



PS 127 / MCKINLEY PARK SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 20K127
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 127 **SCHOOL NAME:** The McKinley Park School

DISTRICT: 20 **SSO NAME/NETWORK #:** ESO/Network 18

SCHOOL ADDRESS: 7805 – 7th Avenue, Brooklyn, NY 11228

SCHOOL TELEPHONE: 718-833-2323 **FAX:** 718-836-9427

SCHOOL CONTACT PERSON: Pauline Frank **EMAIL ADDRESS:** PFrank@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Pauline Frank

PRINCIPAL Pauline Frank

UFT CHAPTER LEADER Sheila Soloff

**PARENTS' ASSOCIATION
CO- PRESIDENTS** Catherine Lee
Lisa Vasquez

STUDENT REPRESENTATIVE
(Required for high schools) N/A

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Karina Costantino

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
Pauline Frank	*Principal or Designee	
Sheila Soloff	*UFT Chapter Chairperson or Designee	
Catherine Lee	*PA/PTA President or Designated Co-President	
Fatima Ayesh	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mirella Renda	DC 37 Representative, if applicable	
N/A	Student Representative, if applicable	
Anna Gold	Teacher	
Deborah Postler	Teacher	
Irene Gaglio	Teacher	
Lisa Vasquez	Parent	
Janine Faustner	Parent	
Joseph DeFrancesco	Parent	
Tereysa Ocak	Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 127 is a small elementary school located in Dyker Heights, Brooklyn serving 385 diverse learners in kindergarten through grade five. All of our classes are heterogeneously grouped with students of mixed ability levels. We have general education classes on all of our grades; collaborative team teaching classes in kindergarten and grades one and two; a grade 2-3 bridge class that is a self-contained special education class.

Dyker Heights is a changing community that has welcomed many new residents from all over the globe. A typical ESL class on any grade will be comprised of students speaking many different home languages including Arabic, Chinese, Spanish, Urdu, Russian, Polish, Albanian and Korean. It is our goal to welcome all of our families and celebrate our cultures and languages together.

Students learn through a differentiated, balanced approach to literacy and numeracy. The workshop model effectively allows our teachers to deliver instruction in a scaffolded manner. Children are supported at each level of learning. Technology is an important tool we use to support instruction. Using different modalities we strive to meet the needs of individual learners.

PS 127's arts teachers/specialists bring lessons to the children in visual arts (art history and making art) and music (recorder and keyboard lessons, general and choral music). Staff and contracted arts specialists bring dance and movement into the school including ballroom dancing through our partnership with American Ballroom Theater. The arts are celebrated all-year-round through concerts and exhibitions and festivals.

Academic intervention services are provided by teachers in small groups that focus on the specific needs of our students identified through one-to-one conferences with students, NYS and NYC approved assessments and teacher-made assessments. We also have trained teachers implementing Reading Recovery to help struggling first graders and Leveled Literacy Interventions for students in other grades that benefit from intensive, small-group instruction.

The extended day program serves both mandated and voluntary students. Mandated students receive small-group academic intervention services three days each week. About 100 students attend our voluntary enrichment programs including a Theater Arts Company (drama, writing, dance, music), Visual Arts, Kindergarten Storybook Club, "Brain Games" Club and Electronic Keyboard Lab.

Our Competent Kids Caring Classrooms program provides values education activities for all students. This program also includes a book of the month literacy component.

Professional Development is an essential ingredient in our formula for success. Literacy Support Systems, AUSSIE and Teacher's College have provided the bulk of the professional learning activities for us in recent years. The administration has also facilitated in-house turn-key training, inter-visitations to our own classrooms and other schools, common preparation periods for collaborative planning and sharing of best practices. Our literacy coach supports new teachers and oversees our

programs. Teachers are encouraged to seek professional learning experiences that improve their teaching skills.

Many of our students attend our after-school program provided through OST, the DOE and our community partner Young Dancers in Repertory. This after-school program is arts-rich and provides time for homework help. It is an important service for our families.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		-	-				
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	5	3			
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	B	Overall Evaluation:		W			
Overall Score:	47.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data		W			
School Environment:	9.5	Quality Statement 2: Plan and Set Goals		W			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals		W			
School Performance:	17.2	Quality Statement 4: Align Capacity Building to Goals		W			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise		W			
Student Progress:	20.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	2	0	Number of Administrators and Other Professionals	6	4	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	TBD	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	<i>(As of October 31)</i>	2005-06	2006-07	2007-08
<i>(As of October 31)</i>	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.0	70.0	60.6
				% more than 5 years teaching anywhere	64.0	63.3	57.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>	2005-06	2006-07	2007-08		92.0	93.0	94.0
American Indian or Alaska Native	0.2	0.5	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	1.7	1.2	1.4				
Hispanic or Latino	14.6	17.3	20.3				
Asian or Native Hawaiian/Other Pacific Isl.	22.7	17.5	18.4				
White	60.7	63.5	59.9				
Male	51.4	50.9	48.5				
Female	48.6	49.1	51.5				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
					√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√							
√							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 127 Mckinley Park						
District:	20	DBN:	20K127	School BEDS Code:	332000010127		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08
Pre-K	33	0	0		93.3	93.8	93.8
Kindergarten	55	71	77				
Grade 1	64	63	70	Student Mobility - % of Enrollment:			
Grade 2	66	61	54	(As of June 30)	2005-06	2006-07	2007-08
Grade 3	60	73	56		88.8	95.7	90.1
Grade 4	78	58	57	Poverty Rate - % of Enrollment:			
Grade 5	48	79	55	(As of October 31)	2005-06	2006-07	2007-08
Grade 6	0	0	0		58.4	62.2	68.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 9	0	0	0		0	0	11
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 12	0	0	0		10	15	6
Ungraded	3	0	0	Special Education Enrollment:			
Total	405	405	389	(As of October 31)	2005-06	2006-07	2007-08
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained				Principal Suspensions	3	7	1
Classes	8	7	11	Superintendent			
# in Collaborative Team				Suspensions	2	2	0
Teaching (CTT) Classes	0	8	11				
Number all others	11	28	12	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
				CTE Program			
				Participants	0	0	0
				Early College HS			
				Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
# in Transitional Bilingual				Number of Teachers	25	30	33
Classes	0	0	0				
# in Dual Lang. Programs	0	0	0				
# receiving ESL services							
only	61	86	70				

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?
-

Student Performance Trends:

Performance has been consistently strong for many years at this school. This past year 78.3% of our students scored in levels 3 and 4 in ELA and 96.4% of our students scored in levels 3 and 4 in mathematics as measured by the NYS assessments. However, these assessments only reflect part of what our students can do.

