



**[DAVID PORTER- PS 94QUEENS]**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (26/Q/094)**  
**ADDRESS: 41-77 LITTLE NECK PARKWAY**  
**LITTLE NECK, NEW YORK 11363**  
**TELEPHONE: (718)423-8491**  
**FAX: (718)423-8531**

## 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 (SURR)**

**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:** 94 **SCHOOL NAME:** David Porter School

**DISTRICT:** 26 **SSO NAME/NETWORK #:** CEI-PEA

**SCHOOL ADDRESS:** 41-77 Little Neck Parkway

**SCHOOL TELEPHONE:** 718-423-8491 **FAX:** 718-423-8531

**SCHOOL CONTACT PERSON:** JoAnn Barbeosch **EMAIL ADDRESS:** jbarbeo@schools.nyc.gov

**POSITION/TITLE : PRINCIPAL**

**PRINT/TYPE NAME**

Rotating

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

JoAnn Barbeosch

**PRINCIPAL**

Eduardo Gutierrez

**UFT CHAPTER LEADER**

**PARENTS' ASSOCIATION  
PRESIDENT**

Linda Ligasan

Linda Courtney

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Anita Saunders

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position/Constituency Represented	Signature
JoAnn Barbeosch	*Principal or Designee	
Eduardo Gutierrez	*UFT Chapter Chairperson or Designee	
Linda Courtney	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Linda Ligasan	Parent	
Mary Mitchel	Parent	
Hila Gideon	Parent	
Lisa Linardos	Parent	
Jerilynn Strohschein	Teacher	
Lynn Leon	Teacher	
Theresa Hoffmann	Teacher	

\* Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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The P.S. 94 family – staff, parents, and children – feels responsible for the growth and success of the whole child. To this end, we have a constant open dialogue and activities that encourage the success of all the members of our family. “We Are Many, We Are One.” No one is a stranger at P.S. 94. We value each other for who we are. We are a safe heaven for newly arrived families, welcoming them whether they have come to us from around the corner, or from around the world.

We are fortunate to have a strong School Leadership Team in place. This Team, together with a very active Parent/Teacher/Student Association (PTSA), is responsible for many of the successful programs at P.S. 94.

Our annual Authors and Artists Fair is one example of an opportunity for showcasing each child's work. This Fair coincides with our traditional multigenerational celebration.

P.S. 94 is integrating the arts, sciences and technology into our curriculum through numerous collaborations such as Bronx Zoo programs, Project ARTS, Adelphi University Student Teacher Program.

While we educate the child to be a citizen of the world – one who is caring, compassionate, aware and prepared to meet the challenges of the new century, our focus is, of course, strong in the academic areas. Guided by New York State Standards, P.S. 94 uses a balanced approach to literacy instruction which includes Daily ninety-minute literacy blocks, Daily word study, Leveled classroom libraries, Mini-lessons in reading and writing, Classroom inter-visitations, Conferring, Guided reading Paired reading, Shared reading, Book partners, Book clubs, Book talks Response to literature, Author and genre studies, Content Literacy studies, Reading Response Notebooks, Read-alouds, Writer's notebooks, Publishing celebrations and Staff workshop time.

Differentiated instruction is evident in our mathematics program. Classroom teachers and support staff consider each child's proximal range of cognitive development and learning style in designing their programs to enable him or her to meet New York City Standards. Centers, real-life applications, thematic units incorporating literacy, using of manipulative and technology, and an emphasis on metacognitive skills all contribute to an exciting math-rich environment.

Our exciting Science program, full of experimentation, and exploration, using hands-on approach, complements every aspect of classroom curriculum. A standards-based constructivist approach helps all our students build on their existing knowledge of the physical and applied sciences as a basis for new learning experiences. Current non-fiction children's literature is the basis for the Science program which includes content-based writing to produce reports of information that reflect current classroom instruction. Respect for the environment is taught through our award-winning recycling program and the maintenance of our considerable resident menagerie.

P.S. 94 ranks in the top 5% of schools in New York City, according to New York State benchmarks. The academic program as described has been designed to continue our success. Through ongoing authentic assessments, including standardized tests, portfolios, projects and presentations, teacher-designed tests, reflection, classroom performance, homework and class work, the staff evaluates the success of each academic intervention and adjusts when necessary. When students have been identified as needing additional intervention, services are provided by a variety of in-house programs.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	David Porter School				
<b>District:</b>	26	<b>DBN #:</b>	26Q094	<b>School BEDS Code #:</b>	26Q094

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	4 K	3 1	3 2	3 3	3 4	3 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					97.8%	97.1%	96.7%		
Kindergarten	69	78	71						
Grade 1	72	70	78						
Grade 2	72	74	72	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	77	70	80		4%	5%	3%		
Grade 4	79	78	75						
Grade 5	74	83	83						
Grade 6				<b>Eligible for Free Lunch:</b> (% of Enrollment as of October 31)	2006	2007	2008		
Grade 7					15%	16%	18%		
Grade 8									
Grade 9									
Grade 10				<b>Students in Temporary Housing:</b> (Total Number as of June 30)	2006	2007	2008		
Grade 11					0	0	0		
Grade 12									
Ungraded Elementary									
Ungraded Secondary				<b>Recent Immigrants:</b> (Total Number as of October 31)	2006	2007	2008		
Total	443	453	459		9.8%	10.5%	11.1%		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0		
Number all others	39	38	41						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	39	40	42	<b>Number of Staff:</b>			
# ELLs with IEPs	6	5	7	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	24	24	25
				Number of Administrators and Other Professionals	1	1	1
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	3	3
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	96%	100%	100%
American Indian or Alaska Native	1%	0	0	Percent more than two years teaching in this school	95%	95%	95%
Black or African American	4%	2%	2%	Percent more than five years teaching anywhere	80%	80%	80%
Hispanic or Latino	10%	12%	12%				
Asian or Native Hawaiian/Other Pacific Isl.	44%	44%	44%	Percent Masters Degree or higher	100%	100%	100%
White	41%	42%	42%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
Multi-racial	0	0	0				
Male	54%	53%	55%				
Female	46%	47%	45%				

