyzing data this year, we made an organizational decision to create a unique professional development model that will be led by teacher facilitators as opposed to being exclusively directed by administrators. Our intent is to have teachers be responsible for their own learning using each other as resources. These facilitators, who are members of the Inquiry Teams, will help guide and support teachers with their yearlong case studies and with the application of the inquiry process.

The rationale for this model is based on our SINI status, which requires us to focus on our ELLs and strugglers in the content area of reading. The short term goal is to accelerate student learning. Teachers will create periodic benchmarks to enable them to differentiate instruction. Additional data will be collected from formal and informal assessments. The long term goal is to create strategy lessons that are replicable, measurable and show evidence of change in students' reading. The evaluation of this data will help us refine instruction and continue to set and revisit long and short term goals. This was indicated in the Quality Review as an area in need of improvement.

Each facilitator will be responsible for leading a grade and doing their own inquiry work with their selected students. By analyzing the data, the needs of the students will be identified and strategy lessons will be created. The question that arises is "How can this work impact other students who have similar needs?" The facilitator will guide and mentor teachers in how to present their case studies. They will share their best practices as well as those practices that did not work. This process will be a reflective, collaborative effort. The outcome will be an accumulation of strategy lessons, organized by grade and reading skills, to be shared with other teachers. This documentation will be shared and cataloged in the school's professional section of our library. (In addition, this same model will be used for yearlong math case studies). This will support our need, as indicated in the Quality Review, to provide better developed data fields which are user friendly and that provide information that will positively impact student growth.

This structure supports our school goals which are:

- to differentiate instruction
- to develop scaffold instruction,
- to expand oral language development
- to improve the reading skills of our ELL's

Cluster teachers will also be monitoring their students, particularly their ELL students. Periodically they will be assessing their students learning and documenting this data in order to refine their teaching practices. This will be shared with the classroom teachers, students and parents. They will measure content knowledge and academic language through informal assessments. This can be done through the structure of essay exams, multiple choice tests and/or performances/presentations. We will use

Fitness Gram, Foss assessments, Brain Pop, health curriculum assessments, checklists and student work to measure core subject learning. Clusters will be responsible for knowing their ELL students' needs (e.g. language level) and planning how to align their curricula to meet these needs. This will begin to address this need for improvement area as indicated in our Quality Review.

Each teacher will be selecting one school goal for which he/she needs more support. Throughout the year supervisors will be monitoring, coaching, and providing this support. Classroom visitations, informal observations and one to one conversations will help monitor changes in the building. Our data specialist will provide teachers with class specific, user friendly data interpretations. This structured professional collaboration aligns capacity building around meeting the school's goals for accelerating student learning. This will create a learning culture with one vision. The observations and professional support will focus on these goals. This work will be visible over time through student engagement and student work. This will also address the specific areas in need of improvement in our Learning Environment Survey:

- engagement
- meeting expectations
- communication

Parents will be informed of grade curriculum and school-wide events through newsletters, workshops and the Parent Teacher Association. Additional student information will be disseminated through report cards and parent-teacher-conferences. In addition, The School Leadership Team will assist in making school-wide decisions and sharing those decisions with parents and faculty.

Ultimately, our goal is to move to a more expansive teacher leadership model, which will lead to increased instructional knowledge and student growth.

## 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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20<sup>th</sup> edition of "Principals' Weekly.")

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 001 The Bergen				
<b>District:</b>	15	<b>DBN #:</b>	15k001	<b>School BEDS Code #:</b>	331500010001

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" 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.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	36	36	36		93.6	93.6	93.6		
Kindergarten	144	147	162						
Grade 1	160	163	161	<b>Student Mobility:</b>					
Grade 2	169	167	155	(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	139	151	167		94.0	95.4	92.1		
Grade 4	151	143	144						
Grade 5	150	154	150	<b>Eligible for Free Lunch:</b>					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		79%	84%	86%		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing:</b>					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		12	1	9		
Grade 12	0	0	0						
Ungraded Elementary	6	1	4	<b>Recent Immigrants:</b>					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	955	962	979		21	19	11		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	31	32	25						
No. in Collaborative Team Teaching (CTT) Classes	39	36	58	Principal Suspensions	3	0	31		
Number all others	29	63	45	Superintendent Suspensions	8	6	6		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	88	74	70	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	44	33				
# receiving ESL services only	181	218	236	<b>Number of Staff:</b>			
# ELLs with IEPs	17	19	9	(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	82	77	87
				Number of Administrators and Other Professionals	17	9	19
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	3	TBD	6
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	98.8	100.0	100.0
American Indian or Alaska Native	0.6	0.4	0.3	Percent more than two years teaching in this school	59.8	76.6	80.5
Black or African American	1.9	2.7	1.8	Percent more than five years teaching anywhere	46.3	55.8	59.8
Hispanic or Latino	91.7	92.2	89.8				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	2.6	5.5	Percent Masters Degree or higher	80.0	88.0	86.0
White	2.2	2.1	5.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.9	88.0	77.7
Multi-racial							
Male	48.8	48.0	49.2				
Female	51.2	52.0	50.8				

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		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input type="checkbox"/> In Good Standing	<input checked="" 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 Corrective Action – Year 1	<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – 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: SINI 1		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	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓	-			
Limited English Proficient	X	✓	✓			
Economically Disadvantaged	✓	✓	✓			
<b>Student groups making AYP in each subject</b>	4	5	4			

#### Key: AYP Status

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	54.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	0
School Performance (Comprises 30% of the Overall Score)	15.5	Quality Statement 3: Align Instructional Strategy to Goals	0
Student Progress (Comprises 55% of the Overall Score)	28.7	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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### **Data Sources**

- 2008 LES
- 2007/2008 Progress Report
- 2008 QR
- Formal and Informal Observations
- AYP
- Formative Assessments
- TC assessments
- Writing Levels including standard based rubrics in writing
- Standardize test results (ELA, Math, 4th Grade Science, and Social Studies)
- NYSESLAT
- Modified Instructional Criteria for IEP students
- School Report Card
- Progress Report
- Quality Review
- Conference Notes
- Student Writing
- Predictive Assessments and ITA's
- Performance Series Assessments
- Inquiry Team Research Project
- Every Day Math Assessment
- Words Their Way Spelling Assessment
- Grade Meeting – Case Studies

### **Performance Trends**

- A summary of the TC assessments results indicates that 50% of K-2 are having difficulty with vocabulary development, and reading comprehension.
- 75% of K-5 students have not reached the proficient level on the reading and writing section of the NYSESLAT.
- 40% of ELL students and special needs students received a Level 1 or low Level 2 score. Overall math scores were greater than ELA scores.
- 35% of ELL students and special needs students were predominately L2 and L1 on the 4<sup>th</sup> grade state science exam. Boys fair better than girls on this exam.

- 45% of 3rd grade students scored Tier 4 on Reading for Information and Understand in the ELA Spring Predictive.
- 33% of 3rd grade students scored Tier 4 on Literacy Response and Expression in the ELA Spring Predictive.
- 67% of 3rd grade students scored Tier 4 on Reading for Critical Analysis in the ELA Spring Predictive.
- 17% of 4th grade students scored Tier 4 on Reading for Information and Understanding in the ELA Spring Predictive.
- 8% of 4th grade students scored Tier 4 on Literacy Response and Expression in the ELA Spring Predictive.
- 11% of 4th grade students scored Tier 4 on Reading for Critical Understanding in the ELA Spring Predictive.
- 9% of 5th grade students scored Tier 4 on Reading for Information and Understanding in the ELA Spring Predictive.
- 13% of 5th grade students scored Tier 4 on Literary Response and Expression in the ELA Spring Predictive.
- 35% of 5th grade students scored Tier 4 on Reading Critical in the ELA Spring Predictive.
- 60 % of 3rd grade students scored Tier 4 in the Spring Math predictive (24% in Algebra; 45% in Geometry; 61% in Measurement; 56% in Number Sense and 76% in Statistics).
- 51% of 4th grade students scored Tier 4 in the Spring Math predictive (41% in Algebra; 67% in Geometry; 33% in Measurement; 38% in Number Sense and 50% in Statistics).
- 43% of 5th grade students scored Tier 4 in the Spring Math predictive (60% in Algebra; 34% in Geometry; 70% in Measurement; 28% in Number Sense and 51% in Statistics).

### **Accomplishments**

- In 2008, students made a 3% increase in levels 3 and 4 in the ELA exam as compared to 2007 ELA exam.
- Through the use of accountable talk 40% of ELL students have improved their listening and speaking skills as evidence by improved listening and speaking scores on the 2008 NYSESLAT exam.
- The majority of general education students in grades 3-5 obtained levels 3 to 4 on the ELA and math state exams.
- In the state science test there was a 9% increase in level 4 students and a 2% increase in level 3 students.
- Based on the ELA predictive assessments, grade three students were able to demonstrate strengths in main idea, identify details, sequencing and cause and effect.
- Based on the math predictives, grade three students improved their math content in the areas of main idea, number patterns, measurement symbols and symmetry.
- Fourth grade demonstrated strength in character skills, main idea, synonyms, story elements author's purpose, sequencing and character traits.
- In fourth grade math students demonstrated strength in geometry (lines, perimeter), fractions (name), graphing (drawing T charts, organizing), number sense (estimating algebraic thinking) and word problems (finding key words in a single step).
- In the fifth grade students demonstrated strength in fact and opinion, context clues, character change and development, characteristics of genres, central idea and supporting ideas, and literary elements.
- In fifth grade math students demonstrated strength in computations, geometry and graphing.
- 80% of 5th grade students who participated in the inquiry team study maintained or increased their Level 4 ELA raw score.

**Significant Aids /Barriers**

- 10% of our ELL students who participated in the ELA assessment were in the United States for a little over a year.
- 20% of the IEP students are significantly delayed in reading and are unable to read the passages on the ELA exam.
- 50% of ELL students do not attend preschool and therefore are lacking social language, academic language and skills.
- 50% of our students are not identified as ELLs but are from homes that English is not their first language.

## 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 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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Based on our 2007-2008 assessments our SINI status; our Quality Review we decided to focus on our ELL's as our sub-group this year and the content area will be ELA. We also decided based on our Learning Environment Survey to have the Inquiry Team members act as facilitators to help other teachers conduct case studies. This will support the area of communication, academic expectations and engagement. Teachers will be invited to play a meaningful role in setting goals and making important instructional decisions for our school. It will also change the culture of our learning community. Teachers will be planning together to create strategies that support reading skills and small group work based on student learning goals. They will share and discuss with each other their students work and progress.

With this in mind these will be our goals for this school year 2008- 2009:

- Goal #1: All K-5 teachers will differentiate instruction to support students' reading goals.  
Measurable Objective:
- 80% of teachers will participate and implement differentiated instruction in their classrooms. (Out of 55 teachers, 44 teachers will differentiate instruction as a result of bi-monthly professional development plan).
- Goal #2: ELLS in grades 4 and 5 will improve their performance in the ELA by deepening their reading comprehension skills and vocabulary development.  
Measurable Objective:
- 10% of our Ell students in grades 4 and 5 will improve their performance in the ELA. (Out of 71 ELL students in grades 4 and 5, 7 will move from Level 2 to Level 3)
- Goal #3: ELL students in grades 1 - 5 will show an improvement in the NYSESLAT.  
Measurable Objective:
- 10% of our ELL students in grade 1-5 will improve their performance in the NYSESLAT. (Out of 233 students in grades 1-5, 23 students will move to the next language level.)

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All K-5 teachers will differentiate instruction to support students’ reading goals. Measurable Objective:</p> <ul style="list-style-type: none"> <li>80% of teachers will participate and implement differentiated instruction in their classrooms. (Out of 55 teachers, 44 teachers will differentiate instruction as a result of bi-monthly professional development plan).</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Students and teachers will create long and short term reading goals to meet grade standards using the Predictives, TC assessments and internal assessments.</li> <li>Students and teachers will use reading rubrics and checklists to develop and monitor their progress.</li> <li>Teachers will measure the progress of their students by conferring with students and documenting students’ growth.</li> <li>Teachers will be conducting on-going assessments to set goals for their low performing ELL students.</li> <li>Teachers will develop and implement strategies to move students to the next reading level by differentiating instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Coaches will provide one-to-one coaching on strategies that support differentiated instruction.</li> <li>Teacher led committees will plan and share their case studies with their colleagues to develop strategies that help differentiate instruction during bi-monthly grade meetings.</li> <li>Teachers will provide workshops for parents in the classrooms every last Friday of the month on literacy. (Fabulous Fridays)</li> <li>Data specialist will access and analyze data with and for teachers.</li> <li>Teachers will work in an after school program to support struggling students using Title I and Title III allocations.</li> <li>Per session and per diem funding will be provided to support the inquiry work on their case studies.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>ELA scores</li> <li>Predictives</li> <li>Conferring notes shows goals for each student.</li> <li>Teacher planning reflect small group work.</li> <li>Teacher conferences with students.</li> </ul>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELLS in grades 4 and 5 will improve their performance in the ELA by deepening their reading comprehension skills and vocabulary development. Measurable Objective:</p> <ul style="list-style-type: none"> <li>• 10% of our Ell students in grades 4 and 5 will improve their performance in the ELA. (Out of 71 ELL students in grades 4 and 5, 7 will move from Level 2 to Level 3)</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The parent coordinator will conduct parent workshops by grade, on how to support literacy learning at home.</li> <li>• The reading curriculum will provide opportunities for our students to participate in partnership work and book clubs.</li> <li>• Through the use of language prompts students will improve and increase participation in their accountable talk opportunities.</li> <li>• Teachers will scaffold their instruction throughout the day to support language learning and vocabulary development.</li> <li>• Teachers will create long/short term goals in reading</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teachers will receive bi-monthly professional development on creating and developing language and literacy objectives to scaffold instruction.</li> <li>• An Aussie consultant will provide one-to-one coaching in selected classrooms that have high percentage of ELL students.</li> <li>• “Learning to Learn a Second Language” by Pauline Gibbons will be purchased to support professional development.</li> <li>• To support professional development we will refer to resources such as “Balancing Reading and Language Learning”, “Words Their Way for English Language Learners and “Reading Strategies”)</li> <li>• New positions will be created to provide supplementary services for our ELL students through a push in model. (C4E)</li> <li>• Parents of ELLS will receive after school ESL workshops from our ESL teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observations of student engagement.</li> <li>• Students writing in journals.</li> <li>• Standard Based Rubrics</li> <li>• Teachers planning reflect small group work and differentiated instruction.</li> <li>• ELA, NYSESLAT</li> </ul>

## SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All K-5 teachers will differentiate instruction to support students’ reading goals. Measurable Objective:</p> <ul style="list-style-type: none"> <li>• 10% of our ELL students in grade 1-5 will improve their performance in the NYSESLAT. (Out of 233 students in grades 1-5, 23 students will move to the next language level.)</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will provide small group strategy instruction based on identified student needs, TC assessments and Predictives.</li> <li>• Teachers will continue to develop rubrics and checklists through grade and committee work.</li> <li>• Teachers will meet with students on a regular basis to help them track their progress.</li> <li>• Teachers will have on-going communication with parents about their children’s progress.</li> <li>• Students will write “Learning Letters” to their parents communicating their progress and what they have learned.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title III allocation funds will support an after school program for our ELL’s in grades 1-5 starting in January.</li> <li>• Teachers will receive bi-monthly professional development on creating and developing language and literacy objectives to scaffold instruction.</li> <li>• Teacher led committees will plan bi-monthly and share their case studies with their colleagues to develop strategies that help differentiate instruction.</li> <li>• Coaches and Aussies will provide one-to-one professional development for our Bilingual/ESL teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• ELA, NYSESLAT</li> <li>• Student/Teacher Conferences</li> <li>• Observations</li> <li>• Student work</li> <li>• Assessment binders</li> <li>• Conferring Notes</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	At-Risk Speech Phonemic Awareness	Supplemental Reading Services	At-Risk SETTS	2 <sup>nd</sup> Period Intervention	Title III Afterschool	Title I Afterschool Program Test Prep as a Genre	Extended Day	Inquiry Team
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			0		0		89	0
1		35	1		60		86	15
2			7		31		67	10
3		27	3		26	60	100	10
4		21	4	16	11	60	92	10
5		29	2	11	12	60	80	0
6								
7								
8								
9								
10								
11								
12								

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

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

**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	Supplemental English Language Services	At-Risk Counseling	Visiting Nurse Service of NY Counseling	Child Abuse Prevention Program	Primary Mental Health Program	Lutheran Counseling Program	Lutheran Medical Clinic	
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	6	To be determined in Jan.		10		All students	
1	17	3	1		8		All students as needed	
2	17	3			6	3	All students as needed	
3	9	0		167		6	All students as needed	
4	12	0		144		8	All students as needed	
5	3	1		150		5		
		# of students are subject to change						
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><u>At-risk Speech:</u> Three speech teachers screen at-risk students who display speech and language delays. They also provide at-risk speech to students who are experiencing difficulty with receptive and expressive language during the school day.</p> <p><u>Reading Readiness Phonemic Awareness Training:</u> Three speech teachers provide phonemic awareness instruction to develop reading readiness. They target the kindergarten population during the school day.</p> <p><u>Supplemental Reading Services:</u> Three licensed reading teachers provide small group instruction to at-risk students in grades one through five during the school day. One reading teacher services at-risk 1<sup>st</sup> and 2<sup>nd</sup> graders who are below reading level on TC running record assessments. The second reading teacher services grade 3 students who are reading level J and K books based on TC running record assessments. The third reading teacher services 4<sup>th</sup> and 5<sup>th</sup> grade level 2 students whose ELA scale score was between 625-649. Students are instructed through components of balanced literacy such as shared reading, guided reading. Fountas and Pinnell and Words Their Way phonics lessons, and comprehension strategy lesson and comprehension games. The Foundations Program will be implemented in 1<sup>st</sup> and 2<sup>nd</sup> grade.</p> <p><u>IEP Teacher: Intervention Services Wilson Program:</u> A trained special education teacher provides small group instruction to at-risk students in grades first and second during the school day using a multi-sensory approach. She implements part of the Wilson Program.</p> <p><u>Second Period Intervention Push-In Program/Grades 2 through 5 Supplemental Reading Services:</u> Trained intervention and out of classroom personnel target at-risk students in grades two through five during the school day. In grade 2 and 3 identified at-risk students are below reading level on TC running record assessments. In grade 4 and 5 identified at-risk students scored level 2 on standardized assessments. Small group guided reading is the approach used to develop word solving skills and various comprehension strategies.</p> <p><u>At-Risk SETTS:</u> A trained special education teacher provides services to at-risk students. Parts of the Wilson program will be used to instruct areas of weakness in literacy during the school day.</p>

<p><b>ELA:</b></p>	<p><u>Title III After School Program/ELL Intervention Services:</u> After school teachers provide small group instruction to at-risk English Language Learners two times a week after-school. The program is designed to enhance literacy skills and develop grade appropriate English vocabulary. Instruction is also geared to prepare students for the NYSELAT.</p> <p><u>Title I After School Program/Test Prep as a Genre – Grades 3, 4 5:</u> Title I after-school teachers provide small group instruction to at-risk students in grades 3, 4, and 5 after-school. Instruction focuses on preparing students to apply test taking strategies on standardized tests.</p> <p><u>Extended Day/Small Group Intervention Grade K through 5:</u> Extended day teachers provide 37.5 minutes small group instruction to at-risk students. Monday through Wednesday before the school day. A trained special education teacher is targeting SIFRE (Students with Interrupted Formal Education) in all grades. The following intervention approaches/programs are implemented based on the needs of the students: components of balanced literacy are modified to target specific skills such as shared reading, guided reading and strategy lessons, word work using Words Their Way and Fountas and Pinnell Phonics lessons. Awards Program, On Our Way to English Program, Rosetta Stone Computer Program, Leap Frog, STARS and Kaplan test prep materials, Foundations and Wilson Program.</p> <p><u>Inquiry Team/Small Group Intervention:</u> Inquiry Team members provide small group instruction to 45 ELL students in grades first through fourth who are performing on a beginning or intermediate level of the NYSELAT, NYSELAT Listening/Speaking and Reading/Writing scores are being analyzed to determine the specific area of weakness. Ell students will be grouped by need and teacher will target specific skill and strategies.</p> <p><u>Supplemental English Language Intervention Services:</u> Two licensed ESL teachers and a trained paraprofessional provide small group supplemental English language instruction for English Language Learners and specifically several SIFE students (students with Interrupted Formal Education). Components of Balanced Literacy are scaffolded to enable students to grasp various literacy skills. Several programs will be implemented to support literacy development in English such as the Awards Program, In Step Readers and On Our Way to English by Rigby. Grade appropriate English vocabulary is taught within the context of literacy instruction.</p>
<p><b>Mathematics:</b></p>	<p><u>Extended Day:</u> Extended Day teachers provide small group instruction to students displaying difficulty grasping mathematical concepts during the 37.5 intervention block before the school day. They modify Everyday Math lessons using hand-on materials and implement Everyday Math games in small group and on individual computer programs to develop mathematical thinking. A trained special education teacher is targeting SIFE (Students with Interrupted Formal Education) students.</p> <p><u>IEP Teacher/At-Risk Special Education Services:</u> A trained special education teacher provides services to at-risk students who display difficulty grasping mathematical skills during the school day. She modifies Everyday Math lessons by using manipulatives and math games to develop mathematical concepts. Repetition is used to build recall ability.</p>

	<p><u>At-Risk SETTS:</u> A trained special education teacher provides services to at-risk students during the school day. She modifies Everyday Math lessons using manipulatives and games.</p>
<p><b>Science:</b></p>	<p><u>Enrichment Clubs:</u> Enrichment Club teachers developed three science related clubs. Students were informed of the content of the enrichment club and selected one based on personal interest. The three clubs were Reduce, Reuse, and Recycle. Watch Us Grow, and Fit For Kids. The Reduce, Reuse and Recycle Club investigated ways to stop the depletion of the Earth's resources and began to understand ways people can help save the Earth. The Watch Us Grow Club learned about plants and gardening, growing herbs, and creating topiaries. They were able to transfer skills learned to create a garden in a local Sunset Park Senior Citizen Residence. The Fit for Kids Club learned about healthy exercise to keep their bodies in shape.</p>
<p><b>Social Studies:</b></p>	<p><u>Intervention Staff:</u> Intervention teachers provide at-risk students with content based reading material during guided reading sessions during the school day. The intervention teachers provide students with strategies on how to navigate the nonfiction genre. Materials are selected based on grade appropriate social studies curriculum being studied.</p> <p><u>Enrichment Clubs/History Detective Club Kids Are M.A.D. (Making a Difference):</u> Two Enrichment Club teachers developed a social studies related clubs. Students were informed of the content of the enrichment club and selected one based on personal interest. The History Detectives Club investigates the history of Public School 1. They uncovered past information about the school and neighborhood population. They learned how to interview people to become more informed about a topic and create a documentary or web site. The Kids Are M.A.D. (Making a Difference) Club looked for things around the community that needed to be changed. They learned to write and speak out for certain things that needed to be changed in our world to make it a better place.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><u>Peer Mentor Program Community Service:</u> The guidance counselor, along with the upper grade assistant principal provides fifth graders with classroom assignments to assist classroom teachers and students. The program was developed to create a sense of responsibility and self-worth for fifth graders, have a big brother/sister relationship with students, and assist classroom teachers in a mature manner. Time served is also counted as community service.</p> <p><u>At-Risk Counseling:</u> Two guidance counselors provide at-risk counseling to students experiences behavior difficulties in a general education classroom during the school day. They equip students with strategies to control certain behaviors and perform academic tasks successfully. Their goal is to develop a well-adjusted child who demonstrates success in a classroom environment.</p> <p><u>Crisis:</u> Two full time guidance counselors are available for specific crisis. Guidance will provide counseling for students who experience a death in the family, a traumatic experience, an argument with a peer, etc. during the school day.</p>

	<p><u>Counselor from Visiting Nurse Service of New York:</u> A counselor from the Visiting Nurses Service of New York will provide counseling for students who experience a death in the family during the school day. The service will be provided once a week for two six week cycles beginning in January. She will convey strategies to help children cope with a loss and assist in their grieving process.</p> <p><u>CAPP/Child Abuse Prevention Program:</u> The guidance counselor will implement a child abuse prevention program for the upper grades. The focus of the program will be to help children identify inappropriate actions by others and equip them with strategies on how to handle an abusive situation.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><u>Small Group Counseling for High Risk Behavior Students:</u> The School Psychologist's focus will be to improve their communication skills and create behavior plans to self monitor their action.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Series of six "Parenting Skill Workshops" will be conducted by the Social Worker. The theme "Preparing Your Child to Succeed" will include topics such as:</p> <ul style="list-style-type: none"> <li>• Behavior</li> <li>• Discipline</li> <li>• How to achieve academic success</li> <li>• Making smooth transitions for the next school year</li> </ul>
<p><b>At-risk Health-related Services:</b></p>	<p><u>Primary Mental Health Project Program:</u> A trained paraprofessional provides support to K through 2 students who have social/emotional difficulties in school. The Primary Mental Health Project Program focuses on improving the emotional needs of the student during the school day.</p> <p><u>Lutheran Counseling Program:</u> Two Lutheran staff members provide counseling services to students who experience emotional traumas in their life and display severe behavior difficulties during the school day. These two psychologists collaborate with staff and parents in order to provide the child with tools to function successfully in school and at home.</p> <p><u>Lutheran Medical Center/PS 1 Clinic:</u> A Lutheran medical health care provider oversees the health and health related problems to all students during and after school. The nurse practitioner provides vision and hearing screenings and provides outreach and health education to parents and staff members.</p>

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

*NCLB/SED requirement for all schools*

### **Part A: Language Allocation Policy (LAP) –**

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#### **I. Language Allocation Policy Team Composition:**

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This language allocation policy will be modified twice yearly by the ELL team. The team consists of representatives from all the program models including:

1. Bilingual Program (Spanish 60:40): Ms. Fernandez (Bilingual Kindergarten), Ms. Martinez (Bilingual 1st grade), Ms. Silva (Bilingual 2nd Grade) , Ms. Spina (Bilingual 3rd grade), Ms. Felix (Bilingual 4th grade)
2. Self-Contained ESL: Ms. Medina (1st grade), Ms. Mangan(2<sup>nd</sup> grade), Ms. Arad (3<sup>rd</sup> grade), , Ms. Sayavong (4<sup>th</sup> grade), Ms. Cleary (5<sup>th</sup> grade)
3. Mandated ESL Push-In/Pull Out Intervention: Ms. Sui, Ms. Colasuonno, Ms. De LaTorre – Ugarte, Ms. Tessler
4. Professional Development Support Staff: Ms. Hinckley (literacy coach), Ms Gillespie (Literacy Coach), Ms. Godwin (Math AUSSIE), Ms. Zuidland (Literacy AUSSIE), Ms. Griffith (ESL AUSSIE),
5. Supplemental ESL Support Staff: Ms. Lopez (K-2 ESL) , Ms. Mullen (3-5 ESL), Ms. Pollack (K-2 ESL paraprofessional), Ms. Bonet (Bilingual SETTS-Spanish), Ms. DelValle (Bilingual IEP Teacher-Spanish), Martha DeJorge (Bilingual Speech Teacher-Spanish), Dina Villano (Speech), Elizabeth O’Connor (Speech), Ms. Wanda Soto (Bilingual Guidance Counselor-Spanish), Ms. Meghan Pratt (Bilingual Guidance Counselor-Spanish)
6. Bilingual (Spanish) Cluster Teachers: Ms. Jackie Cruz (Bilingual Art teacher-Spanish), Mr. Ivan Perez (Bilingual Music Teacher-Spanish), Ms. Millie Serpico (Bilingual Reader’s Theater Teacher-Spanish)
7. Parental Support Staff: Ms. Maribel Pina (Bilingual Parent Coordinator-Spanish), Ms. Migdalia Sifre (Bilingual Family Worker-Spanish)
8. Administrators: Ms. Zaida Vega (Principal), Ms. Jennifer Eusanio (AP), Ms. Arlene Ramos (AP)

#### **II. Teacher Qualifications**

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At PS 1, we strive to maintain highly qualified, licensed teachers who will serve our students well. Currently all of our bilingual teachers are certified in the area of bilingual education. We have 5 teachers licensed in common branches with a bilingual extension. We have 10 teachers who are licensed in English as a Second Language (ESL). Only one of our ESL teachers is currently working out of license, but has the credentials and is awaiting her certificate from New York State. All copies of each of the teachers’ certifications are on file at our school.