Our ELL population is much larger in the lower grades and these students that take the NYSESLAT each year until they 'test out' are not reflected in our school progress report. By the time many of these students reach grade 3 when they begin to take the NYS ELA and Math tests, they are no longer in the ELL category. In reviewing the NYSESLAT results we can see that our ELL students show steady progress in moving from beginning ELL to advanced ELL levels by the time they reach third grade. Their progress is monitored yearly through the NYSESLAT and also through the classroom assessments used by all teachers as described below.

Periodic assessments are given to all students throughout the school year from kindergarten through grade 5. In the early grades (K-2) teachers are presently administering the Fountas and Pinnell Literacy Assessment. The 2008-09 school year is the first year we are using this assessment. However, in previous years using ECLAS2 and last year the Teachers' College Reading Assessments we have seen strong growth in our younger children. Teachers also do periodic running records during reading workshop and periodic writing assessments (using Teacher's College Writing Project rubrics) to measure growth. The majority of our younger learners progress quickly through the early reading levels and meet benchmarks for each of the early grades. Class data folders that carefully monitor this growth are maintained by all teachers and supervisors. ELL students that are assessed at intermediate or advanced English acquisition levels do well in our balanced literacy workshops. The beginners are supported with additional ESL services (360 minutes per week) and most do make progress as is evidenced by their improving NYSESLAT scores.

In grades 3-5 the progress report reflects that performance is strong but growth (1 year +) is weak. This is a trend that has been evident for several years. We have searched for ways to differentiate instruction to meet the needs of all of our learners. We have been most successful

with the children that perform at lower levels. The progress of this group is much better than that of the higher performing students. Academic intervention programs, extended time instruction, after-school test preparation programs, evaluation by the School Assessment Team and strong parental support (in most cases) have helped these children to progress. However, the school continues to struggle in boosting progress of our higher performing students that are at or above grade level in their scores. In classroom assessments (running records, ITAs, Scantron, WRAP, conference notes) we are seeing progress. We have students that are reading far above their grade level that are equally strong in decoding and comprehension skills but these are the very students that are not showing the one year or more growth on the ELA. Last year's inquiry team focused on comprehension skills (identified through Scantron and Acuity) to help increase growth in reading scores of 5th graders that did not show one year's growth between their 3rd and 4th grade NYS ELA scores. About 60% of the 23 students in the group did perform better with the emphasis on comprehension skills instruction. The group included mostly high performing students that were at or above grade level in the third and fourth grade. We are also struggling with the fact that students that are scoring in the high 3 range are not making the jump into the level 4 range on the following year's test. The children that attain the level 4 on one grade do not hold on to that edge and drop to high level 3 in the next year. The inquiry team, the instructional team and the school leadership team are all in agreement that instruction needs to be better differentiated for this group. The type of instruction that needs to be provided is not basic skills which these children already have. We are looking at enriched and challenging instruction that will encourage the use of higher order thinking skills.

Greatest Accomplishments of recent years:

- Our success in retaining talented and highly-trained staff despite budget woes and high and low enrollment years.
- Sustaining successful instructional programs and practices
- Maintaining the daily smooth-running instructional programs despite the numerous changes in the structure of our school system outside of the school itself. Administration and supervisors have worked hard to maintain the integrity of our programs despite changes in the way we need to acquire goods and services and not always knowing whom to call when various situations arise.
- Joining the Empowerment ESO
- Teachers have become much more tech-savvy and are interested in learning more to keep up with our tech-savvy students! Teachers are also becoming more proficient in monitoring student progress using tools such as ATS, CAP, Acuity, Scantron and ARIS. Teachers do understand the importance of updating their technical skills in order to use the newest technology to make their record-keeping, planning and teaching easier. Teachers have learned to analyze information to guide instruction.
- Increasing the activities in our arts programs and integrating the arts with content area studies
- Opening a much needed after-school program for our community
- Creating a space for the arts and physical education within our own building

Most significant aids or barriers to the school's continuous improvement:

Aids

- The administration of the school is a knowledgeable, effective, two-woman team that is assisted by efficient and energetic teachers that are willing to wear many hats and do the jobs that are necessary in order to provide our students with the best learning experiences.

- Teachers are very willing to attend professional development workshops to learn new programs and strategies or hone skills they already have. The staff works together as a team.
- Grants acquired by teachers
- Grants from the City Council and State Legislature
- Strong support from a responsive Empowerment Network Team (18 – Santana Network)
- Strong support from our CEC and Community Superintendent. Unfortunately, the system gives them no financial power but we appreciate their spirit and vocal support in communicating our needs to the Chancellor's office.
- Parents that cooperate, respond to notes and phone calls, make time to meet with teachers and administrators, attend PTA meetings, volunteer their time for school activities and fund-raising and class trips, serve on committees and in general, dedicate a good part of their lives to our school. Many are working parents but you will find them in our school on their days off. These people are a tremendous asset to our school!

Barriers

- Lack of space and inadequate facilities – no art studio, no science lab, no real gymnasium, no real auditorium with a stage, not enough classrooms to be able to create small classes on all grades (even if we had the money to do so)
- Changing demographics
- Unstable enrollment from year to year putting the budget on a roller-coaster ride and constant shifting of teaching staff and putting jobs at risk. While the numbers do not seem to change very radically, from the perspective of a small school with less than 400 students these changes do have a much more powerful effect. If enrollment drops by 40 students that is already 10% of our population. This could devastate our budget and require classes to be collapsed (raising class size) and teachers to be excessed.
- Unresponsive parents continue to be a problem only because the unresponsive ones are usually the ones with the children having the most difficulty in the school.
- Lack of funding for continued and consistent professional development that costs more every year while funding does not increase and need for training does not decrease
- Bureaucracy! The DOE has been saying that they are trying to thin out the layers and in some areas they have; however, there are still many areas that need to be cleaned up.
- Special Education – While having special needs children in their neighborhood schools is a great idea, the system that gets them here needs to be tuned-up. Written rules and regulations abound regarding evaluation, placement, instruction and accountability but what we have encountered in our fairly new and small SE program is inconsistency, no accountability, non-compliance, inconsistent answers to questions and non-school-based administrators making decisions that adversely affect schools. How does a system justify sending a receiving school an IEP that is two years out of compliance? How do we effectively deliver services to help educate this student regardless of how well trained our teachers are and how wonderful our programs and materials are? A part time School Assessment Team is always scrambling to 'catch up' on what has transpired during the days they are not in. When a far-outdated IEP comes in with a new student it takes a period of time for the team to gather the necessary information to update goals. This team and the child's new teacher do not have any data to work with and must reach out to the sending school. Too often the information we get is vague and not useful; after all, the sending school was the organization that let the IEP go out of compliance. Now it is up to us, the receiving school, to pick up the fallen pieces and put together an effective plan for a student with special needs.