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

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

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

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

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

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

**Key: AYP Status**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	58.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	18.7	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	28.9	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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Based on the findings of our needs assessment and analysis of information available we have identified the following achievement trends at P.S. 94. P.S. 94 is in good standing in ELA, math and science. This is true across all ethnic and all sub-groups of students. In ELA 92.6% of our students achieved levels 3 and 4 and in Math, 98.1% of our students. Our median performance in ELA was 3.48 and in math was 4.05. In our school environment survey we received a score of A.

In the student progress category, 57.6% of our students made one year's progress in ELA and 75.2% made one years progress in math. Our school scored a B in student progress. On the fifth grade social studies test, 100% of our students scored levels 3 and 4 with 87% of our students scoring 4. On the fourth grade science test last year, we had similar results with 100% of our students scoring levels 3 and 4 and 13% scoring level 3.

As a result of this as well as other information sources, the following implications for instruction have been noted:

- P.S. 94 scores in the top 5 percent of New York City Schools, when measured according to New York State standards. In such a high performing school, maintaining scores of 3 as well as enabling students to progress from a 3 to a 4 is a high priority. With the current grading structure on the ELA and Math exams, which only permit a maximum of two errors to achieve a score of 4, maintaining our 4 while students progress through the grades becomes a special challenge.
- Early intervention for the 16 ELA students and 4 math students scoring 2 is necessary to help them achieve level 3 proficiency on standardized tests in grade 3 and beyond so they will meet New York State criteria. While our school provides Resource Room, Speech and Language and Occupational therapies for students deemed as needing these special interventions, the current budget climate which hints at reducing these services is troubling.
- Additional support in reading and writing must be provided for ELL students who achieve advanced proficiency levels on the NYSESLAT. Since these children take the ELA test after one year, their lack of proficiency in the English language as well as familiarity with advanced English vocabulary and complex idiomatic expressions lowers their writing scores, as well as impeding their understanding of problem solving in mathematics. In addition, the requirements of complex explanations on a science test and familiarity with New York State history and geography when one has newly arrived in our country, present extra special challenges for ELL students.
- Due to lack of funding, our ELL teacher is also our testing coordinator and with additional year long testing requirements this year, providing extra assistance in reading and writing for our ELL students has become a fiscal and logistical nightmare.
- Professional development for teachers in the areas of early diagnosis of learning difficulties and differentiation of instruction as related to enrichment/remediation must continue. In our

fiscally challenged school, which gets no Title 1 Funding nor any additional New York State Funding due to our high achievement level, finding the funding for the professional development cost and the class coverage is a particular challenge. As an example, our school could no longer afford to participate in the Columbia University TCRWP Project due to fiscal constraints. For the past 6 years, we have been concerned that funding is disproportionately allocated for non Title 1 schools. This has been an ongoing concern.

- As measured by the school report card, the size of our school impacts our statistical results. Five children who miss 3 questions each and lose their level 4 grade can change our statistics drastically, thus reducing our progress report score from A to B.
- Our School Leadership Team questions the validity of a statistical formula for rating schools which has special categories for which our school is ineligible. Therefore, any statistical score that we can earn starts immediately at a deficit when compared with other schools. In addition, statistically speaking, if a school's progress is to be measured year after year, shouldn't the control group remain the same? Our School Leadership Team has great concern over the fact that our peer group is changed annually and decided according to no standard statistical formula. It seems to be the "luck of the draw"!!.

## 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.

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Our Inquiry Team and School Leadership Team have prioritized the following goals and objectives:

1. Develop effective literary instruction for all students by focusing on comprehension skills instruction as targeted by the inquiry team.
  - Students will show progress by incrementally and progressively increasing scores on interim assessments and on skills specific inquiry team developed assessments given tri-annually.
  - 85% of students will show consistent progress in their movement through their leveled library independent reading, as measured by TCRWP individual assessments, moving a minimum of two levels beyond grade level benchmarks.
  - Students will demonstrate higher order thinking skills during classroom discussions and activities as monitored by teachers and administrator.
  - Students writing will reflect complex thinking and analysis as measured against class developed rubrics.
  - Using beginning medial and final assessments in Kaplan Advantage 80% of participating students will show mastery of specific skills taught.
  - Acuity Item Bank Assessments will show 85% mastery of skills tested.
  