#### **III. ELL Demographics and School Description**

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Public School 1 is a Pre-k – 5 elementary school located in Sunset park, Brooklyn. Sunset Park is a diverse community that has a large immigrant population mainly from Mexico, the Dominican Republic and other parts of Central and South America. The PS1 school population reflects that of the community where 92% of the student population is of Hispanic decent and a small percentage of students are of Asian descent. Among the 998 students at PS1, currently 342 students are classified as English Language Learners (ELLs). Of the 342 ELL’s, 108 are serviced in the Bilingual Program where Spanish and English are academically developed. We service 137 students in our ESL push-in and pull out program. We have 9 students with bilingual alternate settings within our Collaborative Team Teaching (CTT) and Self Contained Special Education classes, which contain

43 ELL students altogether and 5 Self-contained ESL classes in grades 1-5 servicing 97 students. We also have long term ELL students who receive various services including SETTTS, counseling and academic intervention. We have 3 SIFE students at this time. Currently we have 78 newcomers, 4 long term ELLs and 94 ELLs receiving between 4-6 years of ESL. In our Self Contained ESL and Push in/Pull Out Intervention program, we service 220 ELLs whose predominate language is Spanish and 6 ELLs whose predominate language is Chinese. We also service 3 students with Arabic as their first language and 1 student with Tag log as their first language. We also service one student whose predominant language is Urdu and one student with an unknown language. The bilingual/ESL programs provide a nurturing environment where equitable opportunities are provided for learning. These programs encourage and respect student diversity and strive to meet the linguistic, social and academic needs of the ELL population.

#### **IV. Parent Choice**

Parental involvement in program choices is crucial to this process. For the past three years, the LAP team has noticed a decline in the amount of parents requesting Dual Language Classes. In fact the majority of our parents are pushing towards an English only program or Transitional Bilingual Education based on the parent program selection surveys. These forms are reviewed yearly by the LAP team. Many parents have chosen general education classes with Push In/Pull Out Intervention over TBE. This year, the trend has brought class size down in our Bilingual Classes and Self Contained ESL classes to an average of 21 students per ESL or Bilingual class in comparison to the general education classes which average 25 students. However, should the decline for TBE change and there is a need for more Bilingual classes, based on our review of parent program surveys, we will open new classes and hire more highly qualified teachers with a bilingual license. Therefore, the following structures will be put in to place to ensure informed parent choices:

- 1) Entering students whose parents home language is other than English, will be screened by a licensed pedagogue teacher to determine ESL testing eligibility using the Home Language Survey. During the survey, the teacher will explain to the parent her options should testing be necessary.
- 2) Within 10 days the LAB-R will be administered to the incoming student whose home language is other than English. If the student is eligible for ESL services, the parents will be contacted by the school. Parents will meet with the ESL intervention teachers to discuss their options via parent workshops and have the parent fill out a parent program selection survey form with their choice of program. Prior to selecting a program, parent will have an opportunity to view an informational video on the variety of ELL programs available to students by the New York City Department of Education. Parents will also be provided information about the research behind bilingual program and ESL program options. The parent coordinator and family worker will be used to help parents fill out the surveys and translate as necessary.
- 3) Each year parents will be informed of the ELL testing program which consists of the NYSESLAT, and ELE. Parents will attend workshops to receive information on how to help their children prepare for these examinations as well as how to support their child's needs in each particular program.
- 4) Students who are not eligible for ESL services or who receive a score of Proficient on the NYSESLAT will receive a transitional letter from the school regarding their possible choices of classes and programs available.

#### **V. Current English Language Learners Instructional Programs**

In order to meet the linguistic needs of our ELL's, parental choice and Part 154 mandates, PS1's language allocation policy is as follows for each program model:

The bilingual program follows a 60:40 model where 60 % of the instruction is in the student's native language and 40 percent in English. Over the course of the year, instructional time using English is increased. ELL students are engaged in learning activities using the Balanced Literacy Program. The components of the Balanced Literacy include: reading workshop, writing workshop, read-aloud, shared reading, guided reading, interactive/shared writing and writing across the curriculum. Mathematical problem solving in both Spanish and English will be highlighted. Some

instructional strategies used are making meaning from text and using higher-order critical thinking skills. Differentiated instruction is incorporated into the reading and writing workshops as needed based on student assessments. Scaffolding is built into daily lessons to support students in both languages. Flexible grouping is created and developed with the results of assessments in both languages. Teachers use the data provided by running records, informal assessments, classroom tests and standardized examinations to determine the course of instruction. During the literacy block, the Balanced Reading components are introduced in the student's first language (Spanish), and students are grouped by language proficiency. Students are then exposed to the second language (English) through content area instruction that incorporates environmental print such as experiences charts, interactive charts, language scaffolds, with an emphasis on visual graphics and realia. Teachers assess students informally and formally to determine when students are ready to transfer literacy skills acquired in Spanish to the second language (English). Those who have solid literacy skills in their first language (Spanish) may then be introduced to formal literacy instruction in the second language (English). Individual ongoing support in Spanish may be provided as necessary and as a temporary support.

ESL-only programs provide ELL's with 100% of instruction in English. Students receive targeted instruction in Self-Contained, or Push-in or Pull-out groups for a minimum of 180/360 minutes per week. ELL's in Self-Contained ESL classes are taught using the Balanced Literacy models and Everyday Math with appropriate scaffolds applied in lessons. These students receive specialized ESL instruction all day. ELL's in the Push-in/Pull-out model are required to receive 180-360 minutes based on their proficiency level. Students at an Advanced level are provided with 180 minutes of ESL weekly and 180 minutes of ELA weekly. Students at Beginning or Intermediate levels receive 360 minutes weekly. The ESL program utilizes a modified version of the elements of the Balanced Literacy model, as described above. Some instructional strategies used are: scaffolding, thematic units, use of realia, graphic organizers and extensive use of visuals. Scaffold instruction is also provided in content areas using ESL strategies and methodologies. Newcomer students are provided books in both languages to support their literacy enhancement.

## **VI. Assessment Analysis**

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The ELL population at PS1 is split between the three proficiency levels with approximately 13% of the students scoring at the beginning level, 28% of the students at the Intermediate level, 36% of the students at the Advanced level and 24% at proficiency, in the Reading and Writing Portions of the NYCESLAT, and 2% scored at beginning level, 11% at the intermediate level, 56% at the advanced level and 31% at proficiency, on the listening and speaking portions of the NYCESLAT. Though the breakdown of the students is different at each grade level, there are some apparent trends. The beginning level consists of those students who may speak predominately Spanish at home. The Advanced level consists of those students who may be more comfortable using English, but still need more support adjusting to the language of the classroom, including vocabulary development. At all grade levels, the NYSESLAT data indicate the need for ELLS to work on reading comprehension, writing skills and conventions. Generally, Listening and Speaking scores are the highest modality for students of all grade levels. Our ELL's performed at all levels with 80% meeting a promotional level of performance in 2008 on the New York State 4<sup>th</sup> Grade Math Test and 84.4% meeting a promotional level of performance in 2008 on the New York State 5<sup>th</sup> Grade Math Test. This could be due to the use of translated versions for Math exams which aid in comprehension of math problems on this test. On the New York State Science exam in 2008, 61% met a promotional level of performance and 40% achieved at levels 3-4. On the 2008 ELA, 72.3% met a promotional level of performance on the Grade 4 ELA and 89.3 % met a promotional level of performance on the Grade 5 ELA.

Based on weekly meetings with administration and professional development teams, data review of other DY0 and periodic/interim assessments during November 2008 have shown a development of reading trends throughout the school in regards to our ELLs. Other assessments used have shown a variety of trends across the Bilingual Programs. On the spring 2008 ELE, 40% of the 3<sup>rd</sup> grade students passed the exam and 35.7% of the 4<sup>th</sup> grade students passed. This shows that our students have not mastered the reading skills needed to excel in their own native language. As a result,

more of an emphasis in making students stronger in their first language (Spanish) in order to support them in the second language (English) will have to occur during planning sessions with ELL teachers and within their daily instruction. Overall, the Teachers College Reading Assessments are showing the majority of the school at least one grade level below their current grade level. According to the DY0 Teachers College Assessment in November 2008, most of our beginning and intermediate students are reading at a level 1. The majority of our beginners are reading at a Kindergarten level in grades 1-5. Our intermediate students are reading at a variety of grade levels with the majority in grades 1 and 2 reading at Kindergarten reading levels. In grade 3, the majority of our intermediate students are reading at 1<sup>st</sup> and 2<sup>nd</sup> grade levels. In grades 4-5, the trend of reading levels are at 3<sup>rd</sup> grade levels. For our advanced students in 1<sup>st</sup> grade, the majority of students are reading at Kindergarten levels and in 2<sup>nd</sup> grade, they are reading at a 1<sup>st</sup> grade level. In 3<sup>rd</sup> grade, most of our advanced students are reading at a 2<sup>nd</sup> grade level and for our advanced 4th – 5th graders, the majority are reading at a Level 1, more specifically at a 3<sup>rd</sup> grade level. As a result, we will need a program to address the reading and writing needs of our ELL students.

## **VI. Planning for ELLs.**

We will create a plan to include instructional programs for ELLs from 4-6 year and long term ELL's who are in need of extension of services for more than 5 years. We will create a plan for those students that have exited and no longer receive ESL services and have passed the NYSESLAT. We will develop an intervention support group for these students. Our newcomers and alternate placement students will be supported by attending an after school program. Teachers will support these students by designing an intervention plan for their class. This plan will reflect small group instruction. Along with our academic support, we will also collaborate with parents regularly through parent workshops and meet with individual parents to support learning at home.

As part of our goals we will develop both languages through creating social and academic structures within the classroom. We will practice accountable talk within the literacy block and content learning time. Students will learn to give feedback from their academic learning and apply specific language structures in their responses. We will provide students the ability to work with students of other classes to challenge their thinking and language development. They can work on inquiry projects, strategically grouping them with students of other language levels. This can include extended day as well. The teacher works with small groups to lessen the ratios of student to teacher.

## **VII. Resources and Support**

In addition to these specialized classes, support is provided for ELL's in a variety of ways. Classroom materials are geared toward our ELL's needs. Libraries highlight non-fiction books including Pair-it books and Ready Readers. In addition to using a Teachers College Workshop Model approach as part of our core curriculum, we have purchased other resources to support theme instruction and vocabulary/language development. Currently all of our Bilingual, Self Contained ESL, and Self Contained Special Education classes contain the Rigby Program, "On Our Way to English". Our Language Experience classes, which are general education classes with Advanced ELLs, and Collaborative Team Teaching classes contain the AWARDS program from K-grade 3. This year using our School In Need of Improvement (SINI) monies, we will be purchasing SMART boards for the ESL, Bilingual and Language Experience classes to use with AWARDS and On Our Way to English. ELL's with special learning needs are accommodated via inclusion, resource room and using alternate placement paraprofessionals. Targeted intervention in content areas and literacy is provided before, during, and after school in small groups on all grade levels. Summer Enrichment is offered for ELL Newcomers to promote a year-round English language experience. For this program, we have purchased In Step Readers, Summer Studio Literacy and Math. Parent ESL/literacy classes will occur after school and are provided by certified teachers to enable parents to support their children's academic efforts and needs. Using

Title III monies, we have made a continuous effort to support our Parent Lending Library with books in English and Spanish to support at home literacy.

Professional Development is provided for all teachers on topics such as: supporting language acquisition, scaffolding instruction in literacy and the content areas, modifying curriculum planning and study groups which allow certified teachers to discuss units of study scaffolds they use to help their ELL's. Both administrators and teachers are sent to Teacher College workshops and leadership institutes. For our ESL intervention teachers, they have been sent to NYC workshops provided by the Office of English Language Learners on the areas of school wide leadership, demystifying ELL data and ELA approaches with ELL students. New teachers have received professional development through in school approaches with the ESL AUSSIE and Literacy Coaches. We have also sent two ESL teachers to a study group with Catherine Brown on the latest and most supportive ESL approaches. To ensure that all teachers of ELLs are receiving 7.5 hours or 10 hours (special education) of professional development on ELL strategies, as per Jose P., the cabinet reviews the Professional Development plan for ELL teachers periodically. The Professional Development team is cycled throughout the year to ensure that all teachers have fulfilled this requirement.

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

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**Type of Program:**  Bilingual  ESL  Both **Number of LEP (ELL) Students Served in 2008-09:** 342  
(No more than 2 pages)

#### **I. Instructional Program**

Public School 1K has Bilingual classes from grades K-4, English as Second Language (ESL) Self-Contained classes from grades 1-5, and a Push in/Pull out ESL Program for students from kindergarten through fifth grade. Students are identified for each program based on the LAB-R results, NYSESLAT and in some cases, based on the review of the student's IEP. Each teacher serving in each program is selected based on their license and area of expertise. In the transitional bilingual classes, the teachers will follow the 60:40 model where 60 percent of the instruction in the first semester is in the student's native language (Spanish) and 40 percent is in English. Over the course of the second semester the percentage of instruction in the native language decreases and the instruction in English gradually increases. All teachers have a bilingual license. The five ESL self contained classes in grades 1-5 will provide English instruction to ELL students throughout the school day utilizing ESL methodologies and scaffolding language. The ESL push in/pull out program will provide beginning and intermediate ELL students with 360 minutes of ESL instruction by an ESL certified teacher and 180 minutes of ELA instruction by their classroom teacher. Students at an Advanced level are provided with 180 minutes of ESL weekly and 180 minutes of ELA instruction weekly by their classroom teacher. PS 1 has 342 ELL students. In the Bilingual Program there are 108 students. In the Grades 1-5 English as a Second Language Self Contained classes there are 97 students. There are 9 students in the Self Contained Special Education classes and CTT classes receiving bilingual services from an alternate placement paraprofessional. In the ESL Pullout/Push In program, there are approximately 137 students that will be served in this program. In order to be qualified for these services, the following procedures are taken:

- 1) Entering students whose parents home language is other than English, will be screened by a licensed pedagogue teacher to determine ESL testing eligibility using the Home Language Survey. During the survey, the teacher will explain to the parent her options should testing be necessary.
- 2) Within 10 days the LAB-R will be administered to the incoming student whose home language is other than English. If the student is eligible for ESL services, the parents will be contacted by the school. Parents will meet with the ESL intervention teachers to discuss their options via parent

workshops and have the parent fill out a parent program selection survey form with their choice of program. Prior to selecting a program, parent will have an opportunity to view an informational video on the variety of ELL programs available to students by the New York City Department of Education. Parents will also be provided information about the research behind bilingual program and ESL program options. The parent coordinator and family worker will be used to help parents fill out the surveys and translate as necessary.