- Another significant challenge for the school this year is to begin administering the NYS assessments to our one self-contained Special Education class (12:1:1). This class was the first special education class to be opened in this school when the children were in kindergarten 4 years ago. Now 9 students in this group are in third grade. Subsequent special education classes opened were all collaborative team teaching (CTT) classes with children having less severe learning disabilities. (None of the CTT classes are in testing grades yet.) Most of the children in the 3rd grade self-contained class are significantly delayed and will find these assessments challenging and probably very frustrating. Testing accommodations have been made and the students will receive special test preparation sessions with their Special Education teacher with assistance from the SETSS teacher. We will see if this new piece of our testing program becomes a barrier or an asset after this year. At this point we will call it a challenge.
- June planning does not seem to be as effective as it should be when budgets can be slashed mid-year. We cannot effectively plan in June and implement in September when we must already begin revamping our plans by the first month or two of the school year because of an unstable budget. The school year does not match anyone's fiscal calendar and needs to get started whether there is money or not. We are told what we will be able to spend, we count our children, assess for their needs, buy services, goods and programs to meet these needs and then are told we have to cut back. How do we do that if we have already planned or made the expenditures we deems necessary to serve our students? We are simply told to tighten our belts. However, we are still accountable for the same achievement and growth expected before the money was taken back. It makes us think back to our June planning sessions and wonder why we had them at all!

SECTION V: ANNUAL SCHOOL GOALS

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

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal #1: By January 2009, 60% of students in grades 4 & 5 will demonstrate at least 1 year (or more) progress in ELA as measured by the NYS ELA Test.

The results of the 2008 NYS ELA and the school's progress report indicated that students in our tested grades (this year's grades 5 students; this year's grade 6 students that have moved on to intermediate schools) are mostly performing at high levels but are not showing the 1+ years growth. This group was also part of the focus group for our 2007-08 Inquiry Team Project. Recognizing that this is a common occurrence with the higher performing students and having noted this trend in past years as well, we will work to increase the growth of all of our students, specifically targeting grades 4 and 5 for whom we will receive NYS ELA results indicating growth or lack of it this school year.

Goal #2: By March 2009, 65% of students in grades 4 and 5 will demonstrate at least 1 year (or more) progress in mathematics as measured by the NYS Mathematics Test.

The results of the 2008 NYS Math test and the school's progress report indicated that students in our tested grades (this year's grades 5 students; this year's grade 6 students that have moved on to intermediate schools) are mostly performing at high levels but are not showing the 1+ years growth. Recognizing that this is a common occurrence with the higher performing students and having noted this trend in past years as well, we will work to increase the growth of all of our students, specifically targeting grades 4 and 5 for whom we will receive NYS Math test results indicating growth or lack of it this school year.

Goal #3: By June 2009, 80% of all students will achieve grade level or better benchmark reading levels as measured by Fountas and Pinnell Assessment (in Kindergarten through grade 2) or NYS ELA assessments and running records periodically administered and recorded by teachers (grades 3 through 5).

Goal number one in this plan specifically targets grades 4 and 5 but we realize that the results we see in the assessments of upper grade students are a demonstration of the cumulative experience of these students from birth to their present grades. Taking this into account we will

address the growth rate of our students in kindergarten through grade 3 in the area of ELA to ensure that students are progressing at an appropriate rate to meet and hopefully exceed the benchmark levels in their present and future grades.

Goal #4: Between September 2008 and June 2009 attendance sheets collected from parent workshops will reflect a participation rate of at least 60% of parents or guardians in one or more workshops offered.

Closer monitoring of attendance at our parent workshops will provide us with data to determine not only how many parents we are reaching but also the topics that drew the most interest of our parents. Our goal is to provide our parents with the information and guidance they need to be our partners in educating their children.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By January 2009, 60% of students in grades 4 & 5 will demonstrate at least 1 year (or more) progress in ELA as measured by the NYS ELA Test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All classes in grades 4 and 5 will have daily reading and writing instruction delivered through a workshop model, including shared reading, guided reading, read-aloud, mini-lessons, book clubs and individual conferences with students. Teachers will focus on higher level questioning designed to boost comprehension. Enrichment through the arts and technology will be integrated into daily lessons. Differentiated instructional strategies will be used to address needs of all students. Test preparation sessions provided during the school day, extended-time and after-school. Staff: 5 classroom teachers; literacy coach; 2 supervisors; 5 cluster teachers (including arts and technology specialists, science and social studies teachers); AIS/Enrichment Reading teacher; 4 per session teachers. Professional Development provided for all teachers to support work to improve comprehension and integrate arts. Learning Leaders Parent Volunteer tutors will also be assigned to students requiring additional assistance. Activities will take place from January 2008 – January 2009.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom and cluster teachers TL FSF & CFI; Cluster teachers also funded with Title I SWP; Supervisors funded through TL FSF & CFI and Title I SWP; Literacy coach funded through C4E and Title I SWP; reading teacher is funded with Title I SWP; PD is funded with Title I SWP; Title 3; TL FSF. School schedule includes common preparation periods to allow for grade meetings (monthly or as needed) and also provides teachers with 2 PD periods per month. Whole staff trainings are planned for citywide staff development days.</p>

