



PS/MS 183Q

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (27Q183)
ADDRESS: 245 BEACH 79 STREET
ROCKAWAY BEACH, NY 11693

TELEPHONE: 718-634-9459
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 183Q **SCHOOL NAME:** Richard R Green

DISTRICT: 27 **SSO NAME/NETWORK #:** Knowledge Network

SCHOOL ADDRESS: 2-45 Beach 79 St
Rockaway Beach ,NY 11693

SCHOOL TELEPHONE: 17186349459 **FAX:** 17186349458

SCHOOL CONTACT PERSON: Renee Peart **EMAIL ADDRESS:** rpeart@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Gloria Brown

PRINCIPAL

Renee Peart

UFT CHAPTER LEADER

Rebecca Ovadia

**PARENTS' ASSOCIATION
PRESIDENT**

Lisa Cooper

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Michelle Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position/Constituency Represented	Signature
Renee Peart	*Principal or Designee	
Rebecca Ovadia	*UFT Chapter Chairperson or Designee	
Lisa Cooper	*PA/PTA President or Designated Co-President	
Elaine Williams	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Argensis Morales	Parent	
Janilda Paz	Parent	
Dan Anderson	Teacher	
Gloria Brown	Teacher	
Sheryl Bernstein	Teacher	
Pauline Cummings	Teacher	
Della Jackson	Parent	
Omotolani Thomas	Parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 183Q, Dr. Richard R Green School is an elementary-middle school with 664 students from pre-kindergarten through grade 8. PS183's mission is committed to providing a standards-based education to all students in a nurturing and supportive environment. We continue to use the schools resources to enrich the educational experiences of the entire educational community. Our goal/vision is to have all students exceed their respective performance standards through a seamless and unified curriculum. We use data to drive instruction and to meet the needs of each student.

The school is well developed according to our latest Quality Review, for the second year in a row. Our most recent ELA scores have risen to 50.1% from 38.8% of our students on grade level in 2006-2007. Our math scores have risen to 58.7% from 54.7% in the 2006-2007 school year. The school uses data to understand, plan and monitor the student's progress and to accelerate the student's learning.

The school is supported through multiple funding sources to support our instructional programs. These funding sources include Fair Student Funding, Title I, Contracts for Excellence, Children First Funding and Early Grade Reduction Federal and Stating Funding. These funding sources have helped supported programs in PS/MS 183Q like American Ballroom Dancing, Leadership program and Spirituality for Kids, Rockaway Arts Council, Music Wizards and After-school Programs. These programs incorporate hands on arts activities and develop an understanding and appreciation of the arts.

We have a literacy program design for grades K – 3. Reading First is a grant which supports reading in our K-3 grades. Reading First focuses on the students learning the 5 fundamentals of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Students explore high-quality literature, informational text in and effort to understand the basics of reading. Our elementary and upper level student's program uses a balanced literacy approach to expand the fundamentals of reading and writing. We have received a grant for middle school and will fund new materials to support both teachers and students with a challenging program that will help all students succeed, be challenged and enrich our above grade population, This new reading program will utilize a coach to help teachers understand and implement the materials.

We support our English Language Learners through small group instruction provided by a licensed full time ELL teacher. Each student receives 360 minutes of instruction per week in various content areas designed to support their classroom instruction.

Everyday Math was the primary vehicle for math instruction in the 2008 school year and Impact Math was used for grade 6-8. Selected students who qualified were given the opportunity to have Impact Math and Integrated Algebra in the 8th grade and take the Regents exam.

PS183Q includes a gifted and talented program in the K-8 grades. The students selected for this program have an enriched curriculum that instructs students to use problem solving skills and higher order thinking skills in their learning. We are encouraging the teachers to utilize more challenging materials (requested in the middle school grant we have received), and higher order questioning and learning style strategies to assist moving their students to greater levels of achievements. The findings of the Quality review encouraged us to review our Astre goals and adjust our expectations for higher levels of achievement.

An Inquiry Team was formed to discuss the bottom third students as determined by their ELA scores. The team explored the students learning styles, the services the students received and attempted to discover new ways to help the students succeed. This committee will continue the work in the 2008-2009 school year. The inquiry team uses the ARIS system to develop an academic plan for each student.

We have a two science teachers (elementary and middle school). We expect to have a full science lab for the 2008-2009 school year. School Construction Authority will begin to work on the science lab for the school year 2008-2009. At that time, we plan to offer a Regents Class in Earth Science. We also have a social studies cluster and all teachers follow the mandated curriculum.

Physical Activities are also programmed into our student's curriculum. Students receive physical education as well as health. Students take part in the NYC Fitnessgram program. Also, students receive lessons in HIV/AIDS as part of the mandated HIV/AIDS curriculum

Trips are another part of the curriculum that are encouraged. Teachers incorporate visits to gardens and farms, museums, art galleries and community resources areas in order to promote further understanding of the world around them. Students also visit local organizations such as the police department, fire department, library, etc. In addition, the students are provided the opportunity to participate in various programs throughout the school year, such as Periwinkle, City Opera, Rockaway Artist Group and Ballroom Dancing.

We encourage all students to attend after-school tutoring so that there areas of strengths/areas of improvement are worked on. This tutoring has been available for

grades K-8. We also have an after school club program which offers sewing, technology, dance, cheerleading, basketball, drama, arts and games. We are planning a Saturday enrichment program for middle school Astre students, since we received the middle school grant, to help challenge these students to reach higher levels of achievement and expand their knowledge base.

PS 183 recognizes its primary mission to be one that provides a curriculum and an environment designed to maximize the intellectual development of the school population. Our goal is to develop students who will achieve their intellectual, social, physical and emotional growth. Our curriculum provides a firm foundation in basic and higher order thinking skills, which will enable students to meet the New Standards. Our students are provided with opportunities to develop their potential to become educated, respectful, responsible members of society. A requirement for community service is included as a graduation requirement.

We recognize the importance of parents and caregivers and the entire community in realizing student achievement and supporting our work. We strive to actively engage these groups in the educational process. We encourage parents and caregivers to participate in their children's education through our Parent Association as well as our School Leadership Team. Our parent coordinator encourages the parent teacher partnership through classes she arranges to assist the parents in helping their children achieve success. These classes include GED study, ESL classes, workshops on academic subjects and testing in these areas as well as family workshops to provide support for all families. The Parents Association provides activities monthly to engage the families of our students. Movie nights, Talent shows and Fashion shows have provided entertainment for the community.