3) Each year parents will be informed of the ELL testing program which consists of the NYSESLAT, and ELE. Parents will attend workshops to receive information on how to help their children prepare for these examinations as well as how to support their child's needs in each particular program.

4) Students who are not eligible for ESL services or who receive a score of Proficient on the NYSESLAT will receive a transitional letter from the school regarding their possible choices of classes and programs available.

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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).

At PS 1K we believe in a constructivist approach to teaching and balanced literacy. Currently we are implementing the Teachers College Workshop Model as part of our Balanced Literacy approach. The program utilizes the components of the Balanced Literacy Program to engage the ELL students in academic activities in reading and writing. It also incorporates read aloud, shared reading, guided reading, and writing across the curriculum. For math, we are implementing the Everyday Math program. This program integrates math through literature, and problem solving using the workshop model. We use materials in both Spanish and English for the bilingual program. Some of the instructional strategies used in literacy and math are: making meaning from text, using language structures, problem solving on new words, scaffolding, and the use of higher order thinking skills. Students will then be exposed in their second language through content area instruction and environmental print such as experience charts, interactive charts, scaffolding language, posters and signs. Teachers will assist the students and determine when they are ready to transfer their literacy skills acquired in the first language to the second language. Children in the bilingual program will be offered small group instruction in Spanish and English in extended day. All ELLs are invited to attend the Title III after school intervention program to support their English Language needs as well as to support them for the NYCESLAT. The ESL program utilizes a modified version of the elements of Balanced Literacy Program, as described above. Some instructional and teaching strategies used are: scaffolding, thematic units, use of realia, graphic organizers, an extensive use of visuals gestures, audiovisual materials, Rosetta Stone software and inquiry studies. Students who reached proficiency will receive small group instruction with the classroom teacher and/or intervention specialist to continue developing their language skills. Within the first year they exit the program support services will continue to be provided. As part of our goals, we will develop both languages through creating social and academic structures. We will practice accountable talk within the literacy block and content learning time. Students will learn to give feedback from their academic learning and apply specific language structures in their responses. We will provide students with the opportunities to work with students of other classes to challenge their thinking and language development throughout the day. They can work on inquiry projects to strategically group them with students of other language levels. This will include extended day as well. The teacher works with small groups to reduce the ratio of students to teacher.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

For extracurricular support, we provide an art club, music club, chess club, and dance club through Project Arts. Our fifth grade ELL students participate in Ballroom Dancing during the spring semester. Most of our ELLs participate in the after school community based organization, Center

For Family Life Enrichment/Community Based program which includes recreational activities including homework help, Great Leaps intervention, gym and dance, art and music. Some of our ELLs take part of the morning intramural activities.

## **II. Parent/Community Involvement**

PS 1 recognizes the importance of parent/family/community involvement in the education of ELL's. The Parent Coordinator, in collaboration with administration, SLT, Family Worker, Literacy Coaches and the ESL/Bilingual staff, will build an outreach to the parents of newly enrolled students. In October and May parents will be invited to an orientation session on the state standards, assessments, school expectations and general program requirements for bilingual education and ESL. The parents will view an informative video about the Bilingual and ESL programs offered throughout the City of New York, and then they will be given an opportunity to select a program for their children. This information will be provided in their native language. Also, parent workshops on state examinations including the ELA, Math and NYCESLAT, are offered throughout the year. In efforts to communicate with parents, the Title I translation allotment will be used to distribute, translate and reproduce letters for parents by the Family Worker and Parent Coordinator.

Throughout the school year on a monthly basis parents will be trained in activities that can support their children's learning through workshops in various academic areas such as math, literacy and science. Parents are also encouraged to volunteer in the school to support their children and participate in all parent involvement activities including Fabulous Fridays. The Parent Association implements various fundraising activities and parent meetings to support school wide initiatives for all students. An ESL class and GED program are available through Community Based Organization's like Center for Family Life, to help parents become proficient in English enabling them to participate fully in their children's education. Center for Family Life also offers family counseling and social work for those in need. Parents are invited to participate in workshops on the state standards and family literacy and math. This program will assist parents of ELL's in reading and math skills. Certified teachers and math/literacy coaches will teach the class.

In addition, a Parent Lending Library has been established to provide parents with the opportunity to borrow books and videos in English and Spanish on a variety of topics including instruction, health and parenting. Included in this library will be picture books and leveled books in both English and Spanish. We will purchase higher level books this year for struggling readers in the second – fifth grade.

## **III. Project Jump Start**

In our efforts to build community between enrolling families and our school community, P.S. 1K conducts a Jumpstart Meeting in order to prepare parents with information about the school and upcoming program their child will be entering. Parents receive biographical information about the school and we discuss the type of work students will be accomplishing in the following year. We show a video with the different ESL programs offered in the city and in our school. Parents fill out surveys and make decisions with the parent coordinator and ESL teachers on the program best suited for their child. The meeting ends with a school walkthrough and Q and A session.

## **IV. Staff Development**

The focus of the staff development will be to provide support and technical assistance to teachers in developing their knowledge of first and second language acquisition theories and practices. They will also be trained in identifying the individual needs of ELL's and modifying instruction for these students. We will provide on-going professional development through Teacher's College, the Bilingual Teacher Leadership Academy from Bank Street, and city wide conferences. Teachers will be sent to workshops throughout the year including participating in Teachers College staff development. Topics for professional development will include scaffolding reading and writing workshops using visual modifications and language prompts in English and Spanish, especially for the bilingual program which uses a 60:40 model, setting literacy and language goals to meet our students' needs and differentiation of instruction using guided reading and small group lessons. The ESL and Bilingual Education teams will be meeting for unit planning in November and May and will meet during teacher preparation periods monthly for strategy input. Lab sites demonstrating the use of effective practices in scaffolding instruction will be provided our ESL AUSSIE every other month. Teachers attending ESL and bilingual out of school workshops, will turnkey the information during their monthly meetings with the administration and ESL AUSSIE. A tentative calendar of workshops includes: October 15-Ms. Martinez, October 17<sup>th</sup> – Ms. Arad and Ms. Mangan, November 3<sup>rd</sup> – Ms. Felix, November 14 – Ms. Fernandez, December 5<sup>th</sup> – Ms. Martinez, January 28<sup>th</sup> – Ms. Mangan

This year the focus for our Inquiry team has been on the study of our ELL population and how effective scaffolding supports student progression. Teachers will meet during monthly grade meetings to discuss their case studies of ELLs and effective practices used with their case study student. Peer coaching models will be used as a part of the inquiry team approach throughout the year to support the reflection process of ELL teachers.

Bilingual and ESL staff will be provided with the ELA and ELL Standards so they can develop tasks that are meaningful and helpful for the children to meet the standards. Teachers will also be provided with data reports from ARIS showing information on each child's language and literacy levels, results from state assessments and other information needed. Using the data provided by ARIS as well as current assessments used like running records and conferences, teachers will be provided the support necessary to plan instruction for whole groups, small groups and individual conferences. Teachers will be able to track the data using their conferences sheets and anecdotes. With the literacy coaches and AUSSIE consultants, teachers will be provided opportunities for lab site work and/or study groups on areas such as scaffolding instruction. Topics such as effective literacy practices for ELL students, student work; interpreting authentic assessment for second language learners, multicultural curriculum, and modifying curriculum will be covered.

We will also provide new resources to support English language acquisition using the Rigby program. "On Our Way To English". Teachers will be provided ongoing professional development opportunities with the literacy coaches as well as the publishing company on how to implement and integrate the theme based units with the Teachers College Workshop Model. A resource room containing resources for all teachers who have ELL students will be established. Books and materials will be available and the ESL teachers can work with small groups.

## **V. Support Services provided To LEP Students:**

At PS 1K, we offer many different forms of support for our ELLs in bilingual classes, self contained ESL and those in a general education setting. We offer the services of four ESL intervention teachers who provide mandated services to ELLs, at risk services to ELLs who have been in the program for more than 5 years and students who have developed a proficient score on the NYCESLAT. We offer the services of two supplemental teachers to provide support to those students in bilingual and self contained ESL. During the spring semester, our ELLs participate in an after school program to support language acquisition and provide support toward passing the NYCESLAT using Title III funds. We offer extended day services

in the morning to all of our at-risk ELLs and newcomers. Using Title I funding, intermediate and advanced ELLs participate in an after school program to prepare for the ELA exam. Those classes are taught by a teacher with an ESL or Bilingual license. During the day, reading intervention teachers provide push in/pull out support services to ELLs who have taken the ELA and scored a level 2. They use guided reading materials to support children in reading and word attack skills. Other bilingual related services include two bilingual guidance counselors, a bilingual speech therapist and two bilingual SETTS/IEP Push in/Pull out teachers.

## VI. Native Language Assessments:

At PS 1K, we assess our students' knowledge of their native language in a variety of ways. Newly enrolled students are assessed using the LAB-R in Spanish to see if they require ESL services. In the classroom, teachers use two native language assessments throughout the year. To assess reading, we use the Evaluación Directiva de Lectura (EDL). Similar to the DRA, it asks children to read a book and answer retelling and inferential questions about the book. The teacher uses this data to determine the reading level of the student in Spanish. EDL levels correlate with the Fountas and Pinnell Guided Reading Levels as well as the Teachers College Levels. Students are assessed using the EDL three times a year from Grades 1-4. Teachers use other forms of assessments including quick writes, letter and word identification measures and other assessments in Spanish to measure their literacy skills in their native language. Secondly, students who participate in bilingual classes are evaluated by the ELE exam each year. Results are used to determine the students' ability to read and write in their native language as well as to plan instruction in the bilingual program.

### ADDITIONAL LANGUAGES

Acholi (ACH)	Bemba (BEM)	Ewe (EWE)	Ibo (IBO)
Adangme (ADA)	Bengali (BEN)	Finnish (FIN)	Icelandic (ISL)
Afrikaans (AFR)	Bhili (BHB)	Garifuna (CAB)	Ilocano (ILO)
Akan (AKA)	Brahui (BRH)	Georgian (KAT)	Indonesian (IND)
Algonquin (ALQ)	Breton (BRE)	German (GER)	Kabyle (KAB)
Amharic (AMH)	Bulgarian (BUL)	Guarani (GUG)	Kamba (KAM)
Arabic (ARB)	Cebuan (CEB)	Gujarati (GUJ)	Kashmiri (KAS)
Arawak (ARW)	Cham (CHA)	Hausa (HAU)	Konkani (KNN)
Assamese (ASM)	Czech (CES)	Hebrew (HEB)	Lao (LAO)
Aymara (AYC)	Danish (DAN)	Hindi (HIN)	Latvian (LAV)
Basque (BAQ)	Estonian (EST)	Hungarian (HUN)	Lithuanian (LIT)

Macedonian (MKD)

Malay (MLY)

Malayalam (MAL)

Maltese (MLT)

Mandinka (MNK)

Marathi (MAR)

Mende (MEN)

Mohawk (MOH)

Ndebele (NDE)

Nyanja (NYA)

Oneida (ONE)

Papiamentu (PAP)

Pashto (PST)

Romanian (RON)

Romansch (ROH)

Rundi (RUN)

Samoan (SMO)

Sanskrit (SAN)

Seneca (SEE)

Seri (SEI)

Shan (SHN)

Shona (SNA)

Shina (SCL)

Sidamo (SID)

Sindhi (SND)

Slovak (SLK)

Slovenian (SLV)

Somali (SOM)

Sotho-Southern (SOT)

Sukuma (SUK)

Swahili (SWH)

Swedish (SWE)

Tajiki (TGK)

Tamil (TAM)

Telugu (TEL)

Thai (THA)

Tigre (TIG)

Tonga (TNZ)

Turkish (TUR)

Ukrainian (UKR)

Urdu (URD)

Wolof (WOL)

Yoruba (YOR)

Zulu (ZUL)

## Number of Teachers and Support Personnel for 2008-09

**School Building:** PS 1K                      **District:** 15

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

School Building	Number of Teachers 2008-2009				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
15K001	5	10		1			16
<b>TOTALS</b>	5	10		1			Grand Total 16

\* 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

**Include schedules for three different students 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 NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**

# COPIES OF STUDENT SCHEDULES ARE ATTACHED TO THE CEP FILED IN SCHOOL.

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

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

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

# COPIES OF STUDENT SCHEDULES ARE ATTACHED TO THE CEP FILED IN SCHOOL.

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

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

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

**Part C: For schools that will receive Title III ELL Supplemental Services for 2008-09:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1)(a)**

**Grade Level(s)**    **K-5**                      **Number of Students to be Served:**      X      **LEP**              **Non-LEP**  
**Number of Teachers**    **17**                      **Other Staff (Specify)**          ELL supervisor/Assistant Principal      

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

Our mission is to develop the academic achievement of our English Language Learners to increase their performance on the state examinations. As a result of the needs assessment, we need to focus the majority of our academic intervention towards our ELL population. Although in the 2006-07 school year PS 1 stayed in good standing for its AYP in ELA, Math and Science with our General Education students, our ELL students did not perform as well as the monolingual students and as a result we are currently a School in Need of Improvement (SINI). In 2008, our ELLs scores increased from 11.4% of students scoring at levels 3-4 on the Grade 4 2007 exam to 30.6% on the 2008 Grade 4 ELA. However, in comparison to the monolingual students, 46.9% of monolingual students scored at levels 3-4 on the grade 4 ELA 2008. In mathematics for the year 2008, we decreased by 10% from 2007 NYS Grade 4 Math test in which we scored at 70%. In comparison to the monolingual students, our ELLs in 2008 scored at 60% while our English Proficient students performed at 80.1%. In science, our ELLs scores increased from 32% in 2007 to 40% in 2008. Although, our monolingual students decreased their score from 84% in 2007 to 73% in 2008 in levels 3 and 4, our ELLs were deficient by 33%. Overall, we need to improve and display a concentrated effort to improve academic achievement in ELA, Math and Science of our English Language Learners.