	<p>classroom teachers; AIS reading teacher; coach; 2 supervisors; cluster teachers (including arts and technology specialists, science); 4 per session teachers. Professional Development provided for all teachers to support work to improve questioning technique and boost comprehension and solution seeking techniques for verbal problems. Learning Leaders Parent Volunteer tutors will also be assigned to students requiring additional assistance. Activities will take place from March 2008 – March 2009.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom and cluster teachers TL FSF & CFI; Cluster teachers also funded with Title I SWP; Supervisors funded through TL FSF & CFI and Title 1 SWP; reading teacher is funded with Title 1SWP; Coach funded through C4E and Title 1SWP; PD is funded with Title 1SWP; Title 3; TL FSF. School schedule includes common preparation periods to allow for grade meetings (monthly or as needed) and also provides teachers with 2 PD periods per month. Whole staff trainings are planned for citywide staff development days.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will use periodic formative assessments, one-to-one conferences to monitor progress of all students. All grade 4 & 5 students will take part in ACUITY assessments (Instructionally Targeted Assessments and Predictives). Classroom teachers will administer Everyday Mathematics Unit Assessments each month (or at the end of each unit of study). It is projected that more than 85% of all students tested with EDM unit tests and ITAs will show adequate progress in the areas measured.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 80% of all students will achieve grade level or better benchmark reading levels as measured by Fountas and Pinnell Assessment (in Kindergarten through grade 2) or NYS ELA assessments and running records periodically administered and recorded by teachers (grades 3 through 5).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>For all students, fall assessments for instructional grouping will be compared to exit reading levels (from formative and summative assessments) from previous school year so students can be placed appropriately in small instructional groups. Reading and Writing workshops will be conducted daily using whole class, small group and individualized instructional strategies. Students will be supported as needed at their instructional level during guided reading and independent reading conferences. Teachers will focus on questioning on different levels (based on Bloom’s Taxonomy) in order to challenge learners at all performance levels to meet benchmarks or better. Teachers will integrate literacy instruction with the arts to stimulate thinking and creativity as well as to engage learners through differentiated methods that address various learning styles of students. Teachers will be assisted as needed by the literacy coach; AIS/Enrichment Reading Teacher; Reading Recovery Teachers; Leveled Literacy Intervention program teacher; administrators/supervisors; staff developers. ELL students will receive mandated services from a licensed ESL teacher as well as instruction from classroom teachers using ESL techniques. All teachers will work with an artist/staff developer to develop arts integration approaches to literacy. All teachers will work with a literacy staff developer in enriching the literacy program to challenge all learners, especially higher performing students. Learning Leaders Parent Volunteer tutors will also be assigned to students requiring additional assistance. Activities will take place from September 2008 – June 2009.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom, cluster, Reading Recovery and ESL teachers are funded through TL FSF & CFI (with some positions supported by EGCSR); Cluster teachers also funded with Title I SWP; Supervisors funded through TL FSF & CFI and Title 1 SWP; reading teacher is funded with Title 1SWP; Coach funded through C4E and Title 1SWP; PD is funded with Title 1SWP; Title 3; TL FSF. School schedule includes common preparation periods to allow for grade meetings (monthly or as needed) and also provides teachers with 2 PD periods per month. Whole staff trainings will be planned for citywide staff development days as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Fountas and Pinnell Assessment Kit was introduced to teachers of grades K-2 at the end of the last school year and full implementation of this tool is expected in September 2008 for these grades. Students will be assessed for beginning performance level in September and will be assessed periodically through the school year to measure growth and guide instruction. Students in grades 1-5 were also assessed through running records and Teachers' College Reading assessment at the end of SY 2007-08 and exit levels were articulated to SY 2008-09 teachers. Using exit levels and fall assessments students will be grouped for instruction. All students will be monitored through formative assessments (Fountas and Pinnell, running records, one-to-one reading and writing conferences, ITAs in grades 3-5 as indicated by the DOE). Teachers are required to record results of formative assessments in a data folder that is monitored periodically by supervisors to keep track of student progress. Benchmarks for each grade are indicated in these charts for each assessment period (4 times during the school year). Students that exceed benchmark levels are still expected to continue making gains beyond benchmarks. Interventions will be provided for students that do not appear to be making gains (at any level).</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Between September 2008 and June 2009 attendance sheets collected from parent workshops will reflect a participation rate of at least 50% of parents or guardians in one or more workshops offered.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Competent Kids Caring Classrooms staff developer, Guidance counselor, Parent Coordinator, Administrators, SLT, PTA, Title 1 Committee have all conducted formal and informal surveys asking parents about the kinds of support they need from the school. From their information we have determined that the school will conduct workshops during school hours and after school hours for parents throughout the school year to address identified needs. These needs include but are not limited to (additional issues may surface during the year): helping children with homework; developing good study habits; supportive discipline; communicating with our children; internet safety; identifying gifted and talented students; using NYC’s cultural resources; the arts in school and at home. Monthly workshops are being planned collaboratively by all interested school groups. Parents are also notified of workshops being given by community groups and the DOE that would be of assistance to them. We will reach out to the CEC, our Network Team, NYPD Community Liaison as well as the ISC Parent Support Office for assistance in doing workshops. The school guidance counselor, teachers and staff developers will play a major role in developing parent workshops.</p> <p>The school will continue to encourage parents to come to PTA and Title 1 committee meetings where the above workshops will be advertised and their attendance encouraged. Parents are given incentive to attend PTA meetings by scheduling performances and awards during the meetings each month. Daytime and evening meetings are scheduled alternately during the year. The school plans to offer Learning Leaders training to formally train volunteer parents to tutor students in need. As more parents get involved in our classrooms we hope they will help us do some outreach to encourage more parents to attend the workshops.</p>

	<p>Translators can be provided for meetings and workshops as required. Activities will take place from September 2008 – June 2009.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 SWP parent involvement funding will help offset costs for workshop leaders from community or private organizations as well as refreshments and outreach materials required. Teachers and other school staff involved are supported through tax levy funds and Title 1 SWP. Per diem and per session funds need to be set aside for staff that conduct workshops during the school day and after school hours.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All workshop attendees will sign attendance sheets that will be monitored and archived by the parent coordinator and the various parent groups. Attendance at workshops will be reviewed monthly at SLT meetings to determine if we are effectively reaching parents and increasing participation.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS (N/A)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) (N/A)

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	12	1	N/A	N/A	3	0	0	11
1	49	29	N/A	N/A	6	0	3	4
2	70	39	N/A	N/A	7	0	0	5
3	32	21	N/A	N/A	6	0	0	5
4	36	25	13	13	3	0	0	0
5	42	32	14	14	3	0	1	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Services are provided in small group or one-to-one in a few cases. There are some services provided in pull-out or push-in groups during the school day. Small group and one-to-one instruction is also provided in an extended-time period 3 days a week after regular dismissal. There is also an extra test preparation after school program on Thursdays. Teachers providing AIS are using Wilson, Foundations, guided reading, Reading Recovery, Leveled Literacy Intervention, Teachers' College Units of Study in Writing, Reading Reform strategies, test preparation strategies workbooks and Acuity.</p>
<p>Mathematics:</p>	<p>Services are provided in small group or one-to-one as needed. AIS math instruction is part of the instructional services provided to all students in the extended time AIS program after regular school hours, 3 days a week. There will also be an extra test preparation class for students in need of AIS after school to begin in January. Teachers providing AIS are using support materials from Everyday Mathematics, teacher-made worksheets, test preparation workbooks and worksheets, Math Their Way materials and Acuity.</p>
<p>Science:</p>	<p>Extra support for students struggling in Science is provided by classroom, cluster and extended time teachers. Content material for each unit is reviewed or retaught using science-based non-fiction leveled books.</p>
<p>Social Studies:</p>	<p>Extra support for students struggling in Social Studies is provided by classroom, cluster and extended time teachers. Content material for each unit is reviewed or retaught using Social Studies-based non-fiction leveled books.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students that are struggling with academics often require the assistance of the guidance counselor who meets with identified students in small groups or individually (if necessary). The guidance counselor may use literature on which to base talks or may engage students with games or little art projects. The goal for the guidance counselor is to support the student socially and emotionally as they work to raise their academic achievement.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Students that are having severe problems will be observed by the school psychologist to determine if psycho-educational testing should be done for more intervention services. Occasionally, a student will see the school psychologist for crisis intervention services if needed.</p>