2. Improve mathematics performance by providing more differentiated instruction addressing individual strengths and deficits.
  - Students will show increased progress in acquisition of math skills problem solving techniques and mathematic concepts on interim assessments and teacher designed assessments with 85% accuracy on each strand in the math curriculum.
  - Working with the math specialist, teachers will maintain a pacing calendar which reflects performance indicators for each strand of instruction. Unit test will reflect 85% mastery.
  - Pre-test will be utilized to differentiate instruction so that children demonstrating 100% mastery of a topic or strand can work on independent projects evaluated according to a teacher/student developed rubric.
  - During classroom instruction individual lessons will reflect individualized instruction based on classroom, Acuity and ARIS data and reflecting 85% mastery on Acuity Item Bank Assessments.
  -

3. Use technology more widely and effectively to upgrade children's computer skills as well as to improve teacher's understanding of the use of data to drive instruction.
  - Students will perfect their computer skills as demonstrated by the increasing complexity of their finished projects as measured against classroom and computer instructor rubrics.
  - Utilizing portfolio assessment students will successfully navigate Renzulli, Study Island and Acuity Programs and complete designed projects and assignments.
4. Apply the Scientific Method to the solution of real life problems (i.e., pollution, recycling, endangered species, global warming, alternative energy sources, etc.) as mandated and measured by New York State Science Standards.
  - Working with the science specialist teachers will maintain a pacing calendar reflecting performance indicators for each strand of instruction. Unit test will reflect 85% mastery.
  - Utilizing a hands on approach children will apply the scientific method, where possible to the acquisition of new knowledge.
  - Working with the math specialists, students will learn the proper application of statistical formulas to measure the validity of their experiments.
5. Understand future roles in the continuum of social studies learning and the distinct local and global connections and interdependency of the world around them, while reflecting on the current state of the world's economy.
  - During grade conferences, classroom teachers on each grade will develop pacing calendars that will be inter and intra grade specific.
  - Focusing on economics and the order of supply and demand children throughout the school will focus on needs and wants of various social and economic groups.
  - Social and political development will be taught as a continuum, reflecting on past history, current climate and future implications.
  - Mid-year and final grade wide assessments will be developed to measure children's understanding of social studies strands, with 85% success rate.

**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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To develop effective literary instruction for all students by focusing on comprehension skills instruction as targeted by the inquiry team.</b></p> <ul style="list-style-type: none"> <li>• Students will show progress by incrementally and progressively increasing scores on interim assessments and on skills specific inquiry team developed assessments given tri-annually.</li> <li>• 85% of students will show consistent progress in their movement through their leveled library independent reading, as measured by TCRWP individual assessments, moving a minimum of two levels beyond grade level benchmarks.</li> <li>• Students will demonstrate higher order thinking skills during classroom discussions and activities as monitored by teachers and administrator.</li> <li>• Students writing will reflect complex thinking and analysis as measured against class developed rubrics.</li> <li>• Using beginning medial and final assessments in Kaplan Advantage 80% of participating students will show mastery of specific skills taught.</li> <li>• Acuity Item Bank Assessments will show 85% mastery of skills tested</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Inquiry team will conduct in-depth analysis of reading skills development among targeted students.</b></li> <li>• <b>Team will disseminate findings to classroom teachers for use with non-targeted students.</b></li> <li>• <b>Inquiry team will model comprehension and questioning skills.</b></li> <li>• <b>Professional development will focus on gathering and analyzing data from Acuity, ARIS, New York State Standardized tests, TCRWP Assessments, and Individual conferencing.</b></li> <li>• <b>Inquiry team and classroom teachers will monitor targeted student progress through bi-weekly observations and conferencing.</b></li> <li>• <b>Classroom teachers will monitor student progress through TCRWP Assessments conducted every six weeks.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Additional AIS instructor will utilize push in /pull out instructional skills driven model.</li> <li>• Comprehension development program called “Making Meaning” will be utilized for grades 3, 4, and 5 targeted students.</li> <li>• Teachers and students will utilize Study Island computer programs to target identified skills in and out of remediation.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• All staff administration and community will utilize our per capita allocation, NYSTL Funding, teacher purchase material, book club bonus points, and teacher’s choice funds.</li> <li>• IEP position will be used to augment classroom instruction where scheduling is feasible.</li> <li>• ELL instruction will focus on comprehension skills as delineated by interim test and Inquiry Team findings.</li> <li>• Staff development will be provided by CEI-PEA on Renzulli, Study Island, and ELL Instructional topics.</li> <li>• Computer position and enrichment position will be created to augment classroom instruction, as funding permits.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Acuity Data will reflect students increased scores on Interim Assessments as well as mastery of Individualized Item Bank Assessments.</li> <li>• From the initial fall TCRWP Assessment students will move into higher level reading materials as measured by individual assessments every six weeks.</li> <li>• Teachers will use data from Acuity, portfolios, classroom observation and ARIS to provide differentiated instruction, targeting different skills and enrichment and this evidence will be kept in portfolios.</li> <li>• Written responses accompanying TCRWP Assessments will demonstrate good organization and complex thought processing as well as scores of 3 and 4 when measured against rubrics created by each classroom teacher/student.</li> <li>• During classroom discussion, higher order questioning and more complex thinking will be observed and noted by teachers.</li> <li>• All staff administration and community will utilize our per capita allocation, NYSTL Funding, teacher purchase material, book club bonus points, and teacher’s choice funds.</li> </ul>



	<p>base literature for classroom consumption to encourage math thinking.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• All staff administration and community will utilize our per capita allocation, NYSTL Funding, teacher purchase material, book club bonus points, and teacher’s choice funds.</li> <li>• IEP position will be used to augment classroom instruction where scheduling is feasible.</li> <li>• ELL instruction will focus on comprehension skills as delineated by interim test and Inquiry Team findings.</li> <li>• Staff development will be provided by CEI-PEA on Renzulli, Study Island, and ELL Instructional topics.</li> <li>• Computer position and enrichment position will be created to augment classroom instruction, as funding permits.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will maintain records reflecting data from ARIS, Acuity and classroom records.</li> <li>• Student portfolio will reflect individualized projects as well as 85% mastery of each strand.</li> <li>• Lessons will highlight differentiation of instruction as well as creative problem solving.</li> <li>• Student work samples will reflect higher order thinking skills as well as written records of problem solving strategies.</li> <li>• Logs of shared “noticings” will be reflective in classroom practice during inter-visitations.</li> <li>• Grade level meetings will address record keeping, problems with mastery of sub-topics and depth and scope of individualized projects for students who have demonstrated 100% mastery according to performance indicators.</li> <li>• All staff administration and community will utilize our per capita allocation, NYSTL Funding, teacher purchase material, book club bonus points, and teacher’s choice funds.</li> </ul>