As a result, we will use the majority of our funding to support language instruction through an after school tutorial program. The 10-week program will consist of 16 staff members (15 classroom teachers, and 1 administrative supervisor). The teachers working in the after school tutorial will contain an ESL or Bilingual License. The tutorial will meet 2 days per week (Wednesday and Thursday) from 3:15p.m. - 4:15p.m for a total of 20 one hour sessions. The program will begin on Wednesday, January 28<sup>th</sup>, 2009 and will finish Thursday, April 23, 2009. Classes will consist of no more than 12 students per teacher from Grades 1-5. Teachers will meet 3 times across the tutorial to plan for their after school program. The students will be instructed in English. Students will be grouped by grade, based on their levels scored on the NYSESLAT and how they performed in each component. Students who performed higher in Listening and Speaking and are need of more support in reading and writing will be grouped in one class. Students who did not perform well in listening and speaking will be grouped in a class for more support in those areas. Teachers will develop theme-based units in the content areas appropriate to their grade level. The themes will be broken up into three content area themes: Literacy, Math and Science. According to our data, these are the areas where our students need the most support. Students will be involved in inquiry-based activities, which will help them develop critical thinking skills. Units will include scaffolds to support differentiated instruction in content area literacy including lessons on mathematic concepts, science and social studies as well as developing the students' academic language. Lessons will be created on scaffolding reading, writing, listening and speaking. NYSESLAT test materials from Attanasio & Associates, Benchmark Comprehension

Bags/workbooks, and AWARDS materials will be purchased. Teachers will use NYSESLAT test preparation materials and the AWARDS to provide instruction on test taking strategies in reading and writing, and use the components of balanced literacy to support academic language acquisition. It contains theme based big books for shared reading and writing, multiple copies of books and sets for guided reading and independent reading for children in need of more support in this area. The plan of instruction will consist of the following for each day:

- One scaffolded mini-lesson (Skill instruction, Shared reading, Shared Writing)
- Independent practice
- Whole group and/or partner share
- Small Group Instruction (guided reading and learning centers)

The total amount requested is \$33, 945.00

### **Professional Development**

This year the focus of our professional development will be on improving our ELLs in their English Language acquisition in order to increase their scores on the ELA, Math, Science and NYCESLAT examinations. Therefore, we will provide monies to support teacher development with ELL students through after school teacher/peer coaching study group. ESL teachers, who have excelled in the area of scaffolding with at risk ELLs and have shown student progress in reading and writing, will work on case studies with other ESL, Bilingual and other teachers with ELL students in their class. The ESL lead teacher will meet after school for 2 hours on a monthly basis (about 3-4 teachers a month-total of 25 teachers) to discuss strategies to support at risk ELL students in their class. They will be working on studying student profiles to develop reading goals and action plans to support case study students. Teachers will present their finding during grade meetings, providing student evidence of progression and strategies that worked. Strategies will be placed in a binder located in teacher resource center. Also, some of our monies will be used to support our profession resource library in order to purchase copies of books on ELLs like *Balancing Reading and Language Learning* by Mary Cappellini and more copies of *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons.

The total amount requested for professional development is \$3776.00

### **Parental Involvement**

After assessing the needs of our students, it has come to our determination that many of them come from homes where learning in English becomes difficult due to the fact that their parents are not English proficient. In fact, the majority of our students come from homes where the first language is Spanish and most of the activities conducted at home are in the student's native language. Therefore, this year we would like to offer Parent ESL workshops. We would hire two ESL teachers to conduct the program at a per session rate. The workshops would occur from 3:15 p.m. to 4:15p.m. on Tuesdays and Wednesdays. The program will commence on Tuesday, October 21, 2008 and end on Wednesday, May 13<sup>th</sup>, 2009. The program would focus on adult themes and socialization. We would conduct field trips and community walks to immerse the parents with environmental print and provide opportunities for them to practice the English language. We would purchase instructional materials to support the program including picture cards, books and realia to help scaffold the instruction. We would also purchase software from Rosetta Stone to help develop computer literacy and practice language acquisition skills.

Communication between home and school is critical. To support a home school initiative we will conduct several parent workshops on helping students prepare for the upcoming exams including ELA, Math and NYSESLAT. Each workshop will be provided after school for parents who want to learn more about supporting their child in literacy, language and mathematics. A literacy coach or ESL teacher will be hired to conduct each workshop at a per session rate. Parents will learn about the components of each exam, and how to help their child at home. Each workshop will consist of one hour and will provide information for all K-5 parents concerned about the upcoming examinations.

We will also provide monies for the upkeep of our Bilingual Parent Lending Library. This library was formed to provide parents with books using a lending system. Parents will be able to take out books in order for their children to use them at home. This year we would like to purchase more picture books and Leap Frogs books to lend to parents to support literacy at home. Books of all different types of genres, topics and in both languages including books used to support current math units will be purchased.

The total monies requested for parent involvement is \$14, 372.00.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	26686.68	Afterschool Program 49.73 x 20 hours x 15 teachers=\$14, 919.00 51.34 x 20 hours x 1 supervisor=\$ 1,026.00  Parent ESL Workshops 52 hours x 2 teachers x 49.73 =\$5, 171.92  ELA/Math Parent Workshops 3 hours x 2 teachers x 49.73= \$298.38  NYCESLAT Workshops 3 hours x 2 teachers x 49.73= \$298.38  Per Session Peer Coaching Study Group 1 lead ESL teacher x 49.73 x 2 hours x 25 days= \$ 2486.50 25 teachers x 49.73 x 2 hours x 1 day = \$ 2486.50
Purchased services such as curriculum and staff development contracts		
Supplies and materials	25,406.32	Instructional Materials for After school Program - \$18, 000 Professional Books for ELL Resource Room- \$ 600.00 Materials for Parent ESL - \$3,000 Parent Lending Library books/Leapfrog- \$3806.32
Travel		
Other		
<b>TOTAL</b>	<b>\$52,093.00</b>	

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 15 For Title III Instructional  
 BEDS Code 15K001

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

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

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

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	Afterschool Program 49.73 x 20 hours x 15 teachers=\$14, 919.00 51.34 x 20 hours x 1 supervisor=\$ 1,026.00  <b>Total: \$15,945.00</b>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	Instructional Materials for After School Program (Benchmark-English Comprehension Bags and AWARDS materials/workbooks, NYSESLAT booklets from Attanasio & Associates)- \$18, 000 <b>Total: \$18,000</b>

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 15 For Title III Professional Dev.  
BEDS Code 15K001

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

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

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

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	Per Session Peer Coaching Study Group 1 lead ESL teacher x 49.73 x 2 hours x 25 days= \$ 2486.50 25 teachers x 49.73 x 2 hours x 1 day = \$ 2486.50 <b>Total: \$4973.00</b>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	Professional Books for ELL Resource Room- \$ 600.00  <b>Total: \$600.00</b>

**SECTION XVII**  
**BUDGET NARRATIVE**

School District 15 For Title III Parent Involvement  
 BEDS Code 15K001

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

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

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

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	Parent ESL Workshops 52 hours x 2 teachers x 49.73 = \$5, 171.92  ELA/Math Parent Workshops 3 hours x 2 teachers x 49.73= \$298.38  NYCESLAT Workshops 3 hours x 2 teachers x 49.73= \$298.38  <b>Total: \$5768.68</b>
<i>Code 16 Support Staff Salaries</i>	

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</b> <i>(as it relates to the program narrative for this Title)</i>
<b>Code 40</b> <b>Purchased Services</b>	
<b>Code 45</b> <b>Supplies and Materials</b>	Materials for Parent ESL - \$3,000 Parent Lending Library books/Leapfrog- \$3806.32  <b>Total: \$6806.32</b>

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

As stated in our school report card and from our Home Language Surveys, 92% of our school population is Hispanic. These parents/guardians need verbal and/or written information to be translated so that they may be informed of current curricular, testing, current events and procedural policies. We also have 2.5% of our population Asian. We have one parent who needs sign language interpretation.

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.
  - At school workshops
  - At classroom curricular events
  - Through individual meetings guidance, teacher, and parent meetings
  - PTA Meetings
  - School Leadership Committee

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

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

Data from our school's ongoing Home Language Survey and through informal assessments conducted by our parent coordinator, indicate the need for ongoing Spanish/English translation services at both 1:1 and group meetings. We also have a need for Chinese, Arabic and sign Language Interpreters.

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.
- During school time, bilingual parent coordinator, bilingual paraprofessionals, aides, and/or secretaries will provide Spanish/English translation services.
  - During school time, our ESL and art teacher will provide Mandarin/English translation services for our mandarin speaking parents.
  - Before and after school Spanish/English translation services will be provided by our parent coordinator and/or Family Worker and staff members are always available.
  - We will also be requesting interpreters from Central for parent teacher conferences.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will contact the numbers below to inquire about services the school is not able to provide. This is under Chancellor's Regulations No.A-663.

The translation and interpretation Unit shall maintain records of all language assistance services it provides, including, but limited to:

1. the number of distinct documents that it translated into the covered languages and the general nature of such documents;
2. the number of meetings at which it provided interpretation services and the language for which it provided such services;
3. its annual budget for language assistance services;
4. the number of Department employees whose full time job is to provide such language assistance services; and
5. the number of times interpretation services were provided by telephone, and the languages in which such services were provided.

Questions regarding how to access such services should be addressed to:

	Translation and Interpretation Unit	
	NYC Department of Education	
	Court Square – 2 <sup>nd</sup> Floor	
Telephone	Long Island City, New York 11101	Fax
(718) 752-7373	E-Mail: <a href="mailto:translations@nycboe.net">translations@nycboe.net</a>	(718) 752-7390
	<a href="http://www.nycenet.edu/Offices/Translation">http://www.nycenet.edu/Offices/Translation</a>	

## **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 \$1,007,998.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$10,080.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$50,400.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 78%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

## School Parental Involvement Policy

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 the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### I. General Expectations

Public School 1 is committed to active parental involvement. We recognize that the education of each student is a responsibility shared by the school and the student's family. It is our belief that parents play an important part of their children's academic success. While it is the responsibility of the school to provide high quality curriculum and instruction in a supportive learning environment, parents must play a supportive and active role at home.

To accomplish our objective of high quality education, we will develop and maintain partnerships with parents and community members. A positive link between home and school will create the most conducive learning condition for every child.

In keeping with these beliefs, it is our intention to cultivate and support active parental involvement in student learning.

Public School 1 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 through a survey.
- 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.
- In carrying out the Title I, Part B parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency students, 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, thereby 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;
  - 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;
  - that parents carry out other activities as described in section 1118 of the ESEA.

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

1. Public School 1 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Education Agency Plans of the ESEA:
  - During our monthly executive board meetings and school leadership meetings, we will be informing members of new educational policies which have an effect on our students. We will make decisions on how to carry out these policies to meet the needs of our students.
2. Public School 1 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - P.S.1 has an Executive Board Committee, Library Advisory Team, School Based Support Team, Pupil Personnel Committee Inquiry Team, and a School Leadership Committee, which reviews individual student cases and addresses concerns of parents in connection with academic learning and instructional curriculum and socio/emotional needs of our students.
  - We review and evaluate goals and objectives for the year and include them in our annual CEP.
3. Public School 1 will coordinate and integrate parental involvement through our Pre-K Super Start Program by creating a lending library for students in Pre-K and 2. This will be managed and organized by the Family Worker and Parent Coordinator. We will also have the following:
  - Individual parent meetings.
  - Monthly after school parent meetings targeting Special Education population and ELLs.
  - Parental meetings on program choices for our ELL students (ESL staff, Bilingual staff).
  - Extending childcare during our parent workshops.
  - Creating a parent room and work area for parent workshops.
  - Family Science and Family Math per grade on Fabulous Fridays.
  - During school time Technology Program for parents (Title III).
  - Create periodic parent surveys.
  - Providing ESL classes after school with child care.
4. Public School 1 will conduct an annual evaluation of the content and effectiveness of this parental involvement policy for improving the quality of its Title I Part A program. The evaluation will include identifying barriers that might interfere with the participation of 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 to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.

- An evaluation will be given at the end of each workshop for the purpose of reviewing quality of instruction. (Was it purposeful? Did we meet the needs of the parents?)
  - An evaluation will be conducted at the end of the year to determine from the attendance if there has been an increase in parental involvement.
  - Another purpose for our evaluations is to determine if we are meeting their needs based on our initial survey given out in the beginning of the year.
  - Help identify strengths of parents in order to lead other parents in workshops and enrichment clusters with students.
5. Public School 1 will increase parental involvement in order to ensure an effective, supportive partnership with the school and the community. This will improve student academic achievement through the following activities:
- a. The school will provide assistance to parents in understanding topics such as the following:
    - The State’s academic content standards;
    - The State’s student academic achievement standards in reading , writing, and math;
    - The State and local academic assessments, Teachers College Assessments per grade, Wilson, Foundations and Predictives;
    - Monitoring their child’s progress, and continuing supporting them at home (Math Games, E-Book Science);
    - How to use the internet (computer classes) and familiarizing them with internet safety rules.
  - b. We will provide parental workshops given at the school level. Topics might include in each grade:
    - Literacy – Reading/Writing skills/strategies (“The Best of” Book Fairs supports leveled libraries and grade required reading)
    - Test Prep (grades 3-5)
    - Math – Everyday Math and Math games
    - Word Work in all grades
    - Writing at home
    - Building study habits at home which include the Reading Log Contract
    - Reading with/for/by our children (to include a field trip to Barnes and Noble)
    - Parenting Skills – to include routines at home and coping with behavioral challenges.
6. Public School 1 will provide materials and training to help parents work with their children to improve their children’s academic achievement.
- a. We will conduct technology classes to teach parents how they can use a computer to support their child’s content learning.
  - b. Our literacy/math coaches and science teachers have agreed to provide workshops on their subject areas (by grade) to inform parents of their children’s learning.
  - c. We will provide training to help parents select books for their children in our school library and also include a trip to their local public library and using our lending library.
7. Public School 1 will educate its teachers, pupil services personnel, and other staff on how to reach out to communicate with and work with parents as equal partners.
- a. Provide workshops in literacy and math to build home school links.
  - b. Assist teachers with the planning of “Fabulous Fridays”.
  - c. Create and develop games in Literacy and Math appropriate for their grade.

8. Public School 1 will coordinate and integrate parental involvement and activities for preschool youngsters and their parents. We will conduct and/or encourage participation in activities in the Parent Room:
  - a. This will help support our workshops and small group meetings. Our family worker, in collaboration with the parent coordinator, will help create a school store with the support of our PTA. Our lending libraries will be made available to Pre-K-2 including specific programs for our ELL/special needs population. The lending library will be open and maintained daily and run by parent volunteers.
9. Public School 1 will ensure that all information will be related to parents in their language to promote their understanding and comfort.
  - a. All correspondence given to parents will be translated into Spanish and other languages as needed. Our meetings will be held in both languages as well.
  - b. Monthly calendars will be distributed informing parents of current events.

