



P.S. /I.S. 178

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 26Q178

ADDRESS: 189-10 RADNOR ROAD JAMAICA, NY 11423

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 178 SCHOOL NAME: The Holliswood School

DISTRICT: 26 SSO NAME/NETWORK #: ICILSO/20

SCHOOL ADDRESS: 189-10 Radnor Road Jamaica, New York 11423

SCHOOL TELEPHONE: 718-464-5763 FA
X: 718-464-5766

SCHOOL CONTACT PERSON: Jennifer Ambert EMAIL
ADDRESS: jambert@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME JENNIFER AMBERT

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Rotating Chair/Hilda Cavounis (SLT Secretary)

PRINCIPAL

Jennifer Ambert

UFT CHAPTER LEADER

Tricia Gomes

**PARENTS' ASSOCIATION
PRESIDENT**

Holly Kelly/Dee Ellerby

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 SLTs; 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
Jennifer Ambert	*Principal or Designee	
Tricia Gomes	*UFT Chapter Chairperson or Designee	
Holly Kelly	*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	
Patrick Klocek	Assistant Principal	
Jennifer Puglisi	Teacher	
Ellen Kletzkin	Teacher	
Dee Ellerby	Co-President P.T.A.	
Hilda Cavounis	Parent	
Patrick Patten	Parent	
Ewa Michael	Parent	
Niki Stefanakis	Parent	
Elizabeth Worgul	Paraprofessional	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P. S./I.S. 178Q, a nationally recognized Blue Ribbon School, located in Jamaica, New York is presently a PK-8 school. The school is located in a quiet neighborhood surrounded by single-family homes. The two-story school building is fifty-six years old, has twenty-two classrooms, a gymnasium, an auditorium, a lunchroom, a library, a music room, a science laboratory, an art studio, and a computer lab.

The computer lab provides a fully networked PC computer system and smart board. In addition, there are computers in every classroom, and laptops that can be accessed for class projects. Technology is an integral part of our school curriculum and integrated into all curriculum areas. Currently, there are smart boards in every middle school classroom, which enables middle school and cluster teachers to integrate technology into the curriculum.

The 505 students reflect the cultural and ethnic diversity of New York City. All students are heterogeneously grouped in two to three classes per grade. Our two self-contained Special Education classes draw students from across the district. In addition, we have three inclusion classes in which disabled students from District 75 are included with our general education students. The average daily attendance is over 95%.

Stimulating and enriching programs enhance the mental, physical, artistic and technological abilities of our students.

Our Middle School program boasts a full honors and talent program, which includes Digital Media, Fine Arts, and Music. Students participate in sports, such as flag football, tennis, basketball, hockey, rugby, and badminton, and are members of math teams, debate teams, and after-school Art enrichment programs. More than half of our students are in the National Junior Honor Society.

Both middle school and elementary students enjoy enrichment programs, such as instrumental music, student government, newspaper, yearbook, and drama. In addition to core subjects, all of our students participate in physical education, visual arts, library, and computer technology. In the Fall of 2008, we enhanced our arts program by including two choruses (grades 3-5 chorus and grades 6-8 chorus). We have also added a ballroom dance residency for our grade 5 students.

Enrichment Clusters were added to our school curriculum, providing our students with the opportunity to engage in challenging, self-selected, authentic world learning. Each week, students are allotted time to engage in an inquiry study around an area of interest. They acquire an advanced level of understanding of the knowledge and methodology used with a

particular discipline, develop self-directed learning skills and pursue authentic problems and products. The ThinkQuest technology after school program was added in Fall 2008 to enhance the use of instructional technology in the elementary grades. ThinkQuests are interactive educational websites that are produced by students working in groups of three to six. Students design, research, write, illustrate, animate and develop the entire group website. The ThinkQuest integration has been implemented in the grade 5 technology curriculum during the school day as well.

Additional support and special services are provided to our students through special education support services, ESL classes, academic intervention services, speech, hearing, physical therapy, occupational therapy, and adaptive physical education and after school programs. A Saturday Academy offered six weeks prior to the NYS ELA and NYS Math exams is designated to students approaching standards or meeting standards to boost achievement. A Specialized High School Preparation Course is offered after school six weeks prior to the exam in order to heighten students' abilities in preparation for the specialized high school exams.

Our Mission Statement

As educators, we believe that all children have the ability to meet or exceed standards by being part of a nurturing educational environment that challenges students to reach their full potential. At the Holliswood School, we promote an environment that encourages open communication among all constituents, where every staff member, student and parent is a proactive participant in contributing to the school's success. Our goal is to cultivate a haven where students are empowered and recognized for their unique abilities.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	PS/IS 178 The Holliswood School			
District:	26	DBN #:	26Q178	School BEDS Code #: 342600010178

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> √ Pre-K	<input checked="" type="checkbox"/> √ K	<input checked="" type="checkbox"/> √ 1	<input checked="" type="checkbox"/> √ 2	<input checked="" type="checkbox"/> √ 3	<input checked="" type="checkbox"/> √ 4	<input checked="" type="checkbox"/> √ 5	<input checked="" type="checkbox"/> √ 6	<input checked="" type="checkbox"/> √ 7
	<input checked="" type="checkbox"/> √ 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	23	17	18		96.0	96.3	96.3		
Kindergarten	52	41	38						
Grade 1	60	52	37						
Grade 2	65	65	56	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	52	69	61		95.8	97.6	96.0		
Grade 4	78	60	67						
Grade 5	60	76	59	Eligible for Free Lunch:					
Grade 6	0	41	62	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	40		29.5	25.3	25.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		0	0	2		
Grade 12	0	0	0						
Ungraded Elementary	0	0	2	Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total	390	421	440		4	3	1		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	34	26	22						
No. in Collaborative Team Teaching (CTT) Classes	3	13	0	Principal Suspensions	2	5	0		

DEMOGRAPHICS							
Number all others	0	0	0	Superintendent Suspensions	1	0	6
<i>These students are included in the enrollment information above.</i>							
Special High School Programs:							
English Language Learners (ELL) Enrollment:				(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	19	19	17	Number of Staff:			
# ELLs with IEPs	3	1	3	(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	29	29	32
				Number of Administrators and Other Professionals	8	3	8
Overage Students:				Number of Educational Paraprofessionals	2	TBD	1
(# entering students overage for grade as of October 31)	2006	2007	2008				
	0	0	0				
Teacher Qualifications:							
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	96.6	100.0
American Indian or Alaska Native	0.3	0.0	0.0	Percent more than two years teaching in this school	72.4	69.0	78.1
Black or African American	11.3	10.9	9.8	Percent more than five years teaching anywhere	69.0	69.0	62.5
Hispanic or Latino	12.0	12.6	13.4	Percent Masters Degree or higher	97.0	97.0	97.0
Asian or Native Hawaiian/Other Pacific Isl.	36.4	32.8	29.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	100.0	100.0
White	40.0	43.7	47.3				
Multi-racial							
Male	53.3	56.5	55.9				
Female	46.7	43.5	44.1				