**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- Teachers will maintain records reflecting data from classroom records.
- Student portfolio will reflect individualized projects as well as 85% mastery of each strand.
- Lessons will highlight differentiation of instruction as well as creative problem solving.
- Student work samples will reflect higher order thinking skills as well as written records of problem solving strategies.
- Logs of shared “noticings” will be reflective in classroom practice during inter-visitations.
- Grade level meetings will address record keeping, problems with mastery of sub-topics and depth and scope of individualized projects for students who have demonstrated 100% mastery according to performance indicators.
- All staff administration and community will utilize our per capita allocation, NYSTL Funding, teacher purchase material, book club bonus points, and teacher’s choice funds.

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- Portfolio assessment, projects and performance based assessments, self reflection, and conferring with peers and teachers, will be utilized to determine 85% mastery of each strand.
- Knowledge of and facility with the scientific method will be demonstrated at our annual science fair.
- Children will continue to perform on their usual high levels on the ESPT Science Test.
- Children will participate in contest and competitions sponsored by neighboring community organizations such as APEC and the Udall’s Cove Preservation Society, which usually result in many award winning projects.



	<p>issues.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will maintain records reflecting data from classroom records.</li> <li>• Student portfolio will reflect individualized projects as well as 85% mastery of each strand.</li> <li>• Lessons will highlight differentiation of instruction as well as creative problem solving.</li> <li>• Student work samples will reflect higher order thinking skills as well as written records of problem solving strategies.</li> <li>• Logs of shared “noticings” will be reflective in classroom practice during inter-visitations.</li> <li>• Grade level meetings will address record keeping, problems with mastery of sub-topics and depth and scope of individualized projects for students who have demonstrated 100% mastery according to performance indicators.</li> <li>• All staff administration and community will utilize our per capita allocation, NYSTL Funding, teacher purchase material, book club bonus points, and teacher’s choice funds.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Portfolio assessment, projects and performance based assessments, self reflection, and conferring with peers and teachers, will be utilized to determine 85% mastery of each strand.</li> <li>• Children will continue to perform on their high levels on their 5<sup>th</sup> grade social studies test.</li> <li>• During newspaper reviews and discussions children will demonstrate an understanding of current economic issues, political implications, and historical precedence that reflect on current trends.</li> </ul>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To use technology more widely and effectively to upgrade children’s computer skills as well as to improve teacher’s understanding of the use of data to drive instruction.</b></p> <ul style="list-style-type: none"> <li>• Students will perfect their computer skills as demonstrated by the increasing complexity of their finished projects as measured against classroom and computer instructor rubrics.</li> <li>• Utilizing portfolio assessment students will successfully navigate Renzulli, Study Island and Acuity Programs and complete designed projects and assignments.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Utilizing classroom computers, computer room and lab cart children will be instructed in basic computer skills and other available technology such as video and digital cameras, overhead projectors and slide projectors.</b></li> <li>• <b>Children will be taught to use the internet for research projects, gather information as well as creating multi-media presentation for reports.</b></li> <li>• <b>During staff conferences, teachers will be instructed in the finer point of Renzulli and Study Island through video conferencing.</b></li> <li>• <b>Position of computer teacher will be maintained and computer teacher will coordinate Renzulli and Study Island files.</b></li> <li>• <b>NYSTAL Software and hardware monies will be utilized to augment and maintain current machinery as well as adding appropriate software programs.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• <b>Teachers will maintain records reflecting data from classroom records.</b></li> <li>• <b>Student portfolio will reflect individualized projects as well as 85% mastery of each strand.</b></li> <li>• <b>Lessons will highlight differentiation of instruction as well as creative problem solving.</b></li> <li>• <b>Student work samples will reflect higher order thinking skills as well as written records of problem solving strategies.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Logs of shared “noticings” will be reflective in classroom practice during inter-visitations.</li> <li>• Grade level meetings will address record keeping, problems with mastery of sub-topics and depth and scope of individualized projects for students who have demonstrated 100% mastery according to performance indicators.</li> <li>• All staff administration and community will utilize our per capita allocation, NYSTL Funding, teacher purchase material, book club bonus points, and teacher’s choice funds.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Children’s portfolios will include individualized word developed using Acuity, Study Island and Renzulli websites and will also include self evaluations based on rubrics for each project.</li> <li>• Technology will be utilized and an instructional and presentation tool in all curriculum areas. Assessment will be ongoing as well as product and process based.</li> <li>• Teachers and children will be comfortable and competent utilizing the computer as a tool for research, evaluation, instruction, inspiration, practice, assessment, and reinforcement.</li> </ul>