At-risk Services Provided by the Social Worker:	Services are provided individually or in small groups for students in need of counseling because their behavior is interfering with their academic progress. The social worker sees children during the school day for short sessions usually once each week. The social worker engages the children in games, discussions and planning to help them stay on track.
At-risk Health-related Services:	Occupational, Physical and Speech Therapy are provided for identified students to assist them during their academic day. Many students that struggle academically also require additional help in developing their large and small motor skills as well as speaking and processing information. There is one student in the school that requires the use of an FM unit in order to assist his ability to hear lessons.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

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

Type of Program: ___ Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 70
(No more than 2 pages)

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

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).

Public School 127 provides instruction to English Language Learners in Kindergarten through the fifth grade in its Free Standing ESL program. The funded ESL program is taught by a full time certified ESL teacher. The language of instruction is English. Listening, speaking, reading, and writing skills are included every day. Progress is measured by NYSESLAT which is administered in the Spring. Students in the beginning and intermediate levels are provided with two units (360 minutes a week) of ESL instruction per day. Students in the advanced level receive one unit (180 minutes a week) of ESL instruction per day. Students are taught using ESL methodologies and techniques which include making information and content comprehensible. Some approaches include but are not limited to Shared Reading, Cooperative Learning and Total Physical Response. The ESL teacher is currently using Rigby’s On Our Way To English program which covers skills for language, literacy and content for English Language Learners.

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

ELLs are invited to participate in test-prep programs for ELA and Math. Many of our ELLs also enroll in our after-school arts program provided through OST and Young Dancers in Repertory.

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

The parent coordinator and other school staff members create a welcoming atmosphere for parents of English Language Learners. In cooperation with the ESL teacher and other teachers, parent orientation meetings are held in the fall and periodically during the school year as new children arrive. The parents of our newly enrolled English Language Learners are provided with an orientation session on State

Standards assessments, school expectations and general program requirements for our program. Parent outreach is ongoing throughout the school year. All letters to parents are distributed in English, Chinese, Spanish, and the predominate languages of our area. Over-the-phone Interpretation Services is useful for overcoming language barriers. This service provides staff members with the ability to communicate with a non-English speaking parent with the assistance of an interpreter on the phone. Parents are encouraged to attend PTA meetings and other school events and activities. Parents are also invited to attend publishing parties where all students including English Language Learners are proud to share their writing.

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

Beginning level students and newly enrolled English Language Learners will be offered an after school program to support and enhance English proficiency. Extended time groups will be formed for new arrivals and SIFE ELL students. Additional support for all ELL students including those that have met proficiency level according to NYSESLAT.

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

The administration will implement programs to support the academic gains and English language development of English Language Learners. The teachers as well as the administration will participate in ongoing staff development in order to continue improving instruction for English Language Learners provided through Literacy Support Systems in the fall term and a possible new partnership with CITE in the spring term. The Literacy Coach will assist with professional development in English language development methods and academic content instruction.

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

CTT and Special Education classes are available in some grades for ELLs that have an IEP indicating placement in these classes. Related services such as Occupational Therapy, Speech, Physical Therapy can also be provided for ELLs in need of these services. Translation services for the families of ELLs is available. The Reading Recovery Program does service some ELLs (at intermediate or advanced level) identified for early intervention in reading.

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

N/A – We do not have any bilingual programs at this time.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 20

School Building: P.S. 127

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Subject (Specify) Word Study	Subject (Specify) Shared Reading	Subject (Specify) Music	Subject (Specify) Word study/Shared Reading	Subject (Specify) Writing
2	From: 9:20 To: 10:05	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
3	From: 10:10 To: 10:55	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
4	From: 11:00 To: 11:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:55 To: 12:40	Subject (Specify) Social Studies	Subject (Specify) Art	Subject (Specify) Writing	Subject (Specify) Library	Subject (Specify) Shared Reading
6	From: 12:50 To: 1:35	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Physical Education	Subject (Specify) Writing	Subject (Specify) Social Studies
7	From: 1:45 To: 2:30	Subject (Specify) Shared Reading/Read-A-loud	Subject (Specify) Competent Kids Caring Classrooms	Subject (Specify) Shared Reading/Music	Subject (Specify) Read-A-Aloud	Subject (Specify) Science
8	From: 2:40 To: 3:30	Subject (Specify) Extended-day ESL	Subject (Specify) Extended-day ESL	Subject (Specify) Extended-day ESL	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 20

School Building: P.S. 127

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Subject (Specify) Word Study	Subject (Specify) Shared Reading	Subject (Specify) Music	Subject (Specify) Word Study/Shared Reading	Subject (Specify) Writing
2	From: 9:20 To: 10:05	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
3	From: 10:10 To: 10:55	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
4	From: 11:00 To: 11:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:55 To: 12:40	Subject (Specify) Social Studies	Subject (Specify) Art	Subject (Specify) Writing	Subject (Specify) Library	Subject (Specify) Shared Reading
6	From: 12:50 To: 1:35	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Physical Education	Subject (Specify) Writing	Subject (Specify) Social Studies
7	From: 1:45 To: 2:30	Subject (Specify) Shared Reading/Read-a-loud	Subject (Specify) Competent Kids Caring Classrooms	Subject (Specify) Shared Reading/Read-a-loud	Subject (Specify) Read-a-loud	Subject (Specify) Science
8	From: 2:40 To: 3:30	Subject (Specify) Extended-day ESL	Subject (Specify) Extended-day ESL	Subject (Specify) Extended-day ESL	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 20

School Building: P.S. 127

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:15	Word Study	Shared Reading	Music	Word Study/ Shared Reading	Writing
2	From: 9:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:05	ESL	ESL	ESL	ESL	ESL
3	From: 10:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:55	Math	Math	Math	Math	Math
4	From: 11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:55	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:40	Social Studies	Art	Writing	Library	Shared Reading
6	From: 12:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:35	Writing	Writing	Physical Education	Writing	Social Studies
7	From: 1:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:30	Shared Reading/ Read-Aloud	Competent Kids Caring Classrooms	Shared Reading / Music	Read-Aloud	Science
8	From: 2:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:30	Extended-day ELA and Math	Extended-day ELA and Math	Extended-day ELA and Math		

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served** 70 **LEP** 315 **Non-LEP**

Number of Teachers 26 **Other Staff (Specify)** Paraprofessionals – 4

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The school provides an after-school test preparation program for about 100 students including the ELLs that must take the NYS ELA and Math tests. This test preparation program also provides ELLs with strategies they can use for the NYSESLAT. Reading, listening, following instructions are part of the program.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff developers from Literacy Support Systems help teachers that provide instruction for ELLs. The literacy staff developer works with teachers to develop strategies for word study, reading comprehension, writing and oral presentation. The arts integration staff developer will provide alternate ways to teach content area material to students through the arts. An arts integration approach to language acquisition is effective as part of a total physical response approach to teaching ESL. All teachers that teach ELLs participate in these staff development activities.