We are pleased our students are making continuous progress. It is encouraging to watch students achieve success and improve each year. We strive to advance our children's academic, social and emotional achievement. The success of our students is the reason for our schools most recent progress.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS183Q				
District:	27	DBN #:	27Q183	School BEDS Code #:	342700010183

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" 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	17	18	18		90.5	90.4	TBD		
Kindergarten	57	63	55						
Grade 1	64	74	78						
Grade 2	81	64	75	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	46	79	71		TBD	TBD	TBD		
Grade 4	60	44	78						
Grade 5	72	65	56	Eligible for Free Lunch:					
Grade 6	93	77	57	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	62	96	81		81.0	81.0	81.0		
Grade 8	0	65	89						
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		2	7	5		
Grade 12	0	0	0						
Ungraded Elementary			1	Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total	552	645	659		0	6	12		
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	55	41	41						
No. in Collaborative Team Teaching (CTT) Classes	11	23	17	Principal Suspensions	20	16	11		
Number all others	0	0	0	Superintendent Suspensions	7	21	23		

DEMOGRAPHICS

<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	TBD	TBD	TBD	TBD
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	TBD	TBD	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	18	23	29	Number of Staff:			
# ELLs with IEPs	1	2	0	(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	37	46	51
				Number of Administrators and Other Professionals	15	9	14
Overage Students:				Number of Educational Paraprofessionals	6	TBD	5
(# entering students overage for grade as of October 31)	2006	2007	2008				
	2	5	6				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.4	1.4	1.5	Percent more than two years teaching in this school	67.6	65.2	70.6
Black or African American	69.4	67.6	66.6	Percent more than five years teaching anywhere	59.5	54.3	56.9
Hispanic or Latino	21.2	20.9	22.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	6.0	5.3	Percent Masters Degree or higher	81.0	80.0	78.0
White	4.0	4.0	3.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	94.4	95.9
Multi-racial	N/A	N/A	TBD				
Male	52.2	48.8	48.2				
Female	47.8	51.2	51.8				

2008-09 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: No		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:	In Good Standing			ELA:	
	Math:	In Good Standing			Math:	
	Science:	In Good Standing			Grad. Rate:	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	v	v	v			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	v	v	v			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	v sh	x	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v	v			
Student groups making AYP in each subject	5	54	3	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	C	Overall Evaluation:	Well developed
Overall Score	49.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 30% of the Overall Score)	12.1	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 55% of the Overall Score)	26.2	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	Well developed
<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?
-

A comprehensive review of the school's educational program for PS/MS 183 indicates the following about student performance trends and other indicators of progress. For the Early Childhood grades two-thirds or more of all students in grades k-3 have achieved their bench-mark status. In k-1 the students have exceeded their benchmark goals, with few struggling students unable to achieve the benchmark goals in their grade. Grade two students did not achieve benchmark goals for their grade at the desired rate. This grade struggled to reach their benchmark goals, leaving many intensive students. Grade three came close to achieving their benchmark goals, with only two holdovers based on the 2007 ELA New York State Assessment. For grades three through grade eight in the New York State Math Assessment, 54 - 59% of the students have reached grade level. On the New York City Department of Education Progress Report for 2006-2007, the following was noted. On the state Accountability Status, this school is a school in good standing based on its 2007-2008 performance. This measure is determined by New York State as a part of NCLB act. The school is in good standing for ELA, Math, and Science.

The school has met the AYP(Adequate Yearly Progress) for all students in ELA, Math, and Science. Elementary/Middle level ELA accountability status is in good standing and measures 5 of 5 student groups making AYP in ELA. The prospective status for 2007-2008 will be that this school will be in good standing and 99% of all tested students will meet their performance criterion with a performance index of 124. Elementary/Middle level Mathematics accountability status is in good standing, with 5 of 5 groups making the AYP in Mathematics. The prospective status for 2007-2008 will be that the school will be in good standing. Elementary/Middle level Science

accountability status is in good standing, with 1 of 1 student groups making the AYP in science. This school will be in good standing for 2007-2008.

On the 2007- 2008 Learning Environment Survey our survey scores made great increases. In Academic Expectations we have risen from 6.7 to 7.8. In Communication we have risen from 6.3 to 7.1. In Engagement we have risen from 6.2 to 7.2. In Safety and Respect we have risen from 5.7 to 6.8. We use the survey to look at the areas of improvement and areas of concern for parents, teachers and students. On the student performance survey, this years school score is 12.6. For English Language Arts, percentage of students at levels 3 and 4 are 50.1%. For Mathematics, percentage of students at levels 3 and 4 are 58.7%. For student progress, this years score, is 26.2%, with 57.9% of students making at least one year of progress in English Language Arts. For student progress this year's score in Mathematics as 56.9% of students making at least 1 year of progress.

The Quality Review Report for 2008, was well developed. The data systems are securely in place providing the staff with the information they require to meet the learning needs of the students. The reviewer's assessment was to devise a planned program of school wide inter-visitation to enable teachers to benefit further from the sharing of good practices.

The Inquiry Team action research showed that of the 15 targeted children by the inquiry team, 11 students met the June goal that was established by the team. We had 4 students who came close to meeting the June goal. The team reviewed the results of the 2008 ELA scores, ITA and the Predicative assessments. Each student was expected to improve one level based on their goals determined by the inquiry team findings. The students have shown individual growth and accuracy in the comprehension skills area.

To summarize, of the students in grades k-3, two thirds or more have achieved benchmark status. For ELA, 39-51% of the students are on grade level. For the Mathematics, 54-59% are at grade level. The greatest accomplishment is that we have become a school in good standing, and we have put into place many support features for our students. These include: after school programs, early morning tutorials, AIS support services, after school clubs, project arts, Spirituality for Kids (SFK), The Reading First Program, and the accelerated Math regents class for grade students. The most significant aid to our school improvements are the staff, teachers, and support staff, the inquiry team, the leadership team that all work with our students. We do not recognize any barriers to continuous improvement based on our continued academic growth and improvement.

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

PS/MS 183 School Goals for 2008-2009:

I. Reading:

Grades K- 3

Goal #1a: By June 2009, 62% of students will achieve benchmark status on Reading First DIBELS

Grades 4 - 8

Goal #1b: By June 2009, PS/MS183Q will achieve the noted NYS Effective Annual Measurable Objective (AMO) in ELA for grades 4 - 8 and be able to increase students' overall ELA score by 3% with an increase scale score of 10 points for each student.

II. Mathematics:

Goal #2a: By June 2009, students in K-2 will achieve mastery of the grade level material in mathematics as prescribed by the NYS Standards for Mathematics and evidenced by successful completion of 75% of the Grade Specific Performance Indicators

Goal #2b: By June 2009, PS/MS183Q will achieve the noted NYS Effective Annual Measurable Objective (AMO) in Math for the school year 2008-2009 and be able to increase students' overall Math score by 3% with an increase scale score of 10 points for each student.

III. Science:

Goal # 3: By June 2009, PS/MS 183Q will achieve the noted NYS effective Annual Measurable Objective in Science for the school year 2008-2009 and be able to increase students' overall Science score by 3% in grade 4 and 3% in grade 8.