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

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

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

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

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

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

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

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

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

**APPENDIX 8: 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	32	32	N/A	N/A	3	0	0	0
1	32	27	N/A	N/A	3	0	1	0
2	38	35	N/A	N/A	0	0	0	0
3	41	39	N/A	N/A	0	1	3	0
4	38	31	21	19	3	0	3	0
5	29	27	0	17	2	2	4	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>AIS services provided in small groups one on one after school during the 37 ½ minutes, during the school day, and after school utilizing Wilson, Orton –Gillingham, Words Their Way, classroom libraries, computer programs and teacher made materials.</b>
<b>Mathematics:</b>	<b>AIS services provided in small groups and one on one before school during the 37 ½ minutes, during the school day and after school using TERC, Addison-Wesley, materials, computer programs, manipulative, math blasters and teacher made materials.</b>
<b>Science:</b>	<b>AIS services provided in small groups and one on one before school during 37 ½ minutes, during school, and after school utilizing hands on manipulatives, and investigation/experiment methodology.</b>
<b>Social Studies:</b>	<b>AIS services provided in small groups and one on one before school during 37 ½ minutes, during school, and after school using field trips, internet research, and integrated curriculum.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>AIS services provided in small groups and one on one before school during 37 ½ minutes, during school and after school using small groups and one on one interventions, utilizing games, literature, and recognized programs such as banana splits.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>See above.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>See above.</b>
<b>At-risk Health-related Services:</b>	<b>See above.</b>

## **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.

P.S. 94Q is a suburban school located in Little Neck, Queens. There are approximately 450 students in grades kindergarten through five. A little over eleven percent of the population are English Language Learners (ELL). Currently most of these have been in the program for three years or less and a few students have been in the program four years. Languages spoken include but are not limited to Chinese, Korean and Spanish.

The English as a Second Language (ESL) program model is a combination push-in/pull-out design. This combination allows for maximized academic rigor as outlined in Principal Two of the Language Allocation Policy (LAP). A push-in teacher is especially helpful during reading and writing workshop in the regular classroom to allow for differentiated language needs during the workshop time. Every student brings different strengths to the classroom community and requires different needs no matter what their level of proficiency is. Advanced students, though gaining strength in some modalities may still be weak in other modalities. Intermediate students tend to have varied levels in speaking and listening but tend to be weak in reading and writing. Beginning students are generally overwhelmed and have difficulty with speaking, listening, reading and writing. Students must be given instruction that allows them to acquire language easily with visual aids and scaffolding. Students must be given ample support from ESL specialists throughout their school day using push-in and pull-out designs, as they generally have great difficulty working independently. An eclectic teaching approach is used which included differentiated instruction, grouping and pairing for cooperative learning and regular assessment. In addition, this flexible heterogeneous and homogeneous grouping allows students to be exposed to and engage in social conversation and accountable academic talk. In keeping with LAP principal Four, scaffolding, modeling and connecting to students' cultures are strategies used to teach language functions and structures as well as more complex content areas such as science, social studies and mathematics.

In accordance with LAP Principal Eight, a certified ESL teacher provides services for eight groups from kindergarten through fifth grade. Students are grouped by proficiency level and grade level. As a result of the Language Assessment Battery-Revised (LAB-R) or results from the Spring, 2006 New York State English as a Second Language Achievement Test (NYSESLAT), students scoring at an Advanced cutoff receive the mandated 180 minutes per week of ESL instruction and 180 minutes per week of English Language Arts (ELA) instruction. Students scoring at or below the cutoffs for Intermediate and beginning receive the mandated 360 minutes per week in ESL instruction. Besides the NYSESLAT, ELL students are also assessed in Science in grade four and in Math in grades three, four and five. Third and fourth grade students receive science instruction from the science teacher and the pull-out ESL teacher.

In accordance with LAP Principal Six, lessons are designed to meet standards while there is differentiation for students' needs. Scaffolding includes visuals, realia, a wide range of available print sources and computer/audio-visual technology aids to help students develop English language proficiency. Classroom teachers use trade literature, organizers, art, physical movement, and Rosetta Stone computer software as well as other software programs. Students who have reached proficiency are offered continued support through placement with a reading teacher to enable them to continue work in reading, writing, listening and speaking at higher levels of development. In Math, grades three four and five students usually do well with computation. However, they often require additional support interpreting word problems. The math cluster teacher along with the ESL pull-out teacher provides additional support. As a result of this support, ELL students meet the standard in the Science and Math State Assessments. All students are also assessed by Teachers' College Reading Assessment and periodic interim assessments in reading and math.

**UPDATED – OCTOBER 2008**

This provides ongoing information for the classroom and ESL teachers so that they may address each student's decoding, computation and comprehension needs.

Title III funds have provided for additional after-school instruction, targeting ELLs who need extra support including newcomers, at-risk students and SIFE students. The students meet twice a week for ninety minutes each session during the course of the school year. Materials are purchased to provide support leading to increased fluency, improved decoding and comprehension, as well as opportunities to advance into higher level critical thinking skills. At-risk students are monitored by the resource room teacher who determines whether they may need further evaluation.

In accordance with LAP Principal One, assessments and other school related information are distributed to parents of ELLs in English and in the language they understand as needed. An orientation session on the State Standards, assessments, school expectations and general program requirements for the ESL, bilingual and dual language programs available to newly enrolled ELL students was held on September 17, 2008. The Principal, ESL teacher, parent coordinator and translators conducted this meeting. A second meeting is planned for October 28, 2008. These activities inform and orient parents about the LAT policy. Trends show that parents request Freestanding ESL 100% of the time. The program offered at our school aligns with parent requests.