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		
Years the School Received Title I Part A Funding:	<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			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):	<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	-	-	-			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	√	√	-			
Multiracial						
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	-			
Student groups making AYP in each subject	5	5	1	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	57.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	17.6	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	29.9	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

As part of the New York City Public School System, P.S./I.S. 178 takes part in the New York State Assessments in English Language Arts and Mathematics. The exam is graded on a 1-4 rubric with performance levels 3 and 4 indicating that a student has met (level 3), or exceeded (level 4) grade level standards. Based on the 2008 New York State English Language Arts (ELA) Assessment, 83.9% of our students are meeting or exceeding the standards and are showing remarkable levels of achievement. 52.1% of students made yearly progress on the ELA, while 71.8% of students in our school's lowest third progressed from last year's ELA. These results prove that our students are reading a myriad of different genres with a high level of comprehension. They are able to listen and absorb information and apply it when formulating constructed responses. Further, they are able to compare and contrast two different texts, make connections, and write about their findings in a clear and articulate manner. Discrepancies cannot be found when looking at our subgroups as our African American, Latino and Asian populations are performing at a very high level. Our students with disabilities and our special education students have made tremendous gains and continue to thrive with the instruction given on a daily basis by a brilliant core of special education teachers. In fact, based on the 2008 Progress Report, our school received extra credit in the following categories: +.75 Special Education Students (34.2% Exemplary Proficiency Gains) and +1.5 Students in the Lowest Third (46.9% Exemplary Proficiency Gains). An examination of our home language survey results were far more enlightening as we have had an influx of families that are new to the school that speak Russian and Hebrew at home. Our service providers and classroom teachers are working diligently with this population of students and a free after school program (Community Based Organization – Samuel Field Y) with a strong Homework Help component has been brought in to help narrow the achievement gap. We are confident that the above-mentioned interventions coupled with a parent outreach program spearheaded by our Parent Coordinator will help broaden the sphere of success in our school. Based on the yearly progress made on the ELA, our school hired a part-time Literacy Coach to ensure that all teachers are exposed to best practices and receive an abundance of professional development. The Literacy Coach provides professional training received from our Network Support Specialists, our Learning Support Organization, as well as through regular attendance at a variety of professional

development across the city. Administration works hand in hand with the literacy coach to ensure that all teachers and students move forward to achieve the highest standards.

The New York State Mathematics Exams, which are graded on a similar 1-4 rubric with performance levels 3 and 4 indicating students that have met and/or exceeded grade level standards. Based on the 2008 New York State Mathematics Exams, an outstanding 95.1% of our student body is meeting or exceeding the standards. This is attributed to the work of our Math Coach, who has worked diligently with our teachers in implementing a new, more advanced program in our primary grades. We are proud to say that 76.2% of our children have made over one year's progress in such time. Further, the performance of our subgroups is also exemplary as our African American and Latino students, who are not part of our special education contingent, are performing on level or better than the rest of our student body. As in the ELA, the students who have not reached performance level (3) and (4) yet are still making progress within levels (1) and (2) as noted in their scale scores. This fact was recognized by the City of New York when our school was awarded additional credit for our special education students and the students in the lowest third of the city made exemplary gains. In September 2008, the United States Department of Education declared PS/IS 178 a Blue Ribbon School because of its exemplary gains in Special Education.

We attribute these accomplishments to our exceptional staff, our wonderful parents and our terrific students that make our school community successful. Together, we strive for excellence in the daily instruction that we provide which is reflected in the statistics above.

Accomplishments/Aids for Continuous School Improvement

One of the accomplishments of which we are most proud is the use of data to drive our instruction. Assessment is at the core of our teaching here at P.S./I.S. 178. The results of our formal and informal assessments drive the instruction that our classroom teachers and service providers deliver each day. In the English Language Arts, there is a plethora of ways that we examine student aptitude in order to ensure that every child succeeds. Quarterly, every classroom teacher in the school uses the Rigby English Language Arts Assessment Tool to gauge their students' reading level within the Fountas and Pinnell Leveled Library System. This is done to make sure that each child is reading a book that is at the cusp of his or her Zone of Proximal Development. Once the proper level is established, teachers meet with individual students on an ongoing basis during conferences where they observe the student, teach a targeted skill and note needs for future instruction. These notes are used to form flexible, homogeneous groups where students that struggle with a particular strategy are given direct remedial instruction to meet targeted weaknesses. The administration and coaches work with teachers on record-keeping and analyzing assessments and conference notes to inform instruction. Records, such as compilation of conferring notes, are also kept in Mathematics so teachers can evaluate student progress in specific strands like Numeration and Algebra and they are used extensively when planning instruction.

Results from formalized City and State Tests are used rigorously. In Grades K to 2, the Early Childhood Language Arts System (ECLAS-2) assessment program measures phonemic awareness, reading comprehension and knowledge of basic sight words. Results are gathered twice yearly and examined during grade conferences. Reorganization and staffing decisions are made using this data as our Reading Specialist pushes into classrooms where students with similar needs are placed. A highly structured phonics program called Wilson

Reading has also been put in place to improve student progress. In the upper grades, predictive and interim assessments (Acuity) are also given and results are used in the same manner. These methods, coupled with classroom assessments and the city/state standardized tests, make up a comprehensive assessment program, providing us with data necessary to make informed instructional decisions. Everyday Math Unit Tests, along with results from Acuity Interim Assessments, are carefully analyzed to ensure that students' strengths and areas in need of improvement are targeted. In Fall 2008, teachers received professional development on the use of Acuity and ARIS to inform daily instruction. The ARIS system is accessible to every teacher in the school to understand comprehensive quantitative and biographical data of each student.

James Joyce once wrote, "A man's errors are his portals of discovery". At the Holliswood School, we believe that it is imperative that all stakeholders within our school family are kept abreast of our students' triumphs and "errors" so that we may better facilitate the discovery of which Joyce speaks. Every June, teachers immerse themselves in the data that has been collected on each child since the beginning of the year in order to generate reports for their students' future teachers. August congruence meetings allow teachers to share this data with the next teacher. This data coupled with the benchmark assessments every classroom teacher administers in September provide a vast amount of information for staff. Our schedule provides a common preparation period nearly everyday for teachers on the same grade, which has made the conversation necessary to accomplish this, a more common occurrence.