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

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

### **School-Parent Compact**

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

Public School 1 will:

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote collaboration between the school and parents to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including:
  - ✓ Keeping families informed of opportunities for involvement and encouraging participation in various programs (Intervention, Test Prep, Literacy and Math Workshops).
  - ✓ Providing access to educational resources for parents and families to use with their children. (Test prep, book leveling, choosing Just Right Books developing reading and writing habits).
  - ✓ Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs: (e.g. Intervention, Assessment Data, Promotional Policies, State Standards, proper placements of Programs).
- Enable families to participate in the education of their children through a variety of roles. For example family members may:
  - ✓ Parents may volunteer their time in school events such as:
    - Class trips
    - Fund raising
    - Book Fairs
    - Lending Library
    - School Mascot
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies. (Parent/Teacher Conferences)
- Provide information in a language understandable to parents. (Translation Interpretation Allocation)
- Provide grade level learning objectives and goals to all parents. All students are expected to work toward mastering these objectives (e.g. workshops on literacy, Math, Science) within their grade. Parents need to know what is expected to meet promotional criteria. (Curriculum Week)
- Provide parents time to meet with all teachers on an appointment basis in order to familiarize parents with curriculum, assessment data and make parents aware of their children's proficiency levels.
- Develop a parent involvement program, which provides parents with educational materials. These materials will enable families to share reading and writing activities together at home. (Trip to Barnes & Noble and Local Library)
- Build a partnership between parents and school by practicing "Open Door Policy".
- Provide computer and ESL classes.
- Hold bi-weekly PPC meetings to include parents, teachers and service providers as needed.
- Parents will be responsible for supporting their child's learning. They will monitor their use of video games and television. They will oversee the completion of their homework and help them with the corrections. They will read with their children every day.
- Parents will be responsible for providing their child with a healthy diet, and regular yearly check up (dental, visual, physical).
- Parents will provide the school with changes due to moving, family structure or illnesses, update address, phone numbers.
- Parents will keep up with the required immunizations.

## **Required School-Parent Compact Provisions**

### School Responsibilities

#### Public School 1 will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows:
  - Continue working side by side with Teachers College and their staff developers.
  - Continue supporting our teachers by supplying materials and resources needed to deliver proper instruction.
  - Plan professional development using our school data indicating our students' needs.
  - Send staff to visit schools and Teachers College.
  - Provide time to plan with colleagues and create a learning community.
- Hold parent-teacher conferences to discuss their children's progress.
  - During the months of November and March, we will hold parent-teacher conferences.
  - We will hold a Curriculum Week meeting. These meetings will be held for one whole week during the month of September allowing parents with two or more children to meet with each child's teacher.
  - We will have additional meetings with our ELL parents and our Special Education population conducted by our SETTTS and ESL coordinator.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - We will have teacher conferences and updated reports from the intervention teachers as needed.
  - We will also have our Parent Coordinator, School Based Support Team, Guidance Counselors, and PPC available as needed to address individual concerns and provide suggestions and other options parents can choose from.
- Provide parents reasonable access to staff members. Specifically, staff will be available for consultation with parents as follows:
  - By appointment and during parent-teacher conferences.
  - Depending on the circumstance, coverage can be provided and additional staff can be requested to participate in these meetings.
- Provide parents opportunities to volunteer and participate in school. Observe classroom activities with their children.
  - We will recruit interested parents to become volunteers in our classrooms, to participate in enrichment clusters.
  - "Fabulous Friday" is an opportunity to participate and observe classroom activities with children. Once a month (last Friday) parents are invited to interact in a classroom activity (Math, Reading and/or Cultural Events).
  - We also have our monthly writing celebrations in all classrooms. Parents are invited to listen to and read their children's writing and other students' work. It offers them an insight into the teaching that goes on in the classroom.
  - We will conduct periodic surveys to evaluate our workshops and identify our parent's strengths and interests.

### Parent Responsibilities

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

- Supporting my child's learning by making education a priority in our home by:
  - ✓ Making sure my child is on time and prepared everyday for school;
  - ✓ Monitoring my child's attendance;

- ✓ Talking with my child about his/her activities every day;
  - ✓ Scheduling daily homework time;
  - ✓ Providing an environment conducive for study;
  - ✓ Making sure that homework is completed;
  - ✓ Based on the school's reading contract, that my child reads daily at home and that his/her reading log is signed by me daily;
  - ✓ Monitoring the amount of television my children watch and what they watch.
- Participating in decisions relating to my children's education by attending monthly PTA meetings.
  - Participating in school activities on a regular basis.
  - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school region either received by my child or by mail and responding as appropriate.
  - Reading together with my child every day.
  - Providing my child with a library card.
  - Communicating positive values and character traits, such as respect, hard work and responsibility.
  - Respecting the cultural differences of others.
  - Helping my child accept consequences for negative behavior.
  - Being aware of and following the rules of the school and region.
  - Supporting the school's Discipline Policy.
  - Express high expectations and offer praise and encouragement for achievement.
  - Providing a quiet work area in my home for my child to do his/her work.
  - Monitoring my child's reading everyday as stated in the reading contract.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

## 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.
  - Interpreting data to understand the needs of our students can help us create programs, purchase resources and provide personnel for positions to support our students and teachers.
  - Modify/tailor curriculum to meet our student needs.
  - Purchase resources that support our students learning.
  - Distribute survey to teachers to identify strengths and needs of staff. (Learning Environment, End of Year Surveys to teachers)
  - Use the Quality Review Progress Report and the Learning Environment to identify areas to improve on as well as celebrate the work done.
  
2. Schoolwide reform strategies that:
  - Based on our population we will concentrate on:
    - Interpreting data to have flexible grouping, Predictives, Running Records, Writing Continuum, ELA Math
    - Assess formally and informally our students to differentiate instruction (Wilson, Foundations, Running Records, Assessment from Everyday Math, Teachers College Assessments)
  - We will continue having extended time to work in small groups with our underachievers. We will also work with our ELLs after school using our Title III allocation. We will especially focus on our newcomers and SIFE students as well as working with the parents of those students.
  - Professional development has been differentiated to meet the needs of our newest teachers while improving the skills of our senior teachers.
  - Teachers will participate in study groups designed to deepen their knowledge of Scaffolding, Differentiating Instruction and Language Development for our ELL students, strugglers and students with special needs.
  - Professional development has focused on small group instruction in order to lift the level of differentiated instruction in the building.
  - Our Title III funds were used to hire an Aussie to support native language instruction.
  - Parent Workshops have been conducted on a regular basis in both ELA and Math by our coaches and classroom teachers. Parents have been invited into our classrooms to learn Everyday Math Games they can play at home with their children.
  - Our Extended Day Program provides the opportunity to scaffold instruction in both ELA and Math for our second language learners through theme studies.
  - Assessments will monitor our students growth and teachers will learn to analyze data to follow the model of “Plan, Assess and Adjust” their instruction.
  - We will use our inquiry team to provide professional development during our monthly grade meetings. They will practice the inquiry process to set goals and support our ELL students with strategies in Reading.
  - All teachers will research a case study with one child in their class. They study will focus on ELL’s, strugglers, and students with special needs.

3. Instruction by highly qualified staff.

- Our Mentoring Plan will support new teachers using more experienced teachers.
- All teachers will meet necessary certification requirements as specified by N.Y.S.
- All teachers will be subject to both formal and informal observations and/or Annual Performance Review
- On-going individual conversation with administration on best practices.
- Teachers will be offered opportunities to obtain their necessary credentials through the Title I allocations.

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.

- Through our partnership with Brooklyn Museum we will provide professional development in social studies content.
- High-quality and ongoing professional development, aligned with the State and City standards:
  - Literacy and math coaches to work with teachers and demonstrate best instructional practices.
  - Provide professional literature to teachers to extend and deepen their content knowledge.
  - Team and collaborative planning and study groups to target student and teacher needs.
  - Receive professional development from Teachers College Staff Developers.
  - Highlight strengths of teachers in the building and create "Learning Labs" for teachers to learn from other teachers.
  - Create Literacy and Math Committees to continue curriculum writing all year long.

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

- Referrals from excellent teaching institutions such as Teach for America.
- Setting exemplary criteria for hiring new teachers.
- Providing professional support by highly qualified coaches.
- Providing supportive curriculum.
- Continue supporting Brooklyn Museum, Hunter College and Columbia University.

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

- We will continue to promote Fabulous Fridays, which is the last Friday of the month. Parents are invited to join in an instructional activity in their child's classroom in Literacy and Math.
- We will also have curriculum week to address their child's expectations for the year.
- We will continue our successful series of grade workshops that we began last year.
- Literacy and math workshops provided by coaches and Aussie by grade level.
- We will continue our lending library from PreK – 2, Book Fairs and after school storytelling in our library.
- Our workshop might be decided by: Theme – Subject; Population – ELLs, Special Needs; Activity – Testing, School Celebrations, parent talents and interest.

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

- We will hold a meeting with the pre-k parents from our program and those coming from Trinity and home. We will inform parents of the expectations for their children in kindergarten as well as what support we need from them.
- We will also have an open house in July for those children registered to begin in September. We can give them a guided tour of the cafeteria, classrooms and main office. We will give them a list of school supplies.
- Classroom teachers will use a thematic curriculum to support development of language and concepts.

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.

Principal maintains an open door policy for discussion of teacher's concerns and suggestions. Based on input from the staff received through informal measures such as those conversations and formal measures such as a staff survey, our focus on professional development will be:

- Administration of assessment without coaching students.
- Analysis of assessment. What it tells us about the strengths and needs of the child.
- Plan, Assess and Adjust – Designing lesson planning.
- Scaffolding instruction.
- What components of the balanced literacy model support the needs of our students, especially our ELL's, special education and strugglers?
- How does environment support learning and independence?
- Placing structures in the classroom to support independent learning.
- What do teachers feel they need from administration to support their teaching (i.e., resources, staff development?)
- Teacher led meetings on inquiry case studies.

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.

We will have in place the following services for intervention:

- At-Risk Counseling
- Pupil Personnel Committee
- Peer intervention
- At-Risk Speech
- OT
- PT
- Hearing
- Reading
- ESL Supplementary Services
- Inquiry Team

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.
- Title I will provide support services to “at risk” students in math and reading after the school day.
  - AIS will provide intervention services to “at risk” students both before and after school by providing supplemental services such as: reading, at-risk speech and at-risk counseling.
  - Special Education will service those students identified as having special needs.
  - After School Tutorial will provide services for grades K-5 “at risk” students before and after school.
  - PMHP for “at risk” students who are experiencing adjustment problems.
  - SETTS – resource room will service mandated and at-risk students during the school day.
  - Fair Student Funding to support cluster program such as Peace Education cluster, Health cluster and Peer Mediation.
  - Reading Program to provide supplemental support K-5
  - ESL supplementary support (push in model)
  - Enrichment clusters to support higher order thinking skills on a project based activity

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** Year I SINI **SURR<sup>1</sup> Phase/Group (If applicable):** ELLs

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

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

The area of school improvement identified in English Language Arts within the Limited English Proficient sub group. Our school has turned SINI Year 1 for two main reasons according to our School Report Card, lack of attendance in 2005-06 and a decrease in the ELA scores for the 2006-07. During the 2005-06 school year, we did not meet the 95% participation rate for the ELA. Twenty four of our LEP students and students with Disabilities were unaccounted for on the ELA for the 2005-06 school year. Therefore we were unable to make the annual yearly progress for the LEP and Students with Disabilities subgroups. On the 2006-07 School Report Card, it indicates that we needed to obtain an Annual Measurable Objective of 113 or Safe Harbor Target of 110. Due to new testing regulations, all of our LEP students who were in the country for one year and one day are currently required to take the State ELA. During the 2007-07 year, we only obtained a Performance Index of 107 due to the fact that the majority of our students are still at an Intermediate or early Advanced level and are still learning the English Language.

This year we plan to implement many different forms of professional development and intervention to support the reading and writing needs of our LEP students.

**Professional Development:**

We plan to hire an AUSSIE consultant with a trained background in working with teachers who have LEP students. The AUSSIE will be used to conduct demonstration lessons, side by side coaching, and conduct observations on scaffolding instruction to support teachers working with LEP students. The consultant will provide professional development through lab sites, after school study groups and meetings with ESL and Bilingual teachers. She will participate in meetings with the ESL committee and Bilingual Education Committee in our school to discuss ways in which they can scaffold instruction for LEP students in the areas of reading and wiring. Teachers will work with her to create and modify the Teachers College curriculum to support the needs of our LEP students. Teachers will also receive professional development on how to utilize the variety of resources in their rooms to meet the needs of the ELLs in their class.

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<sup>1</sup> School Under Registration Review (SURR)

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

A teacher will be hired to provide small group instruction in the form of guided reading to support the LEP students. According to their NYCESLAT scores many of the LEP students need more support in oral language development and reading. Therefore, the intervention teacher will be used to provide small guided reading groups to students in grades 2-4. The teacher will be provided with resources like *On Our Way To English* which contains many scaffolded lesson plans to provide instruction in this area. Out of classroom ESL teachers will provide at risk services to students in need of more language support during extended day. We will use Title I and Title III funds to support an after school program which will provide Test preparation for the ELA during the upcoming school year. During the summer, we will use Title III funds and our own funds to provide classes for SIFE (Students with Interrupted Education) and Newcomers to learn the English Language. LEP students who have not met the State Standards on the 2008 ELA will receive mandated summer school instruction. Each class will contain an intervention our which will provide scaffolded lesson to individual students depending on their academic and language needs.

To ensure that our participation rate remains at 95% or better, we will implement certain attendance policies which will guarantee a good rate during testing periods. We will utilize the services of the guidance counselor and parent coordinator to make certain students with poor attendance will be in school. Our testing coordinator will have tests signed for at the district level.

#### **Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

The 2008-09 anticipated Title I allocation is **\$1,007,998.00**. Approximately 10% of the Title I allocation is **\$100, 799.80**. Ten percent of the Title I allocation money will be used to provide a well rounded professional development program based on the needs of our teachers and students in order to help them meet and exceed the New York State Standards. We will support our teachers through the services of a literacy coach in which we will provide professional development on best practices in literacy using the Teachers College Workshop Model. The coach will provide demonstration lessons and support teachers by assisting them on how to utilize their data streams to plan lessons. The coach will also provide lessons to support teachers with struggling students and English Language Learners in order to meet and exceed the New York State Standards and pass the New York State English Language Arts test. The coach will facilitate grade meetings with teacher leaders on case studies with the target population being English Language Learners and struggling students. Materials will be purchased to support the literacy coach and teachers on the most effective strategies to support the needs of their struggling students.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Next year we will plan to implement a stronger New Teacher Induction Program. As part of this plan, the principal, assistant principals and coaches will create a plan to include several components.