Strategies to help ELL students meet the new higher standards include congruence/articulation with teachers through staff development meetings. Staff development for the 2008-2009 year is conducted the first Monday of each month starting on or about September 22, 2008. Topics will include but will not be limited to the use of computer technology, best practices to meet standards, managing the writing process with an emphasis on revision and editing, establishing familiarity with vocabulary and idiomatic phrasing in math, social studies and science. In addition, all teachers attend professional development through sources such as the Office of English Language Learners, Protraxx Staff Development Opportunities, Staff Development Resources, BER Seminars and in-house staff development. This LAP policy indicates that we are complying with the Chancellor's recommendations for English Language Learners.

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

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Type of Program: \_\_\_ Bilingual \_\_\_X ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: 54  
(No more than 2 pages)

### **26Q094 will continue to offer the same instructional program as last year.**

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

- 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.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- 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.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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

School Building: 094Q District 26

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1					1

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

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: \_\_\_\_\_ **26** \_\_\_\_\_        School Building: **094** \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:45	Subject (Specify) Read Aloud	Subject (Specify) First grade poll out	Subject (Specify) science	Subject (Specify) First grade pull out	Subject (Specify) First grade pull out
<b>2</b>	From:8:45 To: 9:30	Subject (Specify) First grade push-in reading	Subject (Specify) First grade push-in reading	Subject (Specify) First grade push-in reading	Subject (Specify) First grade push-in reading	Subject (Specify) First grade push-in reading
<b>3</b>	From: 9:30 To: 10:15	Subject (Specify) Art	Subject (Specify) Physical Education	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Music
<b>4</b>	From:10:15 To:11:00	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing
<b>5</b>	From:11:00 To:11:45	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Read Aloud	Subject (Specify) Read Aloud	Subject (Specify) Word Work
<b>6</b>	From:11:45 To:12:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>7</b>	From:12:50 To: 1:35	Subject (Specify) Math	Subject (Specify) Computer	Subject (Specify) Math	Subject (Specify) Social studies	Subject (Specify) Science
<b>8</b>	From:1:35 To:2:20	Subject (Specify) Social studies	Subject (Specify) Math	Subject (Specify) Social studies	Subject (Specify) Art	Subject (Specify) Read Aloud
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: \_\_\_\_\_ **26** \_\_\_\_\_                      School Building: **094** \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:45	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Word Work	Subject (Specify) Word Work
<b>2</b>	From: 8:45 To: 9:30	Subject (Specify) Reading	Subject (Specify) math	Subject (Specify) reading	Subject (Specify) math	Subject (Specify) Social studies
<b>3</b>	From: 9:30 To: 10:15	Subject (Specify) Second grade push-in writing	Subject (Specify) computer	Subject (Specify) writing	Subject (Specify) Second grade push-in reading	Subject (Specify) Second grade push-in reading
<b>4</b>	From: 10:15 To: 11:00	Subject (Specify) Second grade push-in social studies	Subject (Specify) reading	Subject (Specify) science	Subject (Specify) Second grade push-in writing	Subject (Specify) Second grade push-in writing
<b>5</b>	From: 11:00 To: 11:45	Subject (Specify) math	Subject (Specify) Writing	Subject (Specify) Second grade push-in social studies	Subject (Specify) Social studies	Subject (Specify) science
<b>6</b>	From: 11:45 To: 12:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>7</b>	From: 12:50 To: 1:35	Subject (Specify) Real-aloud	Subject (Specify) Physical education	Subject (Specify) Second grade push-in math	Subject (Specify) Read-aloud	Subject (Specify) math
<b>8</b>	From: 1:35 To: 2:20	Subject (Specify) art	Subject (Specify) Social studies	Subject (Specify) Read Aloud	Subject (Specify) music	Subject (Specify) Read Aloud
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: \_\_\_\_\_ **26** \_\_\_\_\_     School Building: **094** \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00 To: 8:45	Subject (Specify) Independent Reading Workshop	Subject (Specify) Independent Reading Workshop	Subject (Specify) computer	Subject (Specify) computer	Subject (Specify) Independent Reading Workshop
<b>2</b>	From:8:45 To: 9:30	Subject (Specify) math	Subject (Specify) math	Subject (Specify) math	Subject (Specify) math	Subject (Specify) Physical Education
<b>3</b>	From: 9:30 To: 10:15	Subject (Specify) Reading	Subject (Specify) Art	Subject (Specify) Third-grade pull-out reading	Subject (Specify) Reading	Subject (Specify) Math
<b>4</b>	From:10:15 To:11:00	Subject (Specify) Writing	Subject (Specify) reading	Subject (Specify) reading	Subject (Specify) Music	Subject (Specify) Reading
<b>5</b>	From:11:00 To:11:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>6</b>	From:11:45 To:12:45	Subject (Specify) science	Subject (Specify) writing	Subject (Specify) writing	Subject (Specify) writing	Subject (Specify) writing
<b>7</b>	From:12:50 To: 1:35	Subject (Specify) Science	Subject (Specify) Third grade pull out reading	Subject (Specify) math	Subject (Specify) Third grade pull out reading	Subject (Specify) Social studies
<b>8</b>	From:1:35 To:2:20	Subject (Specify) Third grade pull out reading	Subject (Specify) Science read aloud	Subject (Specify) Social studies read-aloud	Subject (Specify) Social studies read-aloud	Subject (Specify) Read Aloud
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) Not Applicable

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

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

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

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

**Form TIII – A (1)(a)**

**Grade Level(s)**2-5\_\_\_\_\_ **Number of Students to be Served:** 24\_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 2\_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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Language instruction education under Title III will take place after school above and beyond the mandated core. The program will focus on improving the four modalities of listening, speaking, reading and writing. ELL students are often overwhelmed in the regular classroom that has an average of 25 students. As a result, they experience difficulty with the four modalities. Two groups of approximately 10-12 students will allow for differentiated instruction and will impact significantly on student gain. At this time, our target group will include second through fifth grade as well as newcomers on any grade level. A balanced literacy program will include word work, read-alouds, guided reading, fluency practice, independent reading, written responses to reading selections and solving math word problems. Students will be assessed through portfolios, observations and conferencing. English will be the language of instruction. The program will meet starting at the end of October and continue until May. The groups will meet from 3:00 PM to 4:30 PM on Mondays and Tuesdays. It is anticipated that two certified ESL teachers will be service providers.