In grades 3-8, item analyses are done for the previous year's New York State ELA and Mathematics exams and the New York City Spring Predictive Tests to identify areas of student need. During grade conferences and common preps, teachers pour over this data so they can target specific skills in need of remediation. Once benchmark assessments have been gathered, goal setting meetings are set by our teachers with their students. Their test results are shared and together, teachers and students discuss and set manageable, short-term goals for which to strive. At these meetings, analyses of standardized test results provided by our school's Data Inquiry Team are also shared. Similar meetings are held regularly throughout the year between teachers and the administration where individual goals are set for every child. The team's observations on students who have not made gains on standardized tests are discussed as are the students who excel and need enrichment. Plans to address these issues are made and revisited frequently. In addition, the progress of our most struggling students is discussed monthly during our Pupil Personnel Committee meetings when our Academic Intervention Specialists meet with the administration to set goals and evaluate strategies that have been put in place. Students who are "at-risk" of being referred to Special Education are discussed during our bi-monthly Academic Intervention Meetings with our AIS Team.

All of this data is shared by our staff with our parents via phone, e-mail or face to face conferences. Parent workshops addressing various aspects of the curriculum are held on a regular basis. Parents are invited to visit classrooms during Open School Week. They serve as partners on our School Leadership Team at which data is reviewed and curriculum plans are formulated. Curriculum Night shares goals and curriculum with parents. Teachers establish websites to keep parents abreast of activities, homework and curriculum issues.

Within each of our classrooms, we strive to create a community of learners where every child's thoughts and feelings are validated, and their success and failures are viewed as an opportunity to learn. We are proud to say that P.S./I.S. 178 belongs to a similar community of schools that is headed by a superintendent that shares our vision and thirst for professional development. Following her lead, we have opened the doors of our school to fellow teachers because we are genuinely interested in sharing our best practices and learning new ways to better educate our children. Currently, our teachers in grades K-3 are working in their second or third year on a new mathematics program with new and innovative assessments that are changing the ways we think about grading and evaluating student progress. Grades four and five teachers are launching the program this year. Network Support Specialists work with our Math Coach to expose teachers to new assessments in order to ensure that they are implemented properly.

With the hard work of all the stakeholders involved, our students are thriving. Collaboration with St. John's University, Queens College, Adelphi University, Mt. Sinai Hospital, local politicians, and the local YMHA insure that our sound educational practice is disseminated to the local community. Concerts, art shows, and assemblies are ways that our successes are shared. Indeed, the inter-visitation model of professional development has done much to enrich the quality of education in our school and in others. We pledge to continue this practice as it has yielded such positive results.

Challenges for School Improvement

We strongly believe that parents are a vital component of our school community. Our 2008 Learning Environment survey indicates that we need to strengthen the home - school connections and to ensure that parents play a critical role in their child's education. The Learning Environment Survey also indicates that we need to build a stronger professional learning community where teachers feel like a value member of the community, have a voice in school matters, and plenty of opportunities for professional growth.

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.

LEARNING ENVIRONMENT

We want to improve on the teaching and learning for students by developing a professional learning community and strengthening the home/school connection.

By June 2009, the overall school environment will improve by at least a 1.2 point increase on the communication component of the 2009 Learning Environment Survey.

LITERACY

We want to continue to raise the level of literacy instruction for all students and build on our work around the effective use of data and differentiation of instruction.

By June 2009, 80% of all students in Grades K-8 will increase their reading skills by making at least a year's progress on Fountas and Pinnell reading levels.

MATHEMATICS

We want to raise the level of student learning in Mathematics through the use of data to effectively plan instruction.

By June 2009, all students will show an increase in student achievement by moving at least one level on a rubric for open ended responses from the Everyday Mathematics, Impact and Holt Math curriculum.

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.

Goal 1

Subject/Area (where relevant): Learning Environment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the overall school environment will improve by at least a 1.2 point increase on the communication component of the 2009 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ To improve on the teaching and learning for students by developing a professional learning community and strengthening the home/school connection ➤ To offer teachers with “Working Lunch” sessions to participate in PD activities and to collaborate with one another. ➤ To develop grade leaders on each grade to facilitate grade-level conferences and liaise with administration on supporting school-wide goals. ➤ To create teacher leaders to facilitate professional development activities and house inter-visitations and feedback sessions with their peers. ➤ To provide teachers and support staff with professional development around community building and assisting students in self-confidence and self-esteem. ➤ To create common planning time between classroom teachers, out-of-classroom, cluster and support personnel to discuss areas of strengths and areas in need of improvement. ➤ To develop teacher surveys to identify professional development needs and PD feedback sheets to evaluate quality and effectiveness after each professional development activity ➤ To extend the work of teacher-led think tanks around instructional priorities. ➤ To develop a teacher resource center/lending library to enhance teacher’s professional growth through literature, videos, CDs and other supports. ➤ To provide regular opportunities for teachers to visit their colleagues and deliberate regarding their observations. ➤ To provide the opportunity for teachers to utilize the alternate to the formal observation and produce a culminating work, resulting from extensive research. ➤ To ensure funds are allocated to provide absence coverage for teachers attending external or internal professional development, and transportation to and from external workshops.

	<ul style="list-style-type: none"> ➤ To develop a yearlong professional development calendar with the instructional cabinet and professional development team, centered on accomplishing school-wide goals based on student performance data. ➤ To create scheduling time for elementary and middle school teachers to meet to ensure the scaffolding of instruction. ➤ To include parents in a school-wide walkthrough to share school-wide instructional goals. ➤ To schedule parent workshops both during the school day and after school hours to accommodate parent schedules. ➤ To schedule time monthly for Administration to meet with the Parent Coordinator to design-and plan parent workshops in utilizing technology. ➤ To develop a school website to increase communication with the school community. ➤ To develop a parent lending library to increase parental knowledge on curriculum and family issues. ➤ To develop and implement school-wide events, such as, Pinwheels for Peace, Literacy Night, 100th Day of School, Family Sports Night, Math Games Night, Science Fair, Literacy and Artist Fair, etc. ➤ To intensify the work of the School Leadership Team to ensure that school-wide practices regarding safety, respect and improving environment are made. ➤ To provide a Parent-Teacher Association room so that parents can develop school-wide events and fundraisers at the school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Literacy Coach for grades K-8 - \$33,427 (F-Status: 3 days/week) ➤ Math Coach for grades K-8 - \$21,317 (F-Status: 2 days/week) ➤ Music Teacher for grades 4-8 - \$19,807 (F-Status: 3 days/week as of 11/08) ➤ Professional Development – Integrated Curriculum and Instruction Learning Support Organization - \$37,500 ➤ Professional Development (Absence Coverage) - \$7,330 ➤ Professional Development (Internal DOE services) - \$5,000 ➤ Parent Involvement - \$500 ➤ Educational Consultants - \$4,200 ➤ After school and Saturday Programs (\$10,762) – Contract for Excellence (C4E) allocation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ On-going assessment of “buzz” in school around teaching and learning ➤ On-going observation of Teachers meeting on own time to plan, share ideas and resources ➤ Yearly Learning Environment Survey and on-going informal observation and feedback on a School climate that is nurturing and inviting ➤ On-going participation and attendance sheets to show increase in parent involvement in school functions and meetings ➤ Yearly Culminating Projects from Teacher’s Alternate to Formal Observation ➤ On-going review of agendas and attendance from professional development sessions ➤ On-going Professional Development surveys and regular feedback forms ➤ FAMIS and Galaxy: record of professional development services and funding