Form TIII – A (1)(b)

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

Allocation: \$15,000		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$5,923	LEP students will participate in ELA and Math after-school test preparation programs.
Purchased services such as curriculum and staff development contracts	\$4,800	Literacy Support Systems staff developers
Supplies and materials	\$4,277	Leveled books, ESL software, laptop computer for ESL teacher's use
Travel	-0-	
Other	-0-	
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

PTA and Title 1 committee conduct surveys and invite parents to welcome meetings in September. Home language surveys indicate families that speak languages other than English. Newly registered families are asked about language preference for home-school communications. Records of responses are kept in the main office and shared with classroom teachers.

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.

Home languages are many and varied in our school's population. However, most of our families have at least one adult family member that can effectively communicate in English. Our families do appreciate communications sent in their home language when available. Important messages from school are sent to the DOE translation unit where they translate the material into Arabic, Chinese, Spanish, Urdu, Russian and Korean. These are the major language groups in the school.

Posters are posted at the main school entrance and also in the office indicating that parents can request translation services through the DOE translation unit. Notices about this service have also been sent home. Announcements about translation are made at PTA meetings where parents have volunteered to translate for their friends and neighbors. The ESL teacher meets with all of the parents of her students for an orientation in September. She also periodically conducts this meeting during the school year as new students are enrolled in her program. The material she provides, as well as a video tape she shows introducing the ESL program and choices that parents of LEP students have regarding programs for their children, is presented in the major home languages other than English.

Part B: Strategies and Activities

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

Schoolwide communications for parents will be sent to the DOE translation unit to be translated into the major home languages needed in the school. PTA notices will be translated by the translation unit as needed. Brief notes regarding students daily interactions will be translated by staff members that are fluent in the home language of the target family. Notes sent home regarding students but not involving confidential information may be translated in writing by a volunteer parent that is fluent in the language. If a translator is not available to do a written translation, the school may use the telephone translation service from the DOE to contact a parent.

The DOE has also been able to provide translated communications online that are easily accessed by administrators and teachers. This has been very helpful.

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.

Parent Committees and the PTA are aware that funds are available for translation services from outside contractors for meetings. Volunteers for most languages have come forward and do assist at many meetings. Many families bring their own translators to parent-teacher meetings. Using children as translators is discouraged. The DOE telephone translation service is used as needed.

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 DOE poster regarding translation services is prominently posted in the school lobby and in the main office as well. Notices about these services are sent home at the beginning of the school year.

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 \$340, 247
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3402
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$17,012
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 93.1%
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.

There is only one teacher that is not highly qualified to teach the class to which she is assigned. Her Special Education certification is for grade 1-6 but she was hired to teach a kindergarten collaborative team teaching class. This teacher is enrolled in classes that she needs to acquire her certification in Special Education Teacher birth -2 yrs. It is anticipated that she will complete the necessary classes but if not a highly qualified teacher will be hired for the kindergarten position (should it be available next year) and this teacher will be placed in a class for which she is highly qualified to teach (grades 1-6).

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.**

Title I Parent Involvement Policy for P.S.127

P.S. 127, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P.S. 127's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;**
- provide parents with the information and training needed to effectively become involved in planning and decision making;**
- increase their understanding of their right to support their child's education by being involved in the educational process;**
- increase the role of the home in enriching education and improving student achievement; and**
- develop positive attitudes toward the entire school community.**

P.S.I 127'S Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the P.S. 127 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement P.S. 127 will:

- **actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;**
- **engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);**
- **conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.**
- **provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)**
- **host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Section 1118 of Title I, Part A;**
- **schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**

- **translate all critical school documents and provide interpretation during meetings and events as needed; and**
- **conduct an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.**

P.S.127 will further encourage school-level parental involvement by:

- **holding an annual Parent Curriculum Conference;**
- **hosting events/activities during Open School Week;**
- **encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);**
- **supporting or hosting OFEA District Family Day events;**
- **establishing a Parent Resource Center or lending library;**
- **starting school clubs for parents and students (e.g., book clubs, chess clubs, etc.);**
- **hosting events for male parents/guardians and grandparents;**
- **encouraging more parents to become trained school volunteers through Learning Leaders;**
- **providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;**
- **developing and distributing a school newsletter; and**
- **providing school planners for daily written communication between school/teacher and the home.**

SCHOOL - PARENT COMPACT for P.S. 127

PS127 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

PS127 staff will:

- **provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:**
 - **using academic learning time efficiently;**
 - **providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;**
 - **respecting cultural, racial and ethnic differences;**
 - **implementing a curriculum aligned to State standards;**
 - **offering high quality instruction in all content areas; and**
 - **providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.**

- **address communication issues between teachers and parents by:**
 - **conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;**
 - **convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;**
 - **arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;**
 - **ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of**

- participating children in a format and to the extent practicable in a language that parents can understand;
 - involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
 - providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
 - ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.
- provide parents reasonable access to staff by:
 - notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
 - providing for Open School activities that include observations of classroom activities.
- provide support to parents by:
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
 - sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
 - supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);

- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child’s extracurricular time such as, afterschool extra learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow the school’s rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will;
 - communicate with my child’s teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 - respond to surveys and notices when requested;
 - become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
 - participate in or request training that the school offers on teaching and learning strategies whenever possible;
 - take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share the responsibility for the improved student achievement of my child.

STUDENT’S RESPONSIBILITIES

I will:

- attend school regularly and be on time for school;
- complete my homework and turn in all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to solve disagreements or conflicts peacefully; and
- always try my best to learn.

+++++

Note the Compact should be sent to Parents/Guardians with a note, such as:

I have read and discussed the contents of the School-Parent Compact with my child as it relates to his/her education at PS XX.