IV. The Arts: Grades K-8

- **Goal # 4** By June 2009, PS/MS 183 students will demonstrate an increased understanding and mastery of art through the implementation of the NYC Blueprint for Visual Arts and related school-based arts initiatives as evidenced by student portfolios displaying work in the following areas: Art Making; Literacy in the Visual Arts; Making Connections; Community and Cultural Resources and Careers and Lifelong Learning

V. Social Studies: Grades 4-8

Goal #5: By June 2009, 70% of the 5th grade and 25% of the 8th grade students will achieve a level 3 or 4 on the NYS Social Studies Exam

VI. Parental Involvement:

- **Goal # 6: By June 2009, PS/MS 183Q will demonstrate an increase of 10% in parental involvement as evidenced by 10% increased attendance at their monthly meetings and 10%increase in responses on Learning Environment Survey.**

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA
Grades K-3

<p>Annual Goal- #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1a- 62% of students will achieve benchmark status on Reading First DIBELS</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"> • Implement Trophies Reading Program • Compare and analyze results from benchmarks, ECLAS-2, and progress monitoring in the Trophies Program • Provide AIS to identified students based on assessments • Data folders will be utilized to differentiate instruction • Four square writing including revising and editing, and final product • Implement prototype in writing and interactive writing in subject areas • Include genre of the month in writing with grammar focus • Extended A.M. tutorial for level 1 students in grade K-3 • Provide challenging and enriching materials/activities for Astre and level 4 students • Provide opportunities for inter-visitation for teachers to observe master colleagues or Astre teachers at other schools • Provide strategies and workshops to assist teachers differentiate instruction to students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding • Reading First • Grade Reduction Funding

Indicators of Interim Progress and/or Accomplishment

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

- **DIBELS testing 3 times a year, 10% increase in benchmark students (Oct., Jan., May)**
- **E-class testing 2 times a year, 5% increase in students reaching grade level (Oct, May)**
- **Terra Nova testing 2 times a year (Nov., Jan.)**
- **ITA and Predictive testing 2 times a year for grade 3**
- **Increase in number of Astre students reaching above grade levels on assessments.**
- **Increase in number of grade 3 Astre students reaching level 4 on ELA**
- **Ongoing informal assessment through observation and portfolios to measure student performance**
- **Monitor and assess progress all areas in November, January, March, and June.**

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA
Grades 4-8

<p>Annual Goal - 1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1b- By June 2009, PS/MS183Q will achieve the noted NYS Effective Annual Measurable Objective (AMO) in ELA for grades 4-8 and be able to increase student’s overall ELA score by 3% with an increased scale score of 10 points for each student.</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"> • Compare and analyze assessment results from periodic assessments, teacher observation and prior ELA scores to plan for differentiated instruction and grouping • Include enrichment activities, higher- order questioning and challenging materials based on reading levels for Astre classes • Continue literacy block for 90 minutes with additional support for content areas, utilize library for research • Continue and expand four square writing, including revising, editing, and final product • Utilize Kaplan Learning Services to provide specific materials for test preparation • Provide AIS and IEP teacher services to level 1 and 2 students • Utilize NYS results, ITA, and Predictive assessments to differentiate instruction • Prepare and distribute ELA material, administer practice tests, review data for instructional needs to differentiate instruction • Implement Knowledge Network prototype- genre of the month in writing, skill of the week • Continue inclusion of self-contained students in mainstream classes • Extended A.M. tutorial to provide for results from assessments • Provide opportunities for inter-visitation for teachers to observe master colleagues or Astre teachers at other schools

<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"> • Fair Student Funding • Children First Funding • Title I Funding • NYSTL
<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"> • ITA testing 2 times a year • Predictive assessments 2 times a year • Ongoing informal assessment through observation and portfolios to measure student performance (monthly) • Teachers and students will create writing rubrics • Improved scores on all assessments indicating movement into higher levels • Fewer holdovers for grades 4-8 • Increase in percentage of grade 4-8 students at level 3 NYS ELA • Increased performance by Astre students indicating upward movement in level 4 and increase scores in level 3 • Monitor and assess all areas in November, January, March and June

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Mathematics K-8

<p>Annual Goal - 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2a. By June 2009, students in K-2 will achieve mastery of the grade level materials in mathematics as prescribed by the NYS Standards for Mathematics and evidenced by successful completion of 75% of the Grade Specific Performance Indicators</p> <p>2b. By June 2009, PS/MS183Q will achieve the noted NYS Effective Annual Measurable Objective (AMO) for the school year 2008-2009 for all students and be able to increase student’s overall Math score by 3% with an increase in their scale score of 10 points for each student. For those students not attaining the standard benchmark, an Academic Intervention Plan will be developed and implemented</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"> • Continue to implement Everyday Math, Math Steps, Impact, Integrated Algebra in grades K-8 • Compare and analyze results from ITA predictive and teacher created assessments to plan instruction • Group students periodically to reflect scores and differentiate instruction based upon assessments • Provide Astre classes with challenging materials to support enriching and differentiating the curriculum • Use the workshop model of math instruction to provide hands-on, problem solving experiences, as well as, opportunities for reinforcement of basic skills

	<ul style="list-style-type: none"> • IEP teacher will provide AIS in math to mandated students • Extended Day 37.5 minutes, four times per week for targeted groups of students on a needs basis that reflects assessments • Expand use of technology for math, utilizing programs which support standards, Everyday Math, Impact Math and Integrated Algebra • Incorporate math activities to collect, analyze, interpret and display data • Implement 90-minute daily math block continuing the math/literacy connection • Expand efforts to provide parent involvement so as to enhance understanding of Math Standards, as well as, Everyday Math, Impact Math and Integrated Algebra programs and their impact on student instruction • Create a Saturday Academy for students who are in levels 2 and 3 in order to move them to levels 3 and 4 • Provide ongoing opportunities for professional growth in using Everyday Math, technology, test prep materials, etc. to enable students to meet standards Additionally, demonstrate ways to incorporate the use of assessment results (MAI,CTB, NYS, GAINS Math, Kaplan, ITA and Predictive Assessment) to differentiate and drive instruction <p>WHEN... Instructional Timeline</p> <ul style="list-style-type: none"> • September- Open House to familiarize parents with mathematics program, the implementation of Regents class, assessments, ITA's, Predictives and expectations for all students • October- May workshops as needed on topics of greatest interest or to benefit students' achievement • September workshops to introduce new programs and or to review new programs • October- May workshops during common preps, lunch and learns and any district initiated staff development days
<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"> • Children First Funding • Fair Student Funding • Title 1 Funding • NYSTL • Contracts for Excellence (Math Coach)

Indicators of Interim Progress and/or Accomplishment

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

- Increase of 3% on standardized tests. Improved scores on district supplied and teacher prepared assessments
- Increase in students moving to levels 3 and 4 on the ITA and Predictive Assessments
- Increase math language and content knowledge, as well as writing in mathematics
- Greater communication skills
- Greater ability of students to express math ideas orally and in writing
- Improved performance by Astre students on all assessments, indicating greater understanding of math concepts and ability to understand higher level math
- Increase in attendance by parents at workshops
- Increased and improved use of small group instruction, differentiated instruction, questioning techniques, rubrics instruction, use of data to drive instruction,
- Greater movement into levels 3 and 4
- Challenging and enriching math opportunities for students in levels 3 and 4 especially in Astre classes
- Benchmark assessments using ITA's, Predictives and other required assessments
- Monthly quizzes and Portfolio Assessments by coach and classroom teachers
- Review progress at monthly grade meetings and cabinet meetings
- Monitor and assess all areas in November, January, March and June