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

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Professional Development is being handled in-house through CEI-PEA.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	10,500 450 450	2 teachers will be paid per session 3 hours/week for 35 weeks for direct ELL instruction 2 teachers will be paid per session for 1.5 hours/week for 3 weeks for planning development 2 teachers will be paid per session for 1.5 hours/week for 3 parent workshops
Purchased services such as curriculum and staff development contracts	0	Professional development is being handled through CEI-PEA
Supplies and materials	3,600	Literacy materials will be purchased to build language and literacy.
Travel		
Other		
<b>TOTAL</b>	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**

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

Home language survey, parent guardian student ethnic form, ethnic census report pob/lang/geo report, and school report card ethnicity and gender report.

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.

Written and oral translation needs are required for the Asian and Hispanic component of the community. These findings are available in the school report card with is available on line to the school community.

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

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

Parent notices will be translated as needs dictate. Translation services will be provided in-house by school staff or parent volunteers, documents will be translated prior to distribution in order to ensure timely provision of translated documents.

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.

Oral interpretation services will be provided as needs dictate for parent/teacher meetings, group or individual parent meetings and telephone communications. Oral interpretation services will be provided in-house by school staff or parent volunteers.

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>.

We will be providing each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services.

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

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

1. Enter the anticipated Title I allocation for the school for 2008-2009\_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program\_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified\_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year\_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

1. Use program resources to help participating children meet the State standards.

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School 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.

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<sup>1</sup> School Under Registration Review (SURR)  
**UPDATED – OCTOBER 2008**

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

A school based Inquiry Team was formed to assess the relevance of key finding number 1A.1 to our school's education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results, as well as NYSESLAT levels of achievement and conducted numerous classroom observations.

**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?**

Our Schools Balanced Literacy Program is based on several core beliefs: it must continually utilize individualized assessments to gauge each child's academic successes and needs for support, each child's individual assessments are measured against grade and school benchmarks, and curriculum and skills planning are based on New York State Standards.

During classroom observations, curriculum meetings, Inquiry Team Surveys, and auditing of individual ELA portfolios, it becomes evident why 99% of P.S. 94 students score levels 3 and 4 on the State ELA Exam. Teachers are careful, in their curriculum planning utilizing the TCRWP Guidelines to address all modalities. While the curriculum is heavy in reading and writing, listening and speaking are addressed as well.

During AIS Instructional periods, any deficiencies in any of the categories are addressed for individual students. In addition, AIS instruction is provided on an At Risk basis by the IEP teacher and the SETSS teacher where appropriate. Additional AIS position has also been created and this teacher meets with small groups in the push-in/pull-out model weekly.

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

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching 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.**

A school based Inquiry Team was formed to assess the relevance of key finding number 1B.1 to our school's education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results and conducted numerous classroom observations.

**UPDATED – OCTOBER 2008**

**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?**

Our school's mathematics program is based on New York State Standards as well as the latest finding of National Teachers of Mathematics. We do not use Everyday Mathematics. Instead, we use Scott's Foresman Mathematics in conjunction with a hands on program that is aligned with the pacing schedule prescribed by New York State. The math specialist serves as a staff developer, and works with small groups of children on both an AIS And Enrichment basis.

More than 98% of our students score levels 3 and 4 on the New York State Math Assessments. Our mathematics instruction tweaks the basic grade level program to address individual differences and different skill levels. Using collaborative groups, continual monitoring, conferencing and assessing, teachers address individual needs within the framework of the New York State Pacing Calendar developed by our math specialist. Written assessments related to each unit of study are maintained. Pre-testing identifies students who can move at a faster pace. The AIS period is used to address the work of students needing additional reinforcement.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

A school based Inquiry Team was formed to assess the relevance of key finding number 2A.1 to our school’s education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results, as well as NYSESLAT levels of achievement and conducted numerous classroom observations.

**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?**

ELA instruction at P.S. 94 follows the workshop model. Using the mini-lesson format, and continual assessment of student’s skills levels, teachers plan instructional outcomes related to New York State Standards. All of this is frame worked by the TCWRP pacing calendar.

Individual assessment portfolios are maintained for each child and every six weeks children independent reading levels are assessed and classroom instruction is driven by these assessments.

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

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**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics

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

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.**

A school based Inquiry Team was formed to assess the relevance of key finding number 2A.1 to our school’s education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results, as well as NYSESLAT levels of achievement and conducted numerous classroom observations.

**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?**

Our mathematics program, while it is essentially text book based, allows for significant differentiation of instruction. Our math specialist has spent extensive time and energy relating our school wide math program to both New York State Standards and NCTM recommendations. Through a series of hands on projects and participation in math contests as well as the stock market game and similar activities, our students engage in a variety of challenging projects. In addition, we conduct a number of three dimensional projects which provide a school wide venue for demonstrating a thorough understanding of mathematical principles. Our math specialist’s expertise has also enables us to scaffold our instruction horizontally and vertically through the grades. Please note our differentiation addresses both high and low performing students.