Student Signature

Parent /Guardian Signature

This Parent Involvement Policy and School-Parent Compact were distributed for review by the PS 127 Title 1 Parent Committee on November 5, 2008.

The final versions of these documents will be distributed to the school community on December 3, 2008 and will be available on file in the Parent Coordinator's office.

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See pages 10-13

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See action plan – pages 15-21

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See action plan, pages 15-21

3. Instruction by highly qualified staff.

Only one teacher on the present staff is not considered highly qualified because her Special Education Certification is for grades 1-6 and she is presently teaching a kindergarten CTT class. This teacher's efforts to become highly qualified to teach this grade are being supported through the Title 1 HQ allocation. The teacher will take the required courses at the College of Staten Island in order to obtain her Special Education Teacher birth – 2 certification this year.

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.

- See school description page 5-6; action plan pages 15-21
- Guidance Counselor, Competent Kids Caring Classrooms staff developer, parent coordinator, administrators and teachers will conduct parent workshops addressing issues identified by parents through a Title 1 committee survey. Workshops will include topics such as: Helping your child with homework; Effectively communicating with your child; Community Resources (invited guest speakers on various topics); Internet Safety for children; the Arts and how they help us learn

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

PS 127 has welcomed student teachers from many NYC teacher preparation programs (CUNY schools, St. John's University, St. Joseph's College, Wagner College, etc.). Many of these student teachers graduate and return to our school in search of teaching positions. The administration interviews potential candidates for positions and clearly communicates our school's vision and mission. A walk through our

beautiful school and a look at the active learning in our classrooms are the best advertisements we can offer to attract highly qualified teachers. Professional Development is a major element in our successful organization and a supportive administration as well.

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

The school's Parent Coordinator communicates personally with parents each day at line-up, at meetings and community events. The PTA and Title 1 committee offer many opportunities for parents to volunteer and join in learning experiences such as trips.

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.

In June, newly registered kindergarten students are invited to take a tour of our kindergarten classrooms with their parents. They meet the present kindergarten students and teachers. In September parents are invited to several orientation meetings (day time and evening) to introduce them to the school. The first day of school is a parent-child orientation session.

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.

Teachers of target grades are consulted at grade meetings, faculty conferences, SLT meetings as to decisions to be made regarding the use of academic assessments. These meetings are held monthly so the staff can continuously be updated and have input if changes need to be made. The testing team is made up of one administrator/supervisor and teachers.

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.

Formative assessments provide teachers with information about students in need of academic intervention. These assessments are given periodically throughout the year. Students found to be in need of intervention are addressed in AIS programs (push-in and pull-out) during the school day, the extended time program and after school test preparation academy. Teachers attend professional development and training programs to prepare them to use various intervention programs such as Reading Recovery, Leveled Literacy Intervention, Reading Reform. Small group instruction and small class size are helpful when addressing students with academic needs. The Pupil Personnel / Academic Intervention Team meets monthly to address issues involving students showing significant academic delays.

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

The Pupil Personnel / Academic Intervention Team along with pupil accounting, DOE offices of Pupil Transportation, Placement, Special Education, Food Services, Offices of the Integrated Service Center (Youth Development Office) our Empowerment Network Team all work together to see that federal, state and local services and programs are tapped to serve our school population.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS - Not applicable for this school

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)
– NOT APPLICABLE FOR THIS SCHOOL

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$ _____; 10% of Title I allocation = \$ _____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR). - Not Applicable for this school

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

PS 127 began curriculum mapping a number of years ago with the typical topic-only type maps mentioned above. However, each year the maps were expanded to the point where this year we do have a much enriched, detailed curriculum map for each grade that includes skills and outcomes. Strategies, procedures and systems are in place to support teachers as they follow the curriculum map for their grade. The process we go through each year by revisiting our maps and reviewing the year in late spring has assisted us in evaluating the effectiveness of our programs as related to student learning/achievement/progress and the state standards.

Each year finds us reflecting on our practice as we look at our students' achievements. We have continually added depth to our programs by trying alternate ways of teaching material, finding new and more challenging materials for the students, following the suggestions of the NYC Department of Education Office of Curriculum and Development.

We also evaluate all of the professional development activities each year to see which activities and organizations benefitted us the most and how. We then plan for PD for the following year, adding depth to what we learned or seeking assistance in areas not yet addressed.

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

Applicable Not Applicable

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

I do agree that at the elementary level we will see less deviation from the standards than in higher school levels. For example, ELLs at the lowest grade levels progress well in our classes because essentially, all the children are learning English language skills. The strategies skills that we teach the children in kindergarten through second grade are effective for ELLs as well as our general population. The content area studies are not as complicated and require less specialized language.

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.

While I do believe that most of the issues are not applicable to our school, that is not to say that we cannot work to improve our programs and instruction to meet and to exceed the standards set by SED. Central's support is most critical in keeping our schools stable in terms of budgets and staffing so that we can sustain the progress we have made and continue from there rather than starting all over again because we have to do with less or we have to work with new systems and people. Change is good but we need to sustain and practice the changes we have made for more than a year or two to see the effects.

We are also finding it difficult to provide our students with continuous and consistent instruction and support because we are constantly required to assess, reassess and test them to see if they have learned what we have taught. Some teachers say we are so busy testing and assessing we've run out of time to provide the instruction! Good instruction takes time and lots of it. Lengthening the school day was a good thing but from our point of view it should have been for the whole school not just children that need help.

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.

According to the latest NYS Math test (Spring 2008) 96.4% of our students in grades 3-5 are at or above grade level in mathematics. This is quite an accomplishment. We have found that since the change over to the Everyday Mathematics program in K-5 our math scores have steadily improved. While only grades 3-5 are tested, the foundation for their performance is built through the work in K-2. All grades use the EDM unit assessments to monitor student achievement. Teaching through the workshop model also gives teachers time to instruct their whole class and then work with small groups or individual students as needed. Ongoing assessment takes place daily.

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

Applicable Not Applicable

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

We are an elementary school and we do well in math. Our program of choice is Everyday Mathematics and our students are using hands-on, varied approaches to problem solving.

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

We will continue to use Everyday Mathematics and support deeper learning with program components and supplementary materials. The support we would need from central at this point would be not to fix us because we are not broken. We appreciate the budgetary support and continued support for new teachers that need to learn the programs to continue the good work that we do.

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.

Observation, focused walk-throughs and professional development activities to improve our practice are all ways we have found useful in assessing ELA instruction. Gathering and analysis of data is also useful.