- New Teacher Summer Institute – This will be a two day institute which will be lead by the literacy coaches. Here teachers will be provided with curriculum materials and instruction on the workshop model. They will learn how to write mini-lesson and develop strategies to use within the first weeks of school.
  - Buddy Teachers – Each teacher will be assigned a buddy teacher who is a veteran teacher on their grade. They will be allotted days to visit their classroom to view lessons and provided planning periods for the teachers to discuss curriculum planning.
  - Mentoring – New teachers will be part of a two month cycle within September and October where they will receive one on one mentoring from the literacy coaches. The coaches will provide support on classroom management, record keeping, lesson planning and the delivery of instruction. After the first two months of school, the literacy coaches will start a new cycle with other teachers, yet still meet with the new teachers on a weekly basis to provide planning support and mentoring. They will also be provided with professional development on teaching LEP students in the areas of reading and writing.
  - New Teacher Study Group – The literacy coaches and buddy teachers will begin a new teacher study group which will meet on a weekly basis throughout the year. Teachers will develop curriculum with their buddy teachers and be provided with mentoring as needed.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified about the school identification for school improvement through letters sent home and Parent Teacher Association meetings. Letters will be written in English, Spanish and Chinese for parents who speak more than one language. Parent meetings will be held by the school principal and Parent Association in an attempt to get the school community involved. Translators will be made available to provide the information in the first language of our parents.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, these 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:** Schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

At PS 1, there is an alignment between the New York State Learning Standards, the implemented curriculum, assessment and instruction. Our goal is to improve literacy for all students, including second language learners and special needs students. Our standards-based balanced literacy program will focus on the development of reading, writing, listening and speaking. Using the standards and periodic assessments as a guide, instruction is implemented through a comprehensive, differentiated literacy program for all students in grades Pre-K-5. This will result in all students reading at or above grade level by the end of fifth grade.

***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 also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

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

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

- **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.
- **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.

#### **1.A.1 The Process of Addressing Gaps in the Written Curriculum**

##### *Standards-Based Curriculum Mapping and Unit Planning.*

Multiple committees were formed to address the gaps in the written curriculum. A professional development committee and the school cabinet looked at our teacher goals surveys to address teacher needs. A reading and writing pacing calendar, developed in collaboration with our professional development consultants and the literacy team was created. During June Planning, the units of study, mapped out within this calendar, are based on developmental continuums, the results of the ELA data and the NYS Standards, which ensure horizontal and vertical alignment. The units contain the seven different areas of reading identified in the NY state ELA Standards (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read), and the five different areas of writing (spelling, handwriting, text production, composition, motivation to write).

Additional information has been gathered by examining, individual student data, conference notes and class composites related to reading and writing. Within these areas, the specific skills, strategies and outcomes that the students are required to attain were documented. Teachers, with the assistance of coaches and consultants, are developing checklists and rubrics to ensure all the skills and strategies are being taught and assessed. Texts and programs have been purchased to support instruction within these units of study.

Speaking and listening are addressed with the inclusion of accountable talk within the mini-lesson and read alouds, and across the day with partner work, book clubs and reader's theatre. Coaches and consultants are also scheduled to meet with specific teachers to demonstrate and assist with lesson planning. In the past, the units of study have been reflected upon and altered accordingly during June planning. This year, to ensure the units meet the needs of our general population and sub groups, the grade and sub group literacy teams, coaches and consultants are meeting at the conclusion of each unit for reflection and modifications.

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

Applicable     Not Applicable

Last year, the inquiry team examined data related to a segment of our fourth graders who took ELA exam. These level 3 students who lost proficiency, needed support in inferential thinking related to reading and writing. The team addressed these needs through small group instruction, explicit instruction, and assessment. This year, with the support of the inquiry team, each teacher is to select an ELL or struggling student for a case study. Teachers are to analyze student data, identify the needs and plan instruction to respond to these needs. Teachers will observe the students to determine if the strategies taught are effective. Results will be recorded, and student work collected as evidence. The compilation of teaching strategies will ultimately serve as a resource for themselves and colleagues. Formal and informal observations are included in an assessment calendar written for teachers to follow. This calendar outlines the assessments that are to be administered, and the due dates. A comprehensive Teachers College assessment package, a grade wide literary response, and genre specific checklists and rubrics are used for assessing students through out the year. All results are given to the Assistant Principal whose role is to analyze data and discuss results with teachers. Teachers on a consistent basis administer informal assessments. In addition, student work is gathered in a portfolio to support assessment. Using this information, teachers plan in response to the various needs of their students

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?

In preparation for the ELA, every effort is being made to address the learning needs of all students. The results of the Disaggregated Data Report 2007 vs. 2008, show moderate gains and losses across all tested students. Grade 5 showed gains of 7percent with 51.2 percent of the students at levels 3 and 4. Grade 4 lost proficiency by 5.5 percent with 46.9 percent of the students at levels 3 and 4 and Grade 3 showed a loss of 1 percent with 51.2 percent of the students at levels 3 and 4.

#### ELLs Scores

2007	Grade 3	16.2	(level 3)	
2008	Grade 4	30.6	(level 3)	+ 14.4
2007	Grade 4	11.4	(level 3)	
2008	Grade 5	25	(level 3)	+ 13.6

Based on the 2008/2009 Learning Environment Survey, efforts are being made to broaden our communication to the school community as a whole. Initiatives such as Fabulous Friday, school newsletters, parent-teacher meetings, and school study groups being utilized to involve the entire school community to promote the educational growth of students, particularly the ELLs and special needs students.

Furthermore, our most recent test results in ELA show growth:

School	Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
					#	%	#	%	#	%	#	%	#	%
001	3	2006	105	659.0	13	12.4	27	25.7	62	59.0	3	2.9	65	61.9
001	3	2007	147	653.9	10	6.8	60	40.8	72	49.0	5	3.4	77	52.4
001	3	2008	164	655.0	14	8.5	66	40.2	74	45.1	10	6.1	84	51.2
001	4	2006	124	651.8	16	12.9	37	29.8	65	52.4	6	4.8	71	57.3
001	4	2007	135	650.7	11	8.1	60	44.4	60	44.4	4	3.0	64	47.4
001	4	2008	143	645.3	13	9.1	63	44.1	66	46.2	1	0.7	67	46.9
001	5	2006	139	646.9	10	7.2	63	45.3	61	43.9	5	3.6	66	47.5
001	5	2007	144	645.6	17	11.8	64	44.4	59	41.0	4	2.8	63	43.8
001	5	2008	147	651.9	5	3.4	62	42.2	77	52.4	3	2.0	80	54.4
001	Total	2006	368		39	10.6	127	34.5	188	51.1	14	3.8	202	54.9
001	Total	2007	426		38	8.9	184	43.2	191	44.8	13	3.1	204	47.9
001	Total	2008	454		32	7.1	191	42.1	217	47.8	14	3.1	231	50.9

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.

At PS 1, there is an alignment between the New York State Learning Standards, the implemented curriculum, assessment and instruction. Our goal is to improve literacy for all students, including second language learners and special needs students. Our standards-based balanced literacy program will focus on the development of reading, writing, listening and speaking. Using the standards, and periodic assessments as a guide, instruction is implemented through a comprehensive, differentiated literacy program for all students in grades Pre-K-5.

This will result in all students reading at or above grade level by the end of fifth grade. To support all students in testing grades, additional units have been included in the reading and writing calendar. These units contain test taking skills and strategies. Materials have been ordered to support the delivery of instruction during the school day and in after-school programs. Professional development opportunities have been provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for ELA success. Materials have been purchased to support the reading and writing units of study and are appropriate to meet the need of all students, particularly ELLs, special needs, and struggling learners. In addition, our school Robin Hood Library is a resource, and provides teachers and students with a wide range of genres that are age appropriate, and culturally relevant.

There are push-in services for our English Language Learners as well as after-school programs. An after-school program is provided for grades 3-5 students using Title III funding. Resource room instruction is provided for children with special needs. The ESL and bilingual teachers meet periodically with an AUSSIE consultant to discuss standards, scaffolds, and alignment to school curriculum expectations. The Disaggregated Data indicates that ELL students in improved their scores on the ELA.

## **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.

PS001 currently engages the following processes to assess the alignment of the math curriculum to the NYS process strands in the school's educational program:

- Classroom observations by the assistant principal
- Weekly meetings between the math AUSSIE and assistant principal to discuss classroom observations and review student work
- Regular meetings between the math AUSSIE and assistant principal to discuss end of unit assessment data for each grade level and individual classes
- Coaching, co-teaching and unit planning sessions with the math AUSSIE and classroom teachers
- Regular review of student work by classroom teachers during monthly grade level faculty meetings using the NYS Standards
- Regular meetings of the Math Committee, comprised of two teachers from each grade, to review and refine alignment of teaching units with the NYS Standards content and process strands

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

Applicable  Not Applicable

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

The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) play an integral role in the mathematics educational program at PS001.

**Evidence:**

- Over the last three years we have focused on developing students' mathematical communication skills through the use of weekly math journal tasks in all K-5 classrooms which enable students to record math findings and reflections in their own words. These tasks have been designed by teachers to align with content from the Everyday Math program, while providing rich opportunities for students to develop process skills such as problem solving, reasoning mathematically, proving mathematical relationships, communicating mathematically, making mathematical connections, and representing mathematical ideas in a variety of ways.
- Monthly grade level Faculty Meetings provide regular opportunities for teachers to examine and analyze student math journal work in relation to the NYS content and process strands in order to focus instruction directly on students' needs.
- Classroom environments reflect our focus on developing mathematical communication skills. Math reference materials and tools are displayed in all classrooms (e.g. number lines, number charts, teacher generated charts, Math word walls and math dictionaries). Math word walls are used to highlight mathematical terms from the current unit of work. Classroom charts and displays reflect the thinking of students as well as the content being taught.

- Discourse in classrooms supports and promotes learning in math. Teachers provide regular opportunities for students to share and revise their thinking orally through whole class discussion, small group discussion and partner talk during the mini-lesson (turn and talk), as students work in their flexible groups, and during the whole class share.
- Lab sites are conducted at all grade levels K-5, during which selected teachers demonstrate their classroom practices in teaching and assessing both content and process skills to other teachers in the school.
- Teachers use a variety of methods to assess both content and process indicators at various points in each mathematics unit(e.g. conferencing, anecdotal records, end of unit assessments, analyzing math journal work, rubrics, checklists, student self assessment etc.). Whole class and small group instruction is based on this data.
- Assessment practices encourage student reflection and self assessment of both content knowledge and process skills. Math rubrics, developed and refined by teachers over the last two years, are used in all K-5 classrooms to convey expectations to students, to encourage students to set goals for their learning, and to self-monitor their progress.
- An analysis of Grades 3-5 NYS Math test results reveals the percentage of 3<sup>rd</sup> grade students performing at, or above, Level 3 on the NYS Math Test has remained relatively constant over the last three years. The results for both 4<sup>th</sup> and 5<sup>th</sup> grade have shown steady improvement over the last three years:

<b>Student Performance on the NYS Math Test</b>			
	<b>2005 – 2006</b>	<b>2006 – 2007</b>	<b>2007-2008</b>
	% of all tested students performing at or above Level 3	% of all tested students performing at or above Level 3	% of all tested students performing at or above Level 3
<b>3<sup>rd</sup> Grade</b>	87%	85%	85%
<b>4<sup>th</sup> Grade</b>	65%	82%	80.4%
<b>5<sup>th</sup> Grade</b>	64%	70%	82.8%

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.

**NA**

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## KEY FINDING 2: INSTRUCTION

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

### **2A – ELA Instruction**

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

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

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

Through classroom observation, one-on-one conferences and teacher surveys, we noticed the structures in which our classroom teachers delivered instruction. Our teachers follow a minilesson within a workshop format. Each of the reading, writing, listening, and speaking strands have various approaches that the teachers are required to implement using the workshop format that allows high academic focused class time. This format is a direct instruction model that requires teachers to spend a portion of time teaching through demonstration, followed by students' working independently. It is during independent work time that teachers differentiate instruction with small groups in guided practice or strategy lessons and in conferences with individual students. Student progress and engagement is observed and notated in conference notes.

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

Applicable  Not Applicable

The determination that direct classroom instruction is the dominant instructional orientation for ELA instruction is not applicable. The teachers use a variety of teaching methods to address and support the needs of their students. Direct instruction is just one structure used. Small group instruction is an observed practice, used to differentiate instruction. Teachers are required to use the minilesson within the workshop model. Other components are read aloud, shared, guided, and independent reading, and strategy lessons. The components of our writing workshop are modeled, shared, interactive, and independent, and systematic word study. Within these approaches, phonics, phonemic awareness, fluency, vocabulary and comprehension are explicitly taught. For speaking and listening, we use readers' theatre, shared reading, accountable talk, book clubs, and partnership conversations. All the above components are taught within whole group and small group structures.

To promote small group structures, Inquiry Team members will be a resource in providing strategies for the differentiation of instruction. Teachers involved with additional specific programs such as Foundations/Wilson, AWARD Reading, On Our Way to English, and Words Their Way receive additional professional development from program representatives. These programs are taught through whole class and small group instructional settings.

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?

The staff at P.S. 1 receives support to respond to and differentiate instruction for the varied needs of our students. Literacy Coaches, AUSSIE and Teacher's College Reading and Writing Project Staff Developers offer staff intensive professional development in the understanding and use of small group instructional approaches and strategies. Professional development provides instructional strategies addressing the needs of the general population, and our special education students and English Language Learners. It focuses on the enhancement of knowledge and skills, differentiation and scaffolds in instruction, examination of assessments, conferring, small group instruction, student goal setting and reinforcement of literacy strategies during content area instruction. Selected teachers have the opportunity to attend Teachers College professional development days on the differentiation of instruction. These teachers are responsible for turn-keying this information and related material to staff. Coaches and consultants work with classroom teachers in ongoing support of small group instruction.