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

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

Our school Inquiry Team, as previously described, studied our school's mobility rates as well as teacher seniority lists.

**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?**

In the past ten years, the only teachers leaving the school have left because of retirement. The only new teachers added to the faculty have been replacements for those positions. We have an extremely low mobility rate for teachers.

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

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

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

Please respond to the following questions for Key Finding 4:

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

A school based Inquiry Team was formed to assess the relevance of key finding number 4.1 to our school's education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results, as well as NYSESLAT levels of achievement and conducted numerous classroom observations.

**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?**

Our ELL Program is differentiated according to the levels of proficiency that our students have achieved. ELL Instruction follows our classroom model, utilizing small group, and individualized instruction based on continual assessment of student progress. A Special Title III ELL Program meets after school and specializes in ELA and content area work. Because our classroom instruction is so differentiated and hands on, our ELL instruction both within the classroom and by the ELL Teacher follows the same format. An additional program utilizes computer instruction to enhance language development and to reinforce previously learned skills. We also use personnel from our Learning Leaders Program to help with additional ELL instruction.

Our school finds it very important to conduct parallel instructional programs, that is, intensive language development in conjunction with specific skills instruction and familiarity with vocabulary in the content area. Our students make remarkable progress as measured by the NYSESLAT. They quickly progress to the proficiency level and when tested on ELA Standardized tests, generally score at least level 3. To make this parallel instruction work, our ELL specialist conducts intensive turn-key training for classroom teachers based on QTEL as well as TCRWP and BEHR workshops.

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

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

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not

disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

A school based Inquiry Team was formed to assess the relevance of key finding number 5.1 to our school's education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results, as well as NYSESLAT levels of achievement and conducted numerous classroom observations.

**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?**

Our school has been using the data from Acuity and ARIS to chart individual students' progress. This data includes NYSESLAT scores for our ELL students. During the course of daily classroom instruction, teachers assess each ELL child's progress via conferencing and portfolio assessment. Formalized NYSESLAT scores are one measure but classroom progress in conjunction with formalized ELL instruction is the key indicator of progress.

**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.**

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

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

Please respond to the following questions for Key Finding 6:

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

A school based Inquiry Team was formed to assess the relevance of key finding number 6.1 to our school's education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results, as well as NYSESLAT levels of achievement and conducted numerous classroom observations.

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

Applicable  Not Applicable

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

P.S. 94 does not have any self contained or CTT special education classes. All students are considered general education students but many of them related SETSS services. During constant monitoring by the classroom teacher, and the SETSS teacher, children's progress is noted. At in-house workshops, criteria for early diagnosis as well as, teaching strategies are discussed with the professional community. P.S. 94 has a philosophy of early recognition and early intervention for students, often precluding the need for more intensive special education services. At our in-house workshops, instruction is often provided by our school psychologist, social workers, speech specialists, occupational therapist and guidance counselor.

**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.**

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

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

UPDATED – OCTOBER 2008

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.**

A school based Inquiry Team was formed to assess the relevance of key finding number 6.1 to our school's education program. The team consists of the IEP teacher, SETSS teacher, ESL teacher, Data Specialist, two classroom teachers, math specialist, science specialist and our principal. The team reviewed our current CEP, our Learning Environment Survey, two Progress Reports, School Report Card, and a sampling of our Literacy Portfolios as related to the TCRWP Program. In addition, we also analyzed Interim Assessment Reports and Standardized Test Results, as well as NYSESLAT levels of achievement and conducted numerous classroom observations.

**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?**

Classroom teachers and all essential personnel have received copies of each child's IEP. In continuous discussion with the service providers, classroom teachers make accommodations where appropriate for the child's learning needs. These accommodations are related to daily classroom instruction as well as standardized testing situations.

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

## CEP Appendix 8: Contracts for Excellence

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

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

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

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

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

School DBN	26Q094
School Name	David Porter School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 21,178
Principal Name	JoAnn Barbeosch
Principal Email	jbarbeo@schools.nyc.gov
Principal Phone	7184238491

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

- Yes  
 No

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

- Yes  
 No

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

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 21,178
Individualized Tutoring	

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

During the school day, a licensed teacher will schedule academic intervention for targeted students in grades 3, 4 and 5. Students will be selected based on standardized test scores as well as classroom performance and teacher judgment. These will be students who have demonstrated an additional short term, subject specific academic support.

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.

PS 94 has traditionally offered subject specific, short term intervention to students whose academic performance is not at the levels commensurate with other high achieving students. This year, in an academic program expanded with the addition of fair student funding monies, an f-status teacher will provide these intervention services, either individually, small group or whole class, on a needs be basis. The program will start in September and run for the entire academic year. This supplants the full time program we had implemented in the past academic year.

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

- Yes
- No

Please describe the program.

Our program is designed to help our students improve their academic standing. With very few students scoring 2 or below, our focus is on improving skills for our students achieving 3 on standardized tests, in order to help them to maintain their standard scores and thus demonstrate academic progress. A longer version of this program has been in place for the past three academic years.

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.

This program has been in existence at PS 94 for the past three years. This program will take into account scores on the interim assessment individual student progress as measured by the TCRWP on-going assessments. Academic intervention that is short term and subject specific offered to students whose achievement may be in question.

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

- Yes
- No

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

- Yes
- No

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