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Science

Subject/Area (where relevant): _____

<p>Annual Goal - #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2009, PS 183Q will achieve the noted NYS effective Annual Measurable Objective (AMO) in Science for the school year 2008-2009 and will increase student’s overall science score by 3% in grade 4 and 3% in grade 8
<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"> • Provide opportunities for the science cluster and classroom teachers to link to promote a comprehensive science program • Implement grade level curriculum in accordance with NYS syllabi and standards • Increase hands-on activities for all grades • Classes will devote a monthly bulletin board to science • Teachers will provide AIS services in English Language Arts, math and science to students in need • Resource room teacher will pull-out targeted/mandated students by IEP • IEP teacher will pull-out mandated students and those students recommended by SBST • Expand science classrooms to include more resource materials that encourage inquiry research and hands-on experience • Display examples of science experiments • Provide on going opportunities for professional growth in using a problem-solving, hands-on approach to science that integrates literacy, social studies and

	<p>math</p> <ul style="list-style-type: none"> • Provide opportunities for professional development for grade 4 and 8 teachers on the ESPET test • Provide challenging opportunities for Astre students using enrichment materials and hands on experiments that will engage and motivate • Provide resources to teachers in grades 3 to use during class lessons and centers
<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"> • Fair Student Funding • Children First Funding • Title I Funding • NYATL
<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"> • Ongoing informal assessment through observation to measure student performance • Improved test scores • Monthly exams by science and classroom teachers • Portfolios reflecting progress in science • Increase marks on grade 4 and 8 standardized tests • Increase in use of science manipulative and lab materials • Improved questioning techniques and use of teaching strategies evident in lessons, interdisciplinary units • Increased evidence of scientific understanding • Increased participation in class and hands on activities • Monitor and assess all areas in November, January, March and June.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): The Arts

<p>Annual Goal - #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2009, students will demonstrate an increased understanding and mastery of art through the implementation of the NYC Blueprint for Visual Arts and related school-based arts initiatives as evidenced by student portfolios and displaying work in the following areas: Art making; Literacy in the visual arts; Making connections and Community and cultural resources and careers
<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"> • Continue cultural arts and arts activities that link the arts to science and social studies • Create art that is generated by writing and writing that is generated by art • Make observations regarding objects, colors forms, lines, textures and patterns involving math, science and English Language Arts through the implementation of the Blueprint for Visual Arts • Continue to link SFK tools to art in weekly sessions with SFK and SFT • Gain important listening skills, understand the deep rewards that come through listening to and appreciating many genres of music • Use concepts from other disciplines to enhance an understanding of music • Recognize and identify selections of music (and composers) identifying and pinpointing

	<p>countries on maps associated with the composers and music</p> <ul style="list-style-type: none"> • Understand the function of music and performances within a culture recognizing the cultural features and differences as taught by instructors from Music Wizards • Read and perform simple pieces of music in a chorus, band and recorders under the direction of instructors from Music Wizards • Identify music from world cultures and periods of US history relating to the social studies curriculum • Eighth Grade will participate in ballroom dancing and identify and dance different styles of ballroom dancing • Develop a club- based after school focusing on art and creation • Invite Periwinkle Theatre to incorporate a multicultural theme with the 1st grade students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding</p> <p>Children First Funding</p>
<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"> • Periodic Review: Monthly Projects assigned as indicated on Portfolio checklist • Detailed art portfolios and bulletin boards related to the art • Performances in Winter and Spring Concerts • Greater understanding of classical music with links to art, history, literature and math • Consistent participation rate in clubs and in the arts after school • Improved listening skills • Monitor and assess all areas in November, January, March and June

	<ul style="list-style-type: none"> • Identify and perform music from world cultures and periods of U.S. history relating it to the social studies curriculum • Provide staff development for guidance counselors, classroom teachers, administrators and parents in behavior management techniques and building self-esteem • Review conflict resolution strategies and resources • Expand resources to challenge and support Astre classes • Portfolios in grades 4-8 reflecting progress in social studies • Encourage trips to museums, concerts and theatre events
<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"> • Fair Student Funding • Children First Funding • Title I Funding • NYSTL
<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"> • Periodic Review: November, January, March and May • Ongoing informal assessment through observation and portfolios to measure student performance • Research projects and reports which meet or exceed standards and use DBQ as a model • Improved scores on standardized tests in social studies grades 5 and 8 • Increased number of students writing standards- based reports, DBQ as model

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal - #6 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2009, PS/MS 183Q will demonstrate an increase of 10% in parental involvement utilizing the Title 1 money set aside for parent involvement. This will be evidenced by a 10% increase in the overall attendance at monthly meetings/workshops and an increase in parent responses on the Learning Environment Survey
<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"> • Provide workshops to explain citywide initiatives in reading/math/science/social studies to parents of K-8 • Provide Pre-K parents with workshops on community resources • Continue EPIC training workshops • Provide parent workshops about community resources available for assistance • Provide parent workshops to explain referral process • Provide parent workshops by SBST to meet the team • Provide parent workshops to explain inclusion and the classes that are working together in academic areas 3rd -8th grade inclusion classes • Provide workshops to parents about the importance of attendance • Parent Association meeting to provide parents with the opportunity to get involved in the school • Parent Coordinator provides workshops on the new standards for parents and keeps parents informed about school events and provides parents with information about school programs.

	<ul style="list-style-type: none"> • Send school calendar/newsletters to all parents informing them of the activities and the upcoming events for the month. • Encourage parents to attend parent volunteer training workshops in order to increase parent participation in the school (tutoring, Learning Leaders, lunch room). • Inform parents of leadership committee meetings and encourage their participation on subcommittees by publishing the minutes of the meeting.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 Parent Involvement</p>
<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"> • Increased evidence of parent guidance and support on assignments • Improved home connections • Increased parental awareness • Increase in parental participation at school meetings • Increase in number of parents reaching out to community for assistance • Increase in attendance at parent association meetings • Increase in parent volunteers • Increase in parents attending Parent/Teacher Conferences in the Fall and Spring • Increase in parent participation at all school events • Increase in feedback from parent surveys • Periodic Review: Monthly review of attendance @ PA meetings and Parent Workshops • Assess parent surveys in June, July.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	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	42	10	N/A	N/A	2	0	0	2
1	42	10	N/A	N/A	7	4	2	4
2	25	10	N/A	N/A	4	0	0	2
3	19	10	N/A	N/A	7	0	0	2
4	24	10	22	21	12	1	0	5
5	19	13	17	34	19	0	1	5
6	26	14	8	25	8	0	0	7
7	33	27	10	20	15	0	0	4
8	57	25	20	35	30	3	9	6
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.