Goal #2

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, 80% of all students in Grades K-8 will increase their reading skills by making at least a year’s progress on Fountas and Pinnell reading levels.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">➤ To raise the level of literacy instruction for all students through the effective use of data and differentiation of instruction➤ To provide a Literacy Coach who will extend professional development to teachers and work with teachers one-to-one, as well as in grade-level teams.➤ To provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data [Creation of a master schedule that incorporates common preps].➤ To develop a team of teachers to pilot new tools for collecting and analyzing qualitative and quantitative data, such as organizing conferring notes and templates to analyze Acuity results.➤ To provide literacy professional development by administration, coaches, NSS, LSO workshops, and SAF facilitators for analyzing the results of assessments as reported through Acuity, ECLAS-2, running records, and classroom sources.➤ To provide extensive professional development on Acuity for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups.➤ To extend professional development for the teachers on the organization of conference notes, conferring, small group instruction via strategy lessons and guided reading.➤ To deepen the work of the inquiry team by assessing student strategies as it relates to improving reading comprehension through enhancing vocabulary instruction.➤ To provide opportunities for teachers to observe effective literacy instruction, as well as exemplars of teachers differentiating instruction, such as guided reading.➤ To develop a team of teachers, representing each grade to analyze data in order to plan differentiated instruction.➤ To ensure funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data.➤ To designate funds to provide professional literature, videos and CDs for teachers.➤ To provide teachers with a template to identify students’ area of needs in order to plan for differentiated instruction.➤ To provide a story-telling residency for fourth grade students to enhance student’s oral language and comprehension (Early Stages).➤ To ensure administration, coaches and teachers meet regularly to discuss results and develop strategies for differentiated instruction.

	<ul style="list-style-type: none"> ➤ To provide opportunities to meet with teachers on a grade or individually to plan instruction based on the findings. ➤ To conduct walkthroughs to monitor implementations and provide feedback. ➤ To periodically analyze class reading level summary sheets for each grade, which reflect student progress. ➤ To triangulate all qualitative and quantitative data, identifying trends and learning gaps. ➤ To develop an after school Technology program to the highest achieving fifth grade students in order to develop a ThinkQuest (an interactive website), which will extend students' ability to conduct a focused research project, write, illustrate and develop a comprehensive website. ➤ To provide ongoing technology professional development to the computer facilitator (Dreamweaver and Flash) to enhance students' progress, as it is integrated with literacy. ➤ To provide reading support through a push-in program for students approaching the standards, as well as students performing at a low level 3 (scale score of 650-656 on the ELA). ➤ To provide an extended day program to support students approaching the standards, as well as students performing at a low level 3 (scale score of 650-656 on the ELA). ➤ To provide additional reading support through a push-in program for the highest achieving students in grade six and a Pull-out Program for the highest achieving students. ➤ To develop enrichment clusters to enhance students' critical thinking, servicing students in grades two and three. ➤ To develop Independent Investigation projects with the highest achieving students in grades four and five. ➤ To develop an In-house Technology Professional Development Series for all teachers and personnel on Smart Boards, Power Point, Excel, Portaportal, Blogs and the use of technology in the classroom in order to effectively improve student literacy. ➤ To effectively demonstrate the use of the Lexia Technology Program to enhance student fluency and comprehension. ➤ To continue the debate team after school for the highest achieving students in middle school. ➤ To develop a yearbook committee to empower eighth grade students to write, illustrate, photograph and design their own yearbook, which will enhance progress in literacy. ➤ To allocate funds towards the after school programs. ➤ To designate funds for the purchasing of software and hardware to support our literacy program. ➤ To designate funds for professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Funding for the Early Stages Storytelling Residency is provided by Assemblyman Weprin. ➤ Literacy Coach for grades K-8 - \$33,427 (F-Status: 3 days/week) ➤ Professional Development – Integrated Curriculum and Instruction Learning Support Organization - \$37,500 ➤ Professional Development (Absence Coverage) - \$7,330 ➤ Professional Development (Internal DOE services) - \$5,000 ➤ After school and Saturday Programs (\$10,762) – Contract for Excellence (C4E) allocation ➤ After school Technology Program \$4,367 ➤ After-school Program (CASA) Per session - \$1,848 ➤ Math/Debate Team - \$2,812 ➤ Specialized High School Preparation - \$1,596 ➤ Yearbook Committee Before School Program - \$2,518

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ On-going monitoring and Use of student assessment binders [teachers use qualitative and quantitative data to differentiate and inform their instruction] ➤ On-going review of Agendas and attendance for all meetings/professional development sessions on the use, analysis of data, the components of Balanced Literacy ➤ On-going formal and informal observations of data driven instruction in the classroom ➤ Daily monitoring of Small group differentiated instruction in classrooms ➤ Weekly review of Inquiry Team Binder (Student observations, quantitative and qualitative data, teacher perceptions data, learning print survey, etc.) ➤ Monthly review of Teachers' participation in professional development activities on assessment tools and data driven instruction ➤ On-going Analysis of student work ➤ Yearly Progress of extended day students (demonstrated through yearly progress on the ELA) ➤ On-going evaluation of Student-produced culminating projects as a result of the Enrichment Clusters, Independent Studies and ThinkQuest. ➤ On-going assessment of Debate Team Results ➤ On-going assessment and monitoring of literacy skills for Yearbook Committee members ➤ End Year Progress on summative assessments made by all students including the highest achieving students. ➤ On-going assessment of Teacher utilization of technology, as it relates to impacting student performance in literacy (classroom instruction, lesson planning and data analysis). ➤ FAMIS and Galaxy: Record of professional development services and funding.