Student engagement is informally assessed using the following student engagement checklist:

**Student Engagement Checklist 2008/2009**  
**School-wide Informal Observations**

Category	Observation	Comments
<p style="text-align: center;"><b>Whole Class Instruction: Rug Area</b></p> <p>-All students are attentive and looking at teacher(s)</p> <p>-Students sit on rug in purposeful ways depending on task</p> <p>-Various students participate when questions are posed - not the same hands all the time</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

<p>-Student responses to queries are positively validated</p>		
<p><b>Independent Work</b>          -All students are working productively on assigned task          -Students know what to do when "they are done"          -Students seek the assistance of a teacher or a peer when they are confused or need direction          -Students use environmental print for self-direction</p>	<p>_____ Yes to all          _____ Yes to some          _____ Not really</p>	
<p><b>Transitions</b>          -Are quick and smooth          -Require little direction          -Students go from point A to point B without interruption          -Students are prepared with required materials</p>	<p>_____ Yes to all          _____ Yes to some          _____ Not really</p>	
<p><b>Organization of the Day</b>          -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day          -Children know what they will be learning / what is being taught          -Children know what is expected of them at all times          -Children know why they are part of a small group experience</p>	<p>_____ Yes to all          _____ Yes to some          _____ Not really</p>	
<p><b>Student Accountability</b>          -Students are held to a high standard: good is not good enough          -Students know what work that is good enough looks like          -Students are given opportunities to improve their work          -Students know the behavioral expectations in the room and act appropriately</p>	<p>_____ Yes to all          _____ Yes to some          _____ Not really</p>	

<p><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>-Students are given opportunities to share their thinking</li> <li>-Students are held accountable for their learning - they are asked to articulate or write what they know and understand</li> <li>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</li> </ul>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p><b>Self Esteem - Building Toward Intrinsic Motivation</b></p> <ul style="list-style-type: none"> <li>-Children are self-directed and self-motivated</li> <li>-Children who need to be "pushed" are pushed in subtle, nurturing ways</li> <li>-Children do not sit next to peers who disrupt or interrupt learning (including friends)</li> <li>-Children feel good about their learning and are excited to share new experiences</li> <li>-Children who need behavioral plans have them and these are used in consistent ways</li> <li>-There is never a "why should I?" attitude - children perform because they understand that learning is important</li> </ul>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

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.

NA

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## **2B – Mathematics Instruction**

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

PS001 currently engages the following processes to assess levels of student engagement, the variety of instructional activities, and use of technology in K-5 mathematics classrooms:

- Classroom observations by the assistant principal
- Weekly meetings between the math AUSSIE and assistant principal to discuss classroom observations and review student work
- Coaching, co-teaching and planning sessions with the math AUSSIE and classroom teachers

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?

Mathematics instruction: A variety of instructional activities occur in K-5 mathematics classrooms at PS001, including whole group instruction, small group instruction, independent work, small group work, hands-on learning, and use of technology:

### **Evidence:**

- The Math Workshop model is consistently used in all K-5 classrooms. The three components of the math workshop; name the mini-lesson, student activity and share provide opportunities for whole class instruction, independent or small group work, hands-on learning, use of technology and small group instruction to all occur within the daily workshop session.

- The arrangement of classrooms allows for flexible grouping. Teachers in all K-5 classrooms record individual student assessment data on an ongoing basis. Teachers are expected to use the information gained from this data to plan small group instruction based on students' needs. Grouping of students is not fixed. Based on the content and on-going assessment, grouping and regrouping is a dynamic process.
- During planning sessions with the Math AUSSIE teachers are encouraged to strive for development of lessons that are engaging and motivating for a diverse class of students by differentiating content, process and complexity of product. As teachers become more aware that learning must be differentiated to be effective they are becoming more flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners, rather than expecting students to modify themselves for the curriculum.
- The Friday Math Workshop in all K-5 classrooms consists of math games and math center activities which provide students with the opportunity to practice skills and refine their understandings of math concepts to a deeper level using hands-on learning. During these sessions students generally work with a partner or small group on a math game or center task selected by the teacher to focus on individual student needs based on assessment data, while the teacher works with a small group for guided math instruction.
- Technology: Calculators are available in all classrooms. All grade 3-5 classrooms have recently received two iMac desktop computers (version 7). Selected software, such as the Everyday Math games, has been installed on these computers to allow students to practice and refine math skills. The school also has two SMART Boards and teachers are learning to integrate the use of this technology into the mathematics workshop. The school is currently in the process of purchasing two iMac desktop computers (version 7) for each K, 1<sup>st</sup> and 2<sup>nd</sup> grade classroom, and a further two SMART Boards to be used in these grades.

At this school, SMART boards are often used for demonstration during the mini lesson.

Student engagement is informally assessed using the following student engagement checklist:

**Student Engagement Checklist 2008/2009**  
**School-wide Informal Observations**

Category	Observation	Comments
<p style="text-align: center;"><b>Whole Class Instruction: Rug Area</b></p> <p>-All students are attentive and looking at teacher(s)</p> <p>-Students sit on rug in purposeful ways depending on task</p> <p>-Various students participate when questions are posed - not the same hands all the time</p> <p>-Student responses to queries are positively validated</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

<p style="text-align: center;"><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>-All students are working productively on assigned task</li> <li>-Students know what to do when "they are done"</li> <li>-Students seek the assistance of a teacher or a peer when they are confused or need direction</li> <li>-Students use environmental print for self-direction</li> </ul>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;"><b>Transitions</b></p> <ul style="list-style-type: none"> <li>-Are quick and smooth</li> <li>-Require little direction</li> <li>-Students go from point A to point B without interruption</li> <li>-Students are prepared with required materials</li> </ul>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;"><b>Organization of the Day</b></p> <ul style="list-style-type: none"> <li>-Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day</li> <li>-Children know what they will be learning / what is being taught</li> <li>-Children know what is expected of them at all times</li> <li>-Children know why they are part of a small group experience</li> </ul>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;"><b>Student Accountability</b></p> <ul style="list-style-type: none"> <li>-Students are held to a high standard: good is not good enough</li> <li>-Students know what work that is good enough looks like</li> <li>-Students are given opportunities to improve their work</li> <li>-Students know the behavioral expectations in the room and act appropriately</li> </ul>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;"><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>-Students are given opportunities to share their</li> </ul>	<p>_____ Yes to all</p>	

thinking -Students are held accountable for their learning - they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed	<input type="checkbox"/> Yes to some  <input type="checkbox"/> Not really	
<b>Self Esteem - Building Toward Intrinsic Motivation</b> -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important	<input type="checkbox"/> Yes to all  <input type="checkbox"/> Yes to some  <input type="checkbox"/> Not really	

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.

NA

**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.

Year to year teacher turnover is evaluated by the school's administrative cabinet and school leadership team. To date, this school does have a high turnover rate with each year averaging up to 4 new teachers joining the faculty.

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?

Since 2005, the school turnover rate has decreased significantly. In the 2005-06 school year, 40.2% of the faculty taught less than 2 years. In 2006-07, our percentage of new teachers decreased to 23.40%. Last year, our numbers continued to decrease to 19.50%. Although the percentage of new teachers has decreased, the percentage is still over 10% each year.

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.

To address this issue, we have begun to recruit teachers from organizations like Teach For America which provide ongoing and highly qualified trainings to support the needs of new teachers and expectations of New York City schools. We have developed a new teacher committee consisting of a Lead Instructional Mentor and 3 mentors to support the new teachers in our school. Each mentor observes their assigned teacher and conduct a mentoring period once a week. Mentors meet on a monthly basis with the Lead Instructional Mentor to discuss coaching and observation techniques as well as the progression of the new teachers.

We have hired three AUSSIE consultants and a literacy coach in the areas of literacy, math and ESL methodologies to conduct professional development. Teachers also receive ongoing professional development from Teachers College Staff Developers and attend out of school workshops in literacy, math and ESL.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

This year as a part of the school's initiative to support teachers in setting goals for themselves and their children, we requested all teachers to submit a Teacher Goal Selections Survey. This gave the teachers an opportunity to reflect on their goals for the year and indicted reasons for them. Currently, 23 classroom teachers have selected language development when working with English Language Learners, 21 classroom teachers selected setting goals, and 9 classroom teachers selected scaffolding or differentiation of instruction.

Based on our School Learning Survey, many of our teachers would like to be able to take more initiative in our school based decision making process. This year our school was determined to be a School In Need of Improvement. Also, based on our Quality Review, the auditor determined our school should continue to study best practices with regards to the English Language Learners in our school. Therefore, there is a need for our teachers to begin to develop a professional learning community where the learning is developed by the teachers and not just the administration.

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?

The ELL population at PS1 is split between the three proficiency levels with approximately 13% students scoring at the beginning level, 28% students at the Intermediate level, 36% students at the Advanced level and 24% at proficiency, in the Reading and Writing Portions of the NYCESLAT, and 2% scored at beginning level, 11% at the intermediate level, 56% at the advanced level and 31% at proficiency, on the listening and speaking portions of the NYCESLAT. Though the breakdown of the students is different at each grade level, there are some apparent trends. The beginning level consists of those students who may speak predominately Spanish at home. The Advanced level consists of those students who may be more comfortable using English, but still need more support adjusting to the language of the classroom, including vocabulary enrichment. At all grade levels, the NYSESLAT data indicate the need for ELLS to work on reading comprehension and writing skills and conventions. Generally, Listening and Speaking scores are the highest modality for students of all grade levels. Our ELL's performed at all levels with 80% meeting a promotional level of performance in 2008 New York State 4<sup>th</sup> Grade Math Test and 84.4% meeting a promotional level of performance in 2008 New York State 5<sup>th</sup> Grade Math Test . On the New York State Science exam in 2008, 61% met a promotional level of performance and 40% achieved at levels 3-4. On the 2008 ELA, 72.3% met a promotional level of performance on the Grade 4 ELA and 89.3 % met a promotional level of performance on the Grade 5 ELA.

As a result, there is a need to support teachers with English Language Learners in order to increase our results on New York State Examinations.

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.

Based on our Teacher Survey, we have begun to conduct teacher “one on one” conversations to support teachers’ individual goals. Teachers will meet individually with their supervisor to conduct conversation about the goals they have chosen, develop an action plan for the year, interim benchmarks and expectations for student accomplishments by the end of the year. Throughout the year, the supervisor will meet and observe teachers providing support in the goals they have chosen for the year. A professional development plan is created by the teacher to support their needs.

This year we have obtained the services of an AUSSIE to support our ESL (English as a Second Language), both self contained and out of classroom intervention teachers, and Bilingual Education teachers. The AUSSIE will provide professional support on oral language proficiency, language acquisition, scaffolding instruction and assessment based planning. The AUSSIE will support teacher goals using an ELL lens. The staff developer will meet monthly with the ESL and Bilingual Education teams to provide ongoing support with scaffolding units of study and word work. The AUSSIE will also conduct end of unit planning session with these teams on revising units of study to meet the language needs of the students.

Based on our need to support ELLs in all classrooms, we have created an inquiry team which will study English Language Learners in grades 1-4. Using this team led by teachers, our focus will be to research strategies which are effective with the progression of Ells in the area of reading. The teachers will work with students during extended day and bring their research to the inquiry group where they will document and provide evidence of each strategy. In order to share the work of our inquiry team, the members will be facilitating the monthly grade meetings. All classroom teachers will be required to conduct their own case study with an ELL student in their class. They will be required to present their information (data collected, successful strategies, etc.) to the other teachers on their grade. Ultimately the goal is to create a binder with resources and strategies which are proved to move instruction with English Language Learners.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5

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

Each year we conduct June Planning with the ESL team and Bilingual Education team to discuss the needs of our students and plan instruction based on this data. Teachers review assessment data and other relevant information to support their units of study.

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?

On the 2007-08 Learning Survey, 94% of the teachers stated they used student achievement data to improve instructional decisions. The 2007-08 Quality Review stated "the school carefully analyzes the progress of all subgroups and gender to explore any differences in performance." All teachers, including general teachers who serve English Language Learners, self contained ESL teachers and Bilingual Education teachers, have received student NYCESLAT Scores, notice of at risk or long term ELLs and list services received during the first Professional Development meeting of the year, and/or in letter form by ESL intervention teachers. Scores were converted to show the areas where students were weakest, reading and writing or listening and speaking. To add to this, all grade 4 and 5 teachers have received a test history to show all exams taken from entering the school system until the current time. The teachers will be using this data to support their case studies in reading and mathematics of the English Language Learners in their classrooms.

**IF YOU WERE PROFICIENT, MAKE THE NECESSARY CHANGES ABOVE**

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.

NA

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The school has begun a case study initiative for teachers who work with student with special needs. The case study initiative will help teachers align IEP goals with general education curriculum in order to improve student performance. Teacher will create lesson plans that modify the curriculum based on student needs and IEP goals.

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?

P.S 1 received an overall score of well-developed for SQ3: The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4. "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

**IF YOU WERE PROFICIENT, MAKE THE NECESSARY CHANGES ABOVE**

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.

NA

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The school's Administrative Cabinet, , will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on grade level when determine, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an IEP must achieve in order to be promoted. Furthermore, the Administrative Cabinet will ensure that performance indicators have been incorporated into the IEP's and that goals and objectives have been aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet will review IEP's for behavior plans using a Behavioral Intervention Plan and a Functional Behavioral Assessment for any student who are emotionally handicapped and or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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?

P.S. 1 teachers will be receiving extensive professional development in writing quality IEP's that have data driven goals that are aligned with the curriculum. This training is being provided at the school level by the Empowerment Support Organization's Special Service Manager and followed up by the school administration. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at an annual review. All students with special needs at this school will have promotional goals that clearly reflect a percentage of their grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

### **FOR PBIS SCHOOLS ONLY**

Finally, PS \_\_\_\_\_ is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. All students at PS \_\_\_\_\_ know what is expected of them behaviorally and academically and also know the consequences for not being prepared, safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

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.

NA

## 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 Galaxy.
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!

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Submit date: **Jul 14, 2008**      Email address: **zvega@schools.nyc.gov**

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

School DBN	15K001
School Name	PS 1K-The Bergen School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 367,632
Principal Name	Ms. Zaida Vega
Principal Email	ZVega@schools.nyc.gov
Principal Phone	7185677661

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

- Yes  
 No

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

- Yes  
 No

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

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 271,076
Individualized Tutoring	

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing 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 Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs

\$ 96,556

Please describe the program.

Using the funding provided, we will expand the current English as a Second Language Intervention Program to provide more at risk service especially SIFE students (Students with Interrupted Formal Education). This year we will hire one extra ESL intervention teacher who is experienced in working with SIFE students.

working with English Language Learners with low language proficiency levels and students with special needs. This program will allot for e which students at beginning levels will receive more than 360 minutes weekly. The ESL program will utilize a modified version of the eleme Balanced Literacy model. Some instructional strategies the teacher will be using are scaffolding, thematic units, use of realia, graphic organ extensive use of visuals. Scaffolded instruction will also be provided in content areas like science and social studies using ESL strategies : methodologies.

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

- New implementation
- Program Expansion

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