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Levels 1 and 2, including ELL’s scoring below proficiency on NYSESLAT</p> <ul style="list-style-type: none"> • Skill driven • Reduced Student-Teacher Ratio Enabling Small Groups • Individualized Instruction Based on Assessment Needs. Push In/Pull Out AIS Teacher • Monitoring of Student Progress through informal assessment, citywide and regional interim assessments, <ol style="list-style-type: none"> 1. Wilson Reading for our special needs population 2. Skill driven 3. Kaplan Learning 4. Reading First Intervention Program Grades 3-8 5. After School Tutorial Grades K-8 6. Ticket To Read 7. A.M. Tutorial-Small group • Summer School Grades 3-8 • Resource Room-During the school day <ol style="list-style-type: none"> 1. SETTS Teacher Identifies and Supports mandated students 2. Small group instruction 3. Frequency Based on IEP
Mathematics:	<p>Levels 1 and 2, including ELLs on NYSESLAT</p> <ul style="list-style-type: none"> • Reduced Student-Teacher Ratio Enabling Small Groups • Individualized Instruction Based on Assessed Needs – Citywide and Regional interim assessment • Grades K-8; during school day • After School • Resource Room • SETTS Teacher supports mandated students • Small Group Instruction • Summer School Grades 3-8 • Saturday Academy Grades 3-8 <p>Frequency Based on IEP</p>
Science:	<ul style="list-style-type: none"> • Small Group Instruction • Hands-On Inquiry Approach Gr. K-8 • Grades K-8; during school day • Individualized Instruction Based on Assessed Needs

Social Studies:	<ul style="list-style-type: none"> • Small Group Instruction • Document Based Questions Gr. 3-8 • Grades 3-8; during school day • Individualized Instruction Based on Assessed Needs
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Group and Individual Counseling • Needs Based • Students not Meeting Promotional/Performance Standards • Students Experiencing Behavioral/Emotional/Family Issues Negatively Impacting on Learning
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Counseling <p>Referrals to Support Agencies</p>
At-risk Services Provided by the Social Worker:	<p>Referrals to Supportive Agencies</p>
At-risk Health-related Services:	<p>Health Services</p> <ul style="list-style-type: none"> • Regional Nursing Director-Coordinates Services Throughout Region • Supervising Nurse for Each District – Monitors Services • Contract or DOH Nursing Services Support All Elementary School @6hrs/day • Monitor Health Needs of All Students • Provide First Aid • Referrals to Supportive Agencies <p>Open Airways Asthma Curriculum</p> <ul style="list-style-type: none"> • Emotional, Health and Physical Components • Delivered by DOH School Nurse • Referrals to Supportive Agencies <p>Drug and Violence Prevention Program</p> <ul style="list-style-type: none"> • Emotional, Health and Social Counseling • Trained SAPIS Worker <p>Referrals to Supportive Agencies</p>

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

NCLB/SED requirement for all schools

New York City Department of Education

Community School District 27

Dr. Richard R. Green School

PS/MS 183Q

245 Beach 79th Street, Rockaway Beach, New York 11693

718-634-9459 Fax: 718-634-9458

Renee Peart, Principal

Patricia Finn, Assistant Principal

Jessica Romero, Assistant Principal

LAP Narrative

PS/MS 183 is located in the Rockaway section of Queens, NY. This Pre-kindergarten to eighth grade school serves a population of 674 students from mainly low socioeconomic backgrounds. The school building is a well-kept older building where pride in student's accomplishments is evident in prominently displayed work.

According to the latest available ethnic data, 3.85% of our students are white, 65.09% of our students are black, 25.15% are Hispanic, 3.85% of our students are Asian and other. 49.70% of our students are male and 50.30% are female.

Approximately 15.38% of our students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Support Services (SETSS), instruction in self-contained classes and related services such as speech and language,

counseling and adaptive physical education. A resource room teacher serves our students; also 38 of our students are English Language Learners (ELLs) with Spanish the dominant language. The majority of our population, 81% are eligible for free lunch.

The school has one full-day Pre K class, three kindergarten , four first grade, three second grade, three third grade, three fourth grade, three fifth grade, two sixth grade, two seventh grade and three eighth grade classes in general education. There are five self-contained special needs classes serving grades K-8. There is one third grade inclusion class and one eighth grade inclusion class. There is a pull-out ELL program for grades K-8. Students are grouped heterogeneously within each grade. Music, art and computer technology are incorporated into all content areas in order to develop an enriched program that engages every child's talent. Our Astre (gifted) program consists of one class on grade K-8.

PS/MS 183's team members are:

1. Renee Peart, Principal
2. Jessica Romero, Assistant Principal
3. Patricia Finn, Assistant Principal
4. Jacqueline Stillwell, Parent Coordinator
5. Dorothea Connolly, Literacy Coach
6. Gloria Brown, Math Coach
7. Rory Efron, Guidance Counselor
8. Rhea Peykarian, Guidance Counselor
9. Cynthia Mossen, ESL teacher

Our school population contains 674 students in grade PK- 8 grade. Our ELLs make up 5.6% of our total student population. There are 38 ELLs in total.

The total number of ELLs per grade are:

Kindergarten	4	(2 Russian, 2 Spanish)
1 st Grade	8	(1 Amharic, 1 French, 1 Urdu, 5 Spanish)
2 nd Grade:	5	(2 Amharic, 1 Urdu, 2 Spanish)
3 rd Grade:	4	(1 French, 3 Spanish)
4 th Grade:	5	(5 Spanish)
5 th Grade:	2	(1 Amharic, 1 Spanish)
6 th Grade:	2	(1 Amharic, 1 French)
7 th Grade:	4	(4 Spanish)
8 th Grade:	5	(1 Haitian Creole, 1 Amharic, 3 Spanish)

After reviewing the Parent Survey and Program Selection Forms for the past few years, we have noticed that the majority of our parents chose the ESL program.

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34.2%, 13 of our Ells students area at the beginner level, 26.3%, 10 students are intermediate and 15.8%, 6 students are advanced. The two areas of strength are in listening and speaking. The two areas of weakness are reading and writing. According to the patterns across the four modalities, instruction should target the ELL's reading and writing skills.

Content area performance data indicate that ELLs have made improvement. Several students have moved from low-level 2's to high – level2's. Also, students have made improvement on the ELA and Math Exams. The teachers use various assessments to drive instruction. These assessments include Regional Practice Exams, Predictive and ITA Exams, ECLAS and teacher made assessments. The result of the Interim Assessments are shared with teachers in an effort to use a variety of instructional techniques as a way of developing, cognitive and study skills in English. ELLs can effectively participate in the learning process through an instructional approach designed around Balanced Literacy.

PS/MS 183Q will continue to work with ELL students in a pull-out program. Students will receive small group instruction by the AIS teachers, IEP teacher and the Literacy Coach. Additionally, we are currently training Learning Leaders Parent Volunteers to work with students one-on-one in their classrooms. Students can also receive tutoring four times a week in our Extended Day Program and two additional after-school opportunities.

All ELLs in PS/MS 183Q are in an ESL program and receive instruction in English using ESL methodology and instructional strategies. ELLs receive native language support, when available. The ESL and classroom teachers work closely to provide language arts and content area instruction. We will continue to work with ELL students in an ESL pull-out program to meet their needs as per CR Part 154 instructional unit requirements.

Our plans for newcomers are as follows:

1. 360 minutes or ESL instruction in a pull-out program
2. Small group instruction provided by AIS teacher
3. Extended Day Program
4. Tutoring provided by SES providers

SIFE and Long-term ELLs will receive ESL instruction and or ELA instruction as required under CR Part 154. Additionally, long-term ELLs will receive small group instruction provided by AIS teachers and tutoring from SES providers. The Extended Day Program will provide additional services to long-term ELLs.

PS/MS 183Q will follow the goals stated on the IEP of ELLs identified as having special needs.