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, all students will show an increase in student achievement by moving at least one level on a rubric for open ended responses from the Everyday Mathematics, Impact and Holt Math curriculum.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ➤ To raise the level of student learning in Mathematics through the use of data to effectively plan instruction. ➤ To utilize the Math Coach to support teachers’ professional development regarding teaching math. ➤ To introduce the concept of a spiraling curriculum to teachers in order to understand a constructive approach to teaching math (grades four and five) and to reinforce this concept to teachers in grades K-3. ➤ To provide half day PD sessions led by the math coach and/or NSS to support Grade 4 and 5 teachers in implementing the Everyday Mathematics curriculum. ➤ To use open ended responses to assess student’s mathematical understanding and to differentiate instruction. ➤ To provide training around the use of end of unit assessments in Everyday Mathematics curriculum to drive instruction and to inform parents of student progress– and moving away from numeric grades to solely determine success. ➤ To provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data [Creation of a master schedule that incorporates common preps]. ➤ To develop a team of teachers to pilot new tools for collecting and analyzing qualitative and quantitative data to improve student progress in mathematics. ➤ To provide math professional development by administration, coaches, NSS, LSO workshops, and SAF facilitators for analyzing the results of assessments as reported through Acuity, Everyday Math and Impact Math assessments ➤ To provide extensive professional development on Acuity for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups. ➤ To further deepen the work of the school data inquiry team to research and identify effective practices for the improvement of vocabulary and academic language, including increasing the usage of mathematical language when teaching math. ➤ To extend professional development for the teachers on the organization of math conference notes, as well as on understanding math checklists and assessments in Everyday Math. ➤ To provide opportunities for teachers to observe effective math instruction, as well as exemplars of teachers differentiating instruction. ➤ To provide math professional development on understanding the Curriculum Approach to Balanced Math, Recognizing Student Achievement Guidelines and performance indicators. ➤ To strengthen teachers’ ability to analyze data in order to plan differentiated instruction.

	<ul style="list-style-type: none"> ➤ To provide math professional development on math games and structures for grouping students. ➤ To provide professional development on utilizing Microsoft Excel as a tool to analyze student performance. ➤ To engage teachers in extensive math professional development around the concepts of differentiation provided by administration, coaches, consultants, the Network Support Specialist, the Network Leader, the ICI Research and Development team. ➤ To ensure funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. ➤ To designate funds to provide professional literature, videos and CDs for teachers. ➤ To provide teachers with a template to identify students' area of needs in order to plan for differentiated instruction. ➤ To ensure administration, coaches and teachers meet regularly to discuss results and develop strategies for differentiated instruction. ➤ To provide opportunities to meet with teachers on a grade or individually to plan instruction based on the findings. ➤ To conduct walkthroughs to monitor implementations and provide feedback. ➤ To periodically review all math data, as it relates to individual, small and whole group performance. ➤ To triangulate all qualitative and quantitative data, identifying trends and learning gaps.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Math Coach for grades K-8 - \$21,317 (F-Status: 2 days/week) – partly funded by C4E ➤ Professional Development – Integrated Curriculum and Instruction Learning Support Organization - \$37,500 ➤ Professional Development (Absence Coverage) - \$7,330 ➤ Professional Development (Internal DOE services) - \$5,000 ➤ After school and Saturday Programs (\$10,762 – Contract for Excellence (C4E) allocation)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ On-going assessment and monitoring of students' ability to articulate orally and in writing their understanding of mathematical ideas, concepts, and relationships. ➤ On-going monitoring of use of student assessment binders [teachers use qualitative and quantitative data to differentiate and inform their instruction] ➤ On-going review of agendas and attendance for all meetings/professional development sessions on the use, analysis of data, Everyday Math and Impact Math ➤ Daily informal observation of data driven instruction in the classroom and small group differentiated instruction in classrooms ➤ On-going review of Inquiry Team Binder (Student observations, quantitative and qualitative data, teacher perceptions data, learning print survey, etc.) ➤ On-going monitoring of PD activities and attendance sheet of teachers' participation in professional development activities on assessment tools and data driven instruction ➤ Increase in performance as evidenced through Acuity results. ➤ FAMIS and Galaxy: Record of professional development services and funding.

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	1	-	N/A	N/A	-		-	
1	14	14	N/A	N/A	-		-	
2	16	14	N/A	N/A	-		-	
3	27	15	N/A	N/A	2		-	
4	21	18	22	22	1		1	
5	22	24	10	10	2		5	
6	25	23	19	19	3		1	
7	32	29	25	25	0		1	
8	20	19	18	8	2		3	
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>37.5 minute extended day, small group instruction in grades K-8 Lower Grades – (Open Court, Word Work (Fountas/Pinnell), Words Their Way, Lexia, Focus on Fluency, Earobics, sight word review, Wilson Upper Grades – comprehension strategies through Shared and Guided Reading Saturday Academy – Grades 3-8 small group instruction for targeted students representing our bottom third</p>
<p>Mathematics:</p>	<p>37.5 minutes extended day, small group instruction in grades K-8 Lower grades – manipulative/game based review, math journals, remedial components of Everyday Math with a focus on number sense, geometry and measurement Upper grades – manipulative/game based review, math journals and remedial components of Everyday Math, Impact Math and Holt focusing on algebra, statistics and probability and geometry Saturday Academy – Grades 3-8 small group instruction for targeted students representing our bottom third</p>
<p>Science:</p>	<p>37.5 minutes extended day, small group instruction for students in 6-8 Lab/inquiry skills, content area reading and note-taking with a focus on Science Small group instruction for students in grades 1-5</p>
<p>Social Studies:</p>	<p>37.5 minutes extended day, small group instruction for students in 6-8 Content area reading and note-taking with a focus on Social Studies Small group instruction for students in grades 1-5</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>One-on-one or small group sessions on a needs basis</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p></p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>One-on-one or small group sessions on a needs basis</p>

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

**LANGUAGE ALLOCATION POLICY (LAP)
2008-2009**

PS/IS 178 is a Pre-K through 8 school. It is located in the Jamaica Estates section of Queens and is part of District 26. The total population is 505 students.

All ELL students are serviced by two certified ESL teachers.

LAP Team Members and Meetings:

LAP Team Members consist of the Principal, AP, ESL Teachers, and the Parent Coordinator. LAP Team Meetings are held monthly.

ELL Demographics

The total number of ELLs at PS/IS 178 is sixteen.

Grade	Number of ELL Students	Special Education as well
PK	0	
K	1 (Beginner)	
1	5 (1 Beginner, 3 Intermediate, 1 Advanced)	
2	2 (1 Intermediate, 1 Advanced)	

3	2 (1 Intermediate, 1 Advanced)	
4	1 (Intermediate)	
5	0	
6	1 (Advanced)	
7	2 (Beginners)	1
8	2 (Beginners)	

There is a total of one kindergarten student, five first grade students, two second grade students, two third grade students, one fourth grade student, one sixth grade student, two seventh grade students, and two eighth grade students. One of the seventh graders is in a Self-Contained Special Education Class.

There are six students at the Beginning level, six at the Intermediate level, and four who are Advanced. Russian is the home language of the kindergartener, first graders, one of the second graders, as well as the third and fourth graders. The home language of the remaining students—the sixth grader, two seventh graders, and the eighth grader—is Spanish. The other second grader is Bengali-speaking. The other eighth grader is Mandarin-speaking. One of the seventh graders and one of the eighth graders are SIFE students. There are a total of two SIFE students. There are two long term ELLs in third grade.