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

Applicable Not Applicable

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

Direct instruction is an integral part of our educational program and it is effective. The direct instruction is delivered within the format of the instructional workshop where students are engaged in whole and small group instruction using differentiated materials and approaches. During the workshop the direct instruction only takes up part of the time. Students also engage in partner and small group activities with their peers and independent work.

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.

The teachers in this school provide direct instruction expertly and appropriately. However, we can always use help in shaping our lessons with differentiated approaches so we can reach every student. Keeping students interested and engaged is also important so fresh and new ideas, time to share best practices in meaningful ways are ways we can be supported in our work.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Observations and focused walk-throughs as well as discussions and sharing of best practices during staff meetings and professional development workshops.

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?

Direct instruction, independent seatwork and use of hands-on manipulative materials to work on math problems is seen daily in this school. However, mathematics instruction is not limited to these activities. Students also engage in mathematical games, mental math, explorations, math problems of the day, discussion of solutions to problems, pair or small group work, etc.

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

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.

N/A

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.

The organization of this school can be seen to be extremely stable by reviewing organization sheets or seniority lists. We do not have a problem attracting or retaining good teachers.

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?

This is not an issue in this school. New teachers are hired as needed (new program, a teacher retires) but there is no high turnover.

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.

N/A

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.

Discussions at staff meetings, needs assessments, collaboration with teachers in choosing appropriate professional development for our teachers does tell us if teachers' needs are being met in the PD area of teaching ELLs.

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?

During recent years teachers from all grades and programs have asked for and attended PD to help them learn strategies for teaching ELLs. Our ELL population is spread throughout the school in every class. There are no ELL self-contained classes nor are there any bilingual classes. There is only one ESL teacher that has attended Q-TEL and Teachers' College workshops focused on teaching ELLs but like all other teachers that attend PD, she and her colleagues turn-key what they learn. Our staff is small and works closely with each other. This is not a difficult thing to do in our school. We have also included an ELL component in all of our ELA PD activities as our teachers have asked.

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.

N/A

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.

This finding is not relevant to our school's program. ELL students' data is shared between teachers whether it is performance on NYSESLAT, ELA, Math, Science or Social Studies. All classroom teachers know who their ELL students are and what their challenges are depending on their level of English proficiency.

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?

Teachers in all grades factor in the challenges faced by ELL students during instruction and testing. Instruction is differentiated for ELLs when appropriate. The ESL teacher serves as an expert consultant to whom classroom teachers turn when they have a problem reaching an ELL student. When data comes in or is gathered during a specific activity all teachers that work with the students (ELLs and non-ELLs alike) look at the data together or share findings.

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.

N/A

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.

Special Education is relatively new to our school. We opened one class in 2004 and now have four (1 self-contained 12:1:1 and three CTTs). In learning about Special Education in general we have struggled to understand the entries in IEPs and the myriad of regulations that guide teams in writing IEPs and executing the plan. The Pupil Personnel/Academic Intervention Team along with the School Assessment Team will assist all teachers in reading IEPs and implementing them and will report back at team meetings whether our staff is meeting the needs of our SE population as indicated by their IEPs. The team will also train teachers as necessary.

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?

SETSS was the only special education program in this school until 2004. Now there are four SE classes. Our IEP teacher has struggled along with our team to educate all of our teachers about the IEP and how to read it. It has not been easy and we have often found information to be wrong or inappropriate or unclear. This year we will be testing our self-contained students for the first time with the NYS reading and math tests. All teachers that work with our SE students (their classroom teacher, mainstream teachers, ESL and AIS) took much interest in the IEPs of these students as we set up accommodations for testing and examined promotion criteria. Reading about each student's disabilities and classifications was very revealing to these teachers and everyone asked how we could support these children best as they are facing this daunting task this year. As the discussions progressed we realized how little some of us knew about the IEPs. We had them in our files but only recently has there been so much focus on their contents.

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.

The PPT and SAT will continue to work with our classroom teachers on interpreting the IEP and the impact on instruction for the particular student(s). Our ESO Network Special Services Manager has agreed to work with us in reading and writing IEPs and translating their contents into instructional practices to help our special needs population. The help we would need from central is funding for PD, time for PD, consistent responses to our questions (we often get contradictory information if we get any response at all). Our Special Services Manager is working very hard to help us and would probably appreciate some assistance from central as well. We recently received the new SOPM for special education. It is a long and tedious document to read and absorb. We need people to point out what is relevant to the various people involved with our special education students: administrators, supervisors, teachers, SAT, PPT, parents.

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.

With our first special education class reaching a testing grade this year (grade 3) we have focused a lot of attention on their IEPs with regard to testing modifications and promotional criteria. In examining the IEPs of these students last year during their annual reviews there was much discussion about this and their annual and specific goals. How was this information to be translated into instructional practices is what we asked ourselves.

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?

We fail to see how relevant it is to test a third grade special education student that is working more than 2 years below his grade level using a standardized third grade test. The accommodations for the ELA usually amount to more time to take the test and the directions read more often and small group. This seems hardly adequate for the student that cannot read much of the test and becomes easily frustrated with simpler tasks. In administering the interim assessments to some of these students we have observed students frustrated to tears, lose their self-esteem that we have been building since kindergarten, color in circles just to get it over, etc. This just does not seem an appropriate way to measure the progress of some of these students. Of the group of 9 third grade SE students, perhaps half can be tested with the standard ELA from which we would receive relevant and useful data. For the other students this would just be a waste of time and a way to tear down what they thought (and were told) was progress.

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.

Frankly, I am not sure how we can address these issues. We have brought them out at our team meetings, staff meetings, grade meetings, meetings with our Special Services Manager, PD workshops and anyone else that will listen. Central needs to show us the way to proceed that is fair to these children or needs to give us some other alternatives for assessing this population.

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!

Displaying 141 of 1904

Submit date: **Jun 18, 2008**

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	20k127
School Name	PS 127 / McKinley Park School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 48,838
Principal Name	Pauline Frank
Principal Email	PFrank@schools.nyc.gov
Principal Phone	7188332323

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)	\$ 0
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Professional mentoring for beginning teachers and principals	\$ 0
Instructional coaches for teachers	\$ 48,848
School leadership coaches for principals	\$ 0

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

- Yes
 No

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

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
 No

Please describe the program.

A coach will provide teachers with support in implementing literacy programs: Teachers' College Reading & Writing Program; balanced literacy Foundations and will also serve as a mentor for 1st and 2nd year teachers. The coach will also provide support for Everyday Mathematics Program.

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

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

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

- New implementation
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

All student populations will benefit from increased teacher expertise under the guidance of the coach. The coach will be expanding the school's instructional development responsibilities formerly covered by a contracted staff developer.

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

- Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

Displaying 141 of 1904