Students will receive small group instruction by the AIS teachers, IEP teacher and the Literacy Coach. Additionally, we are currently training Learning Leaders Parent Volunteers to work with students one-on-one in their classrooms. Students can also receive tutoring four times a week in our Extended Day Program.

Our plan for ELLs reaching proficiency on the NYSESLAT is to provide one period of ESL instruction as permitted by the caseload of ESL teacher. In addition, they are invited to participate in small group instruction provided by the AIS teacher and the Extended Day Program.

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

Form TIII – A (1)(a)

Grade Level(s) **K-8** _____ Number of Students to be Served: **34** LEP _____ Non-LEP _____

Number of Teachers **1** _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

DRAFT – MAY 12, 2008

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.

All 34 ELLs in PS/MS 183Q are in an ESL program, which includes Kindergarten through 8th grade, and receive instruction in English using ESL methodology and instructional strategies. ELLs receive native language support, when available. We will continue to work with ELL students in an ESL pull-out program to meet their needs as per CR Part 154 instructional unit requirements.

All beginner and intermediate level ELLs will receive 360 min/wk of ESL instruction. Advanced level students will receive 180 min/wk of ESL instruction. Students are entitled to receive the aforementioned services until they have passed the NYSESLAT.

The ESL provider, Ms. Mossen, has NYS Certification in TESOL k-12.

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.

10/ 24/08 : ELA/NYSESLAT Challenge for K-8 ELLs

11/04/08 : Goal Setting Strategies in the ESL & Preparing ELLs for the ELA in the ESL Classroom

11/25/08: BESIS Training

Tentative : Knowledge Monthly Meetings for Teachers of ELLs
BETAC Monthly Meetings for Teachers of ELLs

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,227.40	AIS teacher salary for additional support to the ELL students
Purchased services such as curriculum and staff development contracts	N/A	
Supplies and materials	\$4,773.00	\$2,773.00 for additional supplies (ELL Program) + \$2,000.00 for books (ELL Program)
Travel	N/A	
Other	N/A	
TOTAL	\$15,000.40	

Beginner GEBRU, FYERY

	Period 1 8:50- 10:02am	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday	ESL	Health	ELA	Math	Math	Lunch	Social Studies
Tuesday	ESL	ELA	Math	Art	Math	Lunch	Science
Wednesday	ESL	ELA	Math	Tech	Math	Lunch	Social Studies
Thursday	ESL	Conflict Resolutio n	ELA	Math	Math	Lunch	Science
Friday	ESL	ELA	Science	Math	Math	Lunch	Social Studies

Intermediate SOW, KADIATOU

	Period 1 8:50- 10:02am	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday	ESL	Health	ELA	Math	Math	Lunch	Social Studies
Tuesday	ESL	ELA	Math	Art	Math	Lunch	Science
Wednesday	ESL	ELA	Math	Tech	Math	Lunch	Social Studies
Thursday	ESL	Conflict Resolutio n	ELA	Math	Math	Lunch	Science
Friday	ESL	ELA	Science	Math	Math	Lunch	Social

							Studies
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Advanced APONTE, KELY

	Per. 1 8:50- 9:26	Per. 2	Period 3	Period 4	Period5	Period6	Period7
Mon.	ESL	ELA	GYM	SOCIAL STUDIES	MATH	LUNCH	MATH
Tues.	ESL	ELA	SCIENCE	MATH	HEALTH	LUNCH	MATH
Wed.	ESL	ELA	MATH	CONFLICT RES.	SOCIAL STUDIES	LUNCH	MATH
Thurs	ESL	ELA	MATH	MATH	GYM	LUNCH	MATH
Fri.	ESL	ELA	MATH	MATH	LIBRARY	LUNCH	MATH

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. During registration, a parent completes the Home Language Survey Form (HLIS) indicating their home language(s) and preferences for oral and written communication.. This information is entered into ATS and noted on the student's cum folder.

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.

According to the RHLA and RPOB ATS reports, our school's translation and interpretation needs are based on the following home languages:

Amharic-- .4% Arabic--.2% English—84.2% French--.8% French-Haitian Creole--.2% Haitian Creole--.8%
Hindi--.3% Urdu--.6% Pilipino--.3% Polish--.2% Spanish—11.3% Tibetan--.4% Ukh--.2% This information was shared with the school community by means of the parent handbook, at Parent Association meetings and through the Parent Coordinator. Staff utilized the home language survey, located in the cumulative folder, to determine the language with which to communicate to parents. Staff also utilizes the emergency "blue" card to identify the home language. A list will be generated on the parents' preference of language for communication and kept in the main office.

Part B: Strategies and Activities

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

We will plan ahead to ensure timely provision of translated documents. Translations of signs, report cards, Bilingual Glossaries for DOE Terminology will be provided by our school. Spanish translations of other documents will be provided by in house school staff and parent volunteers. For other languages, documents will be translated by the Translation and Interpretation Unit.

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.

Interpretation services needed in Spanish will be provided by in house school staff and parent volunteers. For other covered languages, interpretation services will be provided by the Translation and Interpretation Unit. PS/MS 183Q will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. Translated version of the document in covered languages is available on the Department of Education website. Staff will be responsible to retrieve the documents for parents.

2. 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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide a translated version of the Bill of Parent Rights and Responsibilities to each parent requiring language assistance and whose first language is a covered language.

We will post translated signs indicating the availability of interpretation services, in the covered languages. Such signs will be displayed in the entrance behind the security desk, main office and the parent coordinator's office.

We will have a school safety plan in place.

PS/MS183Q has a Spanish translator (in house school staff) available for interpretation services at group or one-to-one meetings. If translation is needed in another language we will contact the translation and interpretation unit for any translation phone services or one-to-one meetings.

Translation services will be promoted through the parent handbook, Bill of Parent Rights and Responsibilities and at Parent Association meetings.

DR. RICHARD R. GREEN SCHOOL

**P.S./M.S. 183, QUEENS
2-45 ROCKAWAY BEACH BLVD.
ROCKAWAY BEACH, N.Y. 11693
Fax (718) 634-9458**

(718) 634-9459

*Renee Peart
Principal*

*Patricia Finn, Assistant Principal
Jessica Romero, Assistant Principal*

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Lunes y Miércoles

6:00 a 9:00 p.m

**Estas clases son para cualquier persona que hable otro idioma como Lengua primaria
(Frances,Indú, Arabe, Polaco, Español etc.)**

No necesariamente debe tener un niño en el sistema educativo.