Parent Program Choice

Once an ELL is identified, there is an orientation for parents of new ELLs. Parents view a video in English or their home language, if available. The Parent Coordinator and ESL Teacher relay information to parents where program choices are discussed. An interpreter is at the meetings, if necessary. The Parent Survey and Program Selection forms are completed and kept on file in the school. Most of the parents would like their children in a Freestanding ESL Program, but a few would prefer a Transitional Bilingual Program, which is not offered in the District.

Assessment Analysis

PS/IS 178 presently has two SIFE students (one in seventh and one in eighth grade). Our plans include administering assessments to ensure proper placement, and an instructional plan of literacy and learning standards on par with expectation of advancing these students. Instruction would be tailored to learning styles based educational strengths. SIFE students receive differentiated instruction, extended day and Saturday academy instruction. SIFE students receive invitations to summer school.

PS/IS 178 presently has two long-term ELL students in third grade. Both students currently attend the extended-day program. A thorough review of past educational services will help to determine what further services these students need. An educational plan using differentiated instruction, peer tutoring, small group instruction and reading resource will be implemented.

The table above indicates the English proficiency levels of the students.

The patterns of proficiency across the four modalities affect instruction. All ELLs have access to coherent programs, as well as rigorous instruction in all subject areas. This will allow each ELL to meet the high standards set for all students. At PS/IS 178, the school leadership and the teachers are using the results of the interim assessments to plan for individual and group assignments with varying levels of instructional work. LAB-R and NYSESLAT analysis are used to tailor instruction and identify next steps. According to NYSESLAT data, the area of the greatest deficiency is writing, followed by listening. Teachers receive professional development on best practices to teach writing, following the Teachers College Curriculum. ESL Teachers implement balanced literacy, mirroring the work of the classroom teacher. Classroom teachers work with ELL students in small groups to target next steps in writing through documenting writing conferences. To target reading, SIFE students receive Wilson instruction during extended day. For new ELL students, LAB-R results depend on previous background knowledge and exposure to English. Students with some exposure to English produce higher results on the LAB-R. One of the resources used for newcomers is material from Great Source Education Group – Access: *Building Literacy Through Learning*, which includes the use of visual aides and interactive games.

There are no Regents examination scores available. The school has opted into the interim ELL periodic assessment for the first time this spring for grades 3-8. Frequent informal teacher-made assessments drive instruction.

Only students in grades 3-8 take the NYS ELA and Math Assessment. Based on NYS ELA and Math Assessment results in the Spring of 2008, only one of our students has available data [students in K-3 do not have NYS Assessment Results as of this time and the remaining students in grades 4-8 are newcomers]. The one student with NYS testing results from 2008 performed at a level 2 on the ELA and at a level 3 in math. Acuity Interim Assessments inform the student's next learning goals in ELA and math. ELL students in grades 4 and 8 will take the NYS Science Assessment. The beginner ELLs in eighth grade will take the exam in their native languages. The student in grade four will take the exam in English.

With regard to students' native language impact on instruction, students may write in their native languages and have their work translated in English during the initial stages of the writing process. Dual language books are available in the classroom. Listening centers and technology stations further support differentiation.

Planning for ELLs

PS/IS 178 has a Freestanding ESL Program, the language of instruction being English only. Both the push-in and pull-out models are used. Students are grouped homogeneously by grade. Instruction is aligned to ESL/ELA learning standards. ESL instruction uses ESL methodology, some of which includes: visuals; realia; repetition; music; math manipulatives; charts; graphic organizers; sound/word games; and role play. Technology is also integrated into the ESL curriculum with the use of the Lexia learning program. Other technology programs are integrated to teach ELLs. Mini lessons, read alouds and guided reading are part of the ESL experience, as the school implements a Balanced Literacy Approach to teaching reading and writing. Instruction for the upper grades includes literature and content-based instruction. The ESL teacher supports students' understanding by scaffolding academic language in content areas.

The plan for an ELL identified as having special needs is to have him/her seen by teachers who provide the necessary related service(s), such as, Speech and Language, Occupational Therapy, Physical Therapy, Hearing and Vision Teacher, and SETSS. Classroom teachers and the ESL teacher will provide information on educational strategies to assist students to achieve the state-designated level of English proficiency for their grade. The ESL teachers follow the Individualized Education Plan (IEP) of any ELL student with an IEP. Classroom teachers with ELL students have received 7.5 hours of professional development on strategies to teach ELLs.

All ELL students receive their mandated services. Former ELL students receive testing accommodations for two years following their proficient status on the NYESLAT. All ELL students attend the extended day program.

Resources and Support

All teachers participate in professional development. Teachers are taught how to plan for individualized or group instruction for all students, including ELLs, to help them meet or exceed New York State and City standards. ESL professional development for ESL teachers, include training on SIFE Diagnostic Training, Push-in versus pull-out instruction, ICI Learning Support Organization for working with ELL students and on differentiated instruction, UFT offerings on ESL instruction.] Professional development is provided to all teachers on literacy, math, social studies, science, physical education, library services, special education, music and the arts. Professional development is conducted in-house through staff members turn-keying, as well as by ICILSO, the ISC/NYCDOE, universities, Teachers College, etc. Professional development modes vary: 1-1, whole group/grade/department; entire faculty.

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

Type of Program: ___ Bilingual X ESL ___ Both
(No more than 2 pages)

Number of LEP (ELL) Students Served in 2007-08: 18

- 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:

When a new student is registered, the home language survey is completed by the parent. Contingent upon the information on the home language survey, the student may take the LAB-R (students with a home language other than English). Students who do not pass the LAB-R are eligible for ESL services. Parents attend a comprehensive orientation that explains various programs for ELL students, such as Dual Language, Transitional Bilingual and Freestanding ESL Program. Parents choose the option for their child, subject to program availability.

PS/IS 178 has a Freestanding ESL Program, supervised by the Principal. The language of instruction is English only. Both the push-in and pull-out models are used. Students are grouped homogeneously by grade. The school implements a Balanced Literacy approach to teaching reading and writing. Instruction is aligned to ESL/ELA learning standards. ESL instruction uses ESL methodology, some of which includes: visuals; realia; repetition; music; math manipulatives; charts; graphic organizers; sound/word games; and role play. Technology is also integrated into the ESL curriculum with use of the Lexia learning program. Mini lessons, read alouds and guided reading are part of the ESL experience. Instruction for the upper grades includes literature and content-based instruction. The ESL teacher supports students' understanding by scaffolding academic language in content areas. There is congruency among classroom and ESL teachers, who collaboratively plan instruction for ELL students.

At PS/IS 178, the school leadership and the teachers are using the results of the interim assessments to plan for individual and group assignments with varying levels of instructional work. LAB-R and NYSESLAT analysis are used to tailor instruction and identify next steps. According to NYSESLAT data, the area of the greatest deficiency is writing, followed by listening.

ELL students receive their mandated ESL services as follows:

- beginner and intermediate students receive 360 minutes of instruction per week**
- advanced students receive 180 minutes of instruction per week**

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).