No hay servicio de cuidado de ninos

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APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$469,707.30
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$4,697.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$23,485.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 95%
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. (See page _47**
2. **_____)**

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

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school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above. *SEE ATTACHED

3. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy. (See page ___42, 51___)

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

1. **A comprehensive needs assessment** was conducted to identify the schools performance in relation to State academic content and student achievement standards. Educators met to discuss qualities that could be implemented to focus on in order to raise student achievement. Using diagnostic assessments, increasing parental involvement, increasing early morning tutorial attendance and daily attendance were the areas determined to be most in need of support.
2. **Schoolwide reform strategies that:**
 - a) As a school in good standing we believe we can still provide opportunities for students to meet and exceed State standards. Our tutorials after school will continue to address students who are not performing at high levels. Classroom strategies will continue to differentiate learning opportunities and teachers will be expected to utilize assessments to identify growth or lack of growth of their students
 - b) Differentiated instruction – the assistance of Academic Intervention Specialists will assist with increasing quality instructional time. In addition our school has after-school tutorials, a Saturday academy and summer programs that provide opportunities for increased learning time:
 - o An accelerated and enriched curriculum is provided for all students. Our Astre program targets students tested for academic enrichment, and our computer teacher provides enrichment for all students. The school encourages students to join dance and chess club to provide additional Arts enrichment opportunities.
 - o To meet the needs of underserved populations our school has provided the following strategies/interventions:

- AIS teacher
- IEP teacher
- Pupil Intervention Plans (PIP)
- Saturday Academy
- Extended Day
- Reading First
- Assessment Driven Differentiated Instruction
- Math Coach
- In addition to the above services, to address the needs of all and particularly the low achieving students, our school offers these opportunities:
 - counseling
 - pupil services (committee PPT)
 - mentoring
 - career awareness
 - technical education
- All opportunities offered by PS 183Q are consistent with and designed to implement State and local improvement standards.

3. **Instruction by highly qualified staff.**

- All teachers were given information on courses they can take to become highly qualified. Also, each teacher has a professional development plan
- Teachers attend PD in school and through the Knowledge Network.
- **High-quality professional development** is provided to all staff members during staff meetings, grade meetings, on professional days and to staff as required by district. Our Reading First Grant enabled all K-3 teachers the opportunity to attend staff development in the summer to learn the new program and technology. Saturday programs were provided to the Reading First teachers to learn about Leap Frog and additional training to understand the Core Program. Reading First teachers receive professional development on the Core Program twice a month after school and Reading Academy training on the 5 essential Core Ideas is provided twice monthly.

The Reading First Coach provides professional development opportunities during the school day (Lunch and Learn) and after school.

Math Coach provides professional development during the school day to all teachers.

Administrators are available during and after school to provide professional development to staff.

The Parent Coordinator has provided additional opportunities for parents – GED classes, counseling, nutrition classes, and workshops to assist students.

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

Our school selects teachers based on interviews, qualifications, ability, prior experience and commitment to teaching excellence. Positions for job opportunities are posted in our school and on the Board of Education website to attract the highest quality of candidate.

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

Our Parent Coordinator and staff have been working to increase parental involvement through opportunities to enrich parents' partnership with the school. Activities to strengthen the home school partnership include, GED program, nutrition, ESL program, Fathers basketball game, dental van, clothing for students, CPR and other workshops.

6. Plans for assisting preschool children in the transition from early childhood programs.

Outside agencies can arrange to bring their classes for a school visit. They walk the children through the building, showing them the cafeteria and Kindergarten classrooms. If possible, they can meet some of the administrators and Kindergarten teachers.

Pre-Kindergarten social workers and/or parent coordinators could invite parents to attend a workshop at our school. They could discuss how to help prepare the children for the transition, suggest summer time activities, and tour the school building.

7. 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.

Staff conferences and grade conferences provide assessment data and analyze data to determine interventions and enrichment activities. Other measures to include teachers in decision making include utilizing technology to create spreadsheet information in order to have visual representations of assessments to help drive/improve academic achievement.

5. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. Additional assistance to ensure appropriate, timely assistance include:

- Saturday Academy
- AIS
- IEP
- AM tutoring
- After-school tutorial
- Small group instruction

Activities in our school are data driven and teachers adhere to looking at assessments to drive instruction and base effective instruction.

6. **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. (See pages _____)

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.
4. Ensure that planning for students served under this program is incorporated into existing school planning.
5. 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;
6. Coordinate with and support the regular educational program;
7. Provide instruction by highly qualified teachers;
8. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

9. Provide strategies to increase parental involvement; and
10. Coordinate and integrate Federal, State and local services and programs.

Public School 183

Tel #718-634-9459

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Web Address: 27Q183@schools.nyc.gov

P.S. 183 Title 1 School Parent Involvement Policy

P.S. 183 receives funds under Title 1 to support, secure and implement supplemental instructional programs for its students that encourages high student academic achievement, and complies with the No Child Left Behind Act (NCLB). Included in this document are the policies and procedures for parental involvement, which describes four key components: Parent Involvement Activities, Annual Meetings, Consultation and Visitations. At the school level, parent coordinators facilitate parent involvement activities in collaboration with the Parents' Association.

The term parent involvement means the participation of parents, all primary caregivers, and guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. The parents are encouraged to play an integral role in assisting their child's learning, actively involved, and are full partners in their child's education. Additionally, parents are included in decision-making and on advisory committees to assist in the education of their child.

Consultation

Consultation in the P.S. 183 program offers a comprehensive range of opportunities for parents to become informed, in a timely manner, about how programs will be organized, operated and evaluated; allowing unique opportunities for parental participation so that parents and educators can work collaboratively to meet the program's objectives. After consultation with and review by the parents, this policy was written to ensure parents are involved in the planning, design and implementation of school programs, and supportive of parental involvement activities.

The following procedures have been implemented to ensure ongoing opportunities for consultation:

- The school has a full time Parent Coordinator.
- The school has established a Parents Association.
- Parents are informed of their rights and responsibilities pursuant to Title 1/NCLB (No Child Left Behind) Guidelines and regulations.
- Parents receive written descriptions of programs for their review, discussions and recommendations.
- Information is disseminated regarding program goals, objectives and procedures for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, in an understandable format and including alternate formats upon request, and to the extent practical, in a language the parent understands.
- Monthly progress reports and updates on program activities are provided to the parents, including assessments of the participating schools and student development, implementation and evaluation of educational strategies and parent conferences
- Parents can discuss recommendations for programmatic change.

- Monthly school Parent Advisory Committee (PAC) meetings are coordinated and scheduled by the Parent Coordinator and the Parents Association. The school's Comprehensive Educational Plan (CEP) is available for review by the parents. Parents representative of the NCLB, Title 1, PA organizations, Special Education, Bilingual Education, Early Childhood Education and other groups are encouraged to take information back to their respective members for input.

Annual Meetings

Each school year and annual "Meet the Staff Night" is held by October 31. The parent coordinator, teachers and support staff assists the PA chair in scheduling this event. Parents are provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year.

Parent Involvement Activities

In consultation with parents, the following activities will be supported during the school year:

- Monthly PA meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided.
- A minimum of six (6) district-wide parental workshops will be conducted to assist parents in becoming active partners in the education of their children. Workshops will be conducted by program coordinators, funded teachers and/or consultants. Light refreshments will be provided at workshops. Program funds will support the provision of relevant written and instructional materials for participating parents.
- Participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities.
- Mid-year and final evaluation reports will be presented to the District Advisory Council and the Regional superintendent for their review.
- School visits by parents to view school-based programs and activities. Child care will be provided by the 8th grade students for community services.
- Parent Coordinator and Parent Association working together as a team in order to involve parents in school activities such as "Call to Action" which is an action to save Rockaway children against violence

In addition, parental involvement in an integral component of the following programs:

Universal Pre-Kindergarten (located in public schools and community-based organizations).

Pre-kindergarten family workers and social workers shall coordinate and conduct workshops in their assigned schools at least once a month. These workshops allow the staff an opportunity to meet the specific needs of their school community. CBOs are strongly urged to send their parents to these workshops. Moreover, all pre-kindergarten parents in the district may participate in district-based pre-kindergarten Parent

Advisory Committee meetings run by the pre-kindergarten social workers. These PAC meetings may be held either in a public school or in one of the CBOs. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.

Visitations

It is the P.S. 183 policy that all parents are strongly encouraged to attend parent-teacher conferences and participate in parent workshops scheduled at their child's schools.

Shared Responsibility for High Student Achievement

In carrying out of the school-level policy regarding parental involvement, each Title 1/PCEN school will develop, with parents, a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance.

The compact will

- Describe the school's accountability for providing high quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children,
- Address the importance of ongoing communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff,
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children's activities, such as holiday dinners, fashion shows and Talent Shows
- Maintain an open-door policy to address parents' needs.

Region and School Building Capacity for Parental Involvement

The school will provide assistance to parents in understanding national educational goals, New York State's and New York City's content and student performance standards, as reflected in evolving curriculum frameworks, New York State and New York City assessment tools and instruments, and how parents can participate in decision-making related to the education of their children.

The Region and the school will

- Educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology.
- Involve parents and community members in the educational process via the School Leadership Team
- Provide workshops for parents including General Education Diploma (GED) Preparation Classes for Parents.
- EPIC – every parent influences children
- Learning Leaders (volunteers on trips, cruises).
- SFK- night classes (interactions with kids, quality time)
- Asthma Awareness
- ESL
- “Second Cup of Coffee” which parents and administration meets once a month.

Title 1 LEA Parent Involvement Policy

The Regional Office of Parent Support, comprised of a team leader and parent support officers, will

- involve parents in the joint development of each district's Title 1 plan and the process of school review and improvement,
- provide technical assistance and other support necessary to assist participating schools in the planning and implementation of effective parental involvement activities that will lead to improved student academic achievement and school performance,
- build the school's and parent's capacity for strong parental involvement through a collaboration between the parent coordinator and the parents' association,
- coordinate and integrate parental involvement strategies with early childhood programs such as Head Start, Reading First, Early Reading First, Parents as Teachers, Home instruction Program for Preschool Youngsters and State-run preschool programs,
- conduct, in collaboration with parents, an annual City and Stage evaluation of the content and effectiveness of the parental involvement policy, and
- improve the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, these parental involvement policies.

Professional Development:

The regional parent coordinators will provide monthly professional development for parents. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

ELL Professional Development:

Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

Professional Development is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Statement of Parent Policy

P.S. 183 Q

Dr. Richard R. Green School

P.S. 183Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SESS), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot

attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations.
- Student of the month celebrations will be held in conjunction with PA meetings
- Perfect Attendance
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to parents
- Weeknights- English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning and parenting skills.

Professional Development:

Monthly professional development for parents provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

- At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.
- Use of survey

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)

- **WE ARE A SCHOOL IN GOOD STANDING**

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. The school has engaged in the following activities to assess this finding: observation by supervisors and leadership team in order to assess the needs of the school

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

x Applicable Not Applicable

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

Our school is PreK- 8 and our educational program varies from the lower school to the upper school. The lower grades have had a grant (Reading First) for the past 3 years that supported ELL's . Astre , struggling students and embodied the seven key principles mentioned above. The Reading Academy supported our teachers in learning the key principles. Teachers attended training to learn implementation processes. A coach was part of the grant to help with implementation. Technology allowed teachers to assess students on a regular basis. The change to grade 4 changes the program of the school. After grade 3 our program is balanced literacy and teachers do not have a specific program to rely on. There is a timeline to support the teaching of strategies and materials to support teaching, however there are gaps in aligning the curriculum and meeting the needs of the variety of groups we have identified. There are assessments given periodically and there is information available to help struggling students but it is not aligned to standards.

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.

The school has applied for a middle school grant and has recently found out they have been received this grant to support our middle schools. Upon receiving this grant we will be able to more thoroughly support our teachers with materials and training and the support of a coach.

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. The school has engaged in the following activities to assess this finding: observation by supervisors and leadership team in order to assess the needs of the school. We have looked at all relevant data to assess this finding. We have also surveyed the teachers to assess this finding.

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

x 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? Teachers have voiced the opinion that Everyday Math may support standards but moves more quickly than our students can

manage and does not provide enough opportunities for spiraling what has been taught. Teachers would like to thoroughly teach aspects before moving on to another area of math

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

The school follows the Everyday Math/Impact Math program, in order to change we would need support and funding to change the school program. While the teachers are not completely satisfied with this program the school has made progress in math every year.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The school has engaged in the following activities to assess this finding: observation by supervisors and leadership team in order to assess the needs of the school. We have also surveyed the teachers to assess this finding

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

Applicable x 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?

The Reading First grant required teachers to group for instruction and the teachers engaged in a balanced literacy program that required whole group and small group differentiated instruction. Teachers were expected to engage the students in fewer direct instruction activities and more small group instruction based upon assessments. Additional support in terms of training was given to the teachers to help group for instruction.

The middle school uses the balanced literacy approach which also requires grouping. Teachers assess students periodically and are expected to use the results to group and teach to the needs of these groups which change as assessments are given. Direct instruction is seen more often in the content areas where content specialists encounter students.

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.

As before, we are planning for a middle school grant that will support less direct instruction in language arts and utilize more grouping for instruction with an emphasis on the struggling and above grade students. We will support our content specialists with training to help group and utilize more grouping and hands on activities.

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. The school has engaged in the following activities to assess this finding: observation by supervisors and leadership team in order to assess the needs of the school. We have also surveyed the teachers to assess this finding.

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

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.

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? While administrators report hands on learning is often observed during formal observation, it is not often observed during informal observation and most often in the lower grades, K-3. Observers also report a high level of engagement during math instruction, however it is often direct instruction. Teachers use technology in the upper grades when required and the technology teacher assists in this 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.

Teachers need additional training in the use of grouping for math instruction and continued use of technology. They need strategies to help support learning while engaging the students in groups. Additional training for teachers is the support the school needs from central.

Using hands on materials is supported with multiple materials in the school

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The Comprehensive Educational Report was used to find out the level of teacher experience and stability.

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?

Our school has 100% of teachers fully licensed. 70% have more than 2 years experience and 56% have more than 5 years experience. We are fortunate to have low teacher turnover.

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

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. The school has engaged in the following activities to assess this finding: observation by supervisors and leadership team in order to assess the needs of the school

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

x 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?

There are 34 ELLs in our school and one pull out teacher to provide to meet their needs. Teachers have received a surplus of Reading material provided by the Reading First program that teachers make use of. Teachers have indicated they are unaware of professional development activities; however the ELL teacher has attended many professional development activities and has willingly shared these activities with her colleagues.

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.

The school will make the professional development activities more available .We would like the support of central to deliver QTEL training. Additionally, the ELL teacher will be encouraged to