All ELL students are invited to the Extended Day Program. ELLs in the testing grades are invited and encouraged to attend the ELA and Math Saturday Academy. The Saturday Program includes comprehensive preparation for the statewide assessments (ELA and Math).

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

PS/IS 178 implements the following enrichment and extracurricular activities:

- **SEMS (Enrichment Clusters) - All second and third grade ELLs participate**
- **CHAMPS After School Sports Programs – Middle school ELLs participate**
- **ThinkQuest Technology for grade 5 – Currently, there are no ELLs in grade 5**
- **Ballroom Dance for grade 5 - Currently, there are no ELLs in grade 5**
- **Early Stages Storytelling residency for grade 4 – Currently, there is one ELL in grade 4**
- **Band (grades 4-8) – Undergoing selection process**
- **Chorus (grades 3-8) – Undergoing selection process (all ELLs invited to audition)**

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.

PS/IS 178 recognizes the importance of parent, family and community involvement in the education of English Language Learners. At Meet the Teacher Night, ELL parents are informed about state standards, assessments, school and class expectations and program requirements for the freestanding ESL program. An ELL Parent Orientation is conducted for parents of new ELLs soon after LAB-R testing of eligible students. Parents view a video in their own language, if available, before making an informed program selection. Classroom and ESL teachers meet with parents at parent teacher conferences and throughout the school year. ELL parents are encouraged to become active members of the PTA. Interpreters are available for any and all conferences.

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

Prior to the beginning of the school year, the principal, assistant principal and parent coordinator conducted a parent orientation for new families.

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.

ESL professional development for ESL teachers, include training on SIFE Diagnostic Training, Push-in versus pull-out instruction, ICI Learning Support Organization for working with ELL students and on differentiated instruction, UFT offerings on ESL instruction. Professional development is provided to all teachers on literacy, math, social studies, science, physical education, library services, special education, music and the arts. Professional development is conducted in-house through staff members turn-keying, as well as by ICILSO, the ISC/NYCDOE, universities, Teachers College, etc. Professional development modes vary: 1-1, whole group/grade/department; entire faculty.

August 2008: Balanced Literacy – Shared Reading, Conferring, Grade and Curriculum Planning

November 2008: ESL/Bilingual Committee Workshop – Building Academic Vocabulary for ELLs

November 14, 2008: Technical Assistance Session on New SIFE Diagnostic

UPDATED – MARCH 2009

December 16, 2008: Closing the Opportunity Gap for ELLs through a Thinking Curriculum

March 23, 2009: Promoting Content Area Language Using the ESL Strands

June 4, 2009: Beating the Odds: Best ELL Practices for Outstanding Results

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

All ELL students receive the mandated number of hours of ESL instruction per week. Support services provided to ELL students include targeted instruction in listening, speaking, reading and writing. One ELL student receives related services, as she is a Special Education student in a self-contained class. We offer the Saturday Academy and extended day programs to all our ELL students. LAB-R and NYSESLAT analysis are used to tailor instruction and identify next steps.

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

N/A

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

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

School Building: 26Q178 **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			
0	1				1	2

* 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): Sample First Grade Schedule

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

- * ESL Pull out
- ** ESL Push in

School District: 26

School Building: 178

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:11 AM To: 8:56 AM	Subject (Specify) READING**	Subject (Specify) LIBRARY	Subject (Specify) GYM	Subject (Specify) MORNING ROUTINES/READ ALOUD*	Subject (Specify) MORNING ROUTINES/READ ALOUD
2	From: 8:56 To: 9:41	Subject (Specify) WRITING**	Subject (Specify) MORNING ROUTINES/READ ALOUD	Subject (Specify) MORNING ROUTINES/READ ALOUD	Subject (Specify) READING*	Subject (Specify) LIBRARY
3	From: 9:41 To: 10:26	Subject (Specify) MATH	Subject (Specify) READING*	Subject (Specify) READING	Subject (Specify) WRITING	Subject (Specify) READING
4	From: 10:26 To: 11:11	Subject (Specify) MATH	Subject (Specify) WRITING	Subject (Specify) WRITING	Subject (Specify) MATH	Subject (Specify) WRITING
5	From: 11:11 To: 11:58	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From: 12:03 To: 12:50	Subject (Specify) WORD WORK	Subject (Specify) MATH	Subject (Specify) MATH**	Subject (Specify) WORD WORK	Subject (Specify) MATH
7	From: 12:50 To: 1:35	Subject (Specify) ART	Subject (Specify) WORD WORK	Subject (Specify) READING	Subject (Specify) HANDWRITING	Subject (Specify) SOCIAL STUDIES**
8	From: 1:35 To: 2:20	Subject (Specify) COMPUTER	Subject (Specify) SOCIAL STUDIES	Subject (Specify) WORD WORK AND HANDWRITING	Subject (Specify) SCIENCE	Subject (Specify) SCIENCE**
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) - N/A

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

School District: _____ School Building: _____

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

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

N/A

Form TIII – A (1)(a)

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

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

N/A

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.

N/A

Form TIII – A (1)(b)

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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The tools that were used to indicate the translation needs in languages for parents were: Home Language Information Survey (HLIS), ATS Otele Report, input from the ESL teacher, classroom teachers, counselors, PTA, and the parent coordinator.

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.

Interpretation service is needed in the following languages: Russian, Chinese (Mandarin and Cantonese), as well as Spanish. These findings were reported to the school community through the school's CEP, Quality Review, and Accountability and Overview Report, as well as through school meetings: School Leadership Team, PTA, SBST, and Faculty.

Part B: Strategies and Activities

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

The types of documents that need to be translated are Parent-Teacher Conference Information, parent workshop flyers, PTA notices, traffic and safety notices, school events (concerts, science fairs, arts festival, etc.) and central notices not already available in translated versions. Written translations will be provided by volunteers, outside vendors, Superintendent's Office, parents, and in-house staff.

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 translation for our ELL parents is needed in Russian, Chinese (Mandarin and Cantonese) and Spanish for the following: Parent Workshops on assessment, individual Parent-Teacher Conferences for November and March, individual parent meetings with teachers

and staff, and telephone communications. Oral interpretation service provided by outside vendor, Superintendent's Office, parents, in – house staff, parent volunteers, and over-the-phone interpretation services for all NYC DOE schools at 718-752-7373 ext. 4.

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>.

PS/IS 178 has posted near the primary entrance, on Radnor Road, a sign for translation and interpretation services in the appropriate languages. At the security desk is a language identification card so that non-English speaking parents may find their language and identify it for the agent. A staff member listed in the translation binder may be called or over-the-phone interpretation service may be accessed by calling 718-752-7373 ext. 4. Parent's Bill of Rights in DOE translated languages is available at the security desk and in the parent coordinator's office, room 207.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

N/A

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.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

We aligned our program in literacy to the NYS Standards to assess if the content is aligned with what needs to be taught and that there is a pacing calendar and suggested timeframe for covering materials. We looked to see if the curriculum had a defined set of student outcomes – indicating what the student should know and be able to do as a result of mastering curriculum; clear literacy competencies and performance indicators. We also reviewed professional development schedules and attendance sheets to assess the professional development training that has been offered to teachers in providing standards-based instruction for students at all levels.

We have also formed an instructional cabinet that includes the Principal, Assistant Principal, Literacy Coach and Math Coach to identify professional development needs across the school. The team analyzes data and identifies patterns and trends throughout the school.

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?

- Curriculum maps indicate what students should know and be able to do at each grade level.
- Training has been provided for teachers to facilitate rich, in depth discussions around student learning, incorporating the principles of learning and opportunities to present their learning in a range of modalities and format.
- Teachers incorporate shared reading as an approach to develop critical reading and comprehension strategies.
- Professional development has been provided, as well as time in the master schedule, to align curriculum maps with the NYS Standards and refine curriculum maps to address specific content, skills and end of unit assessments.
- Training has been provided to teachers to further develop units of study
- Planning sessions have been provided to ensure teachers are focusing on the rigor of teaching and learning

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Our school uses the Everyday Mathematics Curriculum in the elementary grades, as well as Impact Math and Holt in the Middle School grades, which are aligned with the NYS Standards. The curriculum provides a pacing calendar and clear learning goals and performance

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indicators for each grade. We observed classroom instruction to assess if the process skills were implemented and to look at students in order to assess the rigor of student thinking.

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?

- Training has been provided for teachers in incorporating process standards to help give meaning to mathematics and help students to highlight ways of acquiring and using content knowledge and to see mathematics as a discipline rather than a set of isolated skills.
- Training has been provided for teachers to refine their units of study to ensure the teaching of process standards
- Teachers have attended training sessions with the ISC, LSO, and network support specialists' workshops focusing on building content and pedagogy around conceptual teaching and learning.

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.

N/A

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

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

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

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

- Observation of classroom instruction and level of student engagement
- Teacher assessment binders (conference notes) to examine differentiated instruction for each student, such as learning goals for each student and steps needed to achieve those goals
- Look for evidence of differentiated student work

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?

- Observe literacy program. The reading and writing program incorporate a workshop model where teachers model a strategy or think process for students and guides students in practicing the strategy. All students are working on the same strategy and applying practice on different levels of books.
- There is a large percent of times that students are involved in individual seatwork assignments.

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.

- A literacy coach has been hired part-time to support teachers in building their content and pedagogy around the teaching of reading and writing.
- There will be more opportunities for students to engage in conversations, inquiry work, and projects that help students construct their own meaning.
- There will be more professional development for teachers around the gathering and analysis of data to differentiate instruction for students.
- We will provide more opportunities for collaborative learning and less independent work.

2B – Mathematics Instruction

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

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

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

- Observe student learning and teacher lesson plans.
- Observe mathematics instruction and environment.

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?

There is a high percentage of student engagement and learning in the classroom during math instruction.

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

N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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

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.

- Look at teacher turnover rate, number of new and transfer teachers for the last couple of years

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?

Reports and lists of new teachers hired, retired and transferred dispel the relevance of this finding.

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

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

- Look at opportunities from Central and from ICILSO that offer professional development for English Language Learners; compare what was available and what the school took advantage of.
- Survey teachers and observe classroom instruction for evidence of QTEL strategies.

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

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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?

- Professional development attendance of teachers attending ELL workshops
- QTEL strategies in the classroom.

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

N/A

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

- Check for evidence of teachers monitoring the progress and development of ELLs.
- Survey all the teachers who support the learning of ELLs if they have timely access to the NYSESLAT
- Check to see school data on ELLs is disaggregated by proficiency level, time in the US and language spoken at home.

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?

- Professional development will be provided to ensure that teachers are monitoring and keeping progress reports on ELLs, as well as utilizing their students' NYSESLAT history to inform instruction.

- Professional development between the ESL teacher and classroom teacher will ensure effective communication to inform student progress and collaborate on tailoring instruction to meet student needs.

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

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- Observe classroom instruction to observe student learning and teacher strategies
- Look at teacher programs and schedules to determine if there is time for general education and special education teachers to articulate
- Survey general education teachers for availability and understanding of the IEP

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?

- Professional development from the network support specialist for special education has been provided to teachers to fully familiarize all teachers with the IEP and best practices in special education
- Articulation time has been scheduled between general education and special education teachers through department meetings, as well as through ongoing communication documented through email.
- Training on the writing of IEPs has been provided by the ISC
- Professional development has been provided to all faculty on understanding the IEP

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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.

N/A

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

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

Please respond to the following questions for Key Finding 7:

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

- Look at the IEP data analysis
- Look at teacher lesson plans to ensure alignment between goals, objectives, and modified promotional criteria
- Check IEPs for inclusion of behavior plans
- Check IEPs for specificity of testing accommodations and/or modifications for students as well as modifications for classroom

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?

Professional development has been scheduled to ensure that all IEPs include behavior plans and that teacher lesson plans are aligned between the goals, objectives and modified promotional criteria

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. N/A

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: **dhobbs@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	26Q178
School Name	The Holliswood School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 30,524
Principal Name	Jennifer Ambert
Principal Email	jambert@schools.nyc.gov
Principal Phone	7184645763

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	\$ 10,760
Summer School Programs	
Dedicated Instructional Time	\$ 5,407
Individualized Tutoring	

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

- Yes
- No

Please describe the program.

Implementing a Saturday Program for students who need academic support. 22.9% of the Guidance Counselor's salary is paid through C4E Guidance Counselor will meet with students who are at-risk, as well as with students preparing for entrance into High School.

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 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

There will be an increase in the number of programs, as well as in the number of students served.

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.

22.9% of the Guidance Counselor's salary is paid through C4E funds. The Guidance Counselor will meet with students who are at-risk, as well as students preparing for entrance into High School. The Saturday Program will be dedicated to students in need of the greatest 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.

The Saturday Program will extend with an increase of hours and participants. The after school programs will increase in hours and participants.

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

- Yes
- No

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

- Yes
- No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers \$ 14,355

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

A portion of the math coach's salary is paid through C4E funds. The Math Coach will provide ongoing professional development on Everyday Math.

teachers in grades PK-5, and on Impact Math to teachers in grades 6-8. Professional development will be conducted through inter-visitation coaching, one-on-one mentoring, teacher modeling, and multiple opportunities to discuss feedback regarding teacher performance.

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.

The math coach will tailor professional development based on teacher needs and areas in need of improvement. Teachers will receive ongoing strategies to improve in order to support student achievement.

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

- Yes
- No

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

- Yes
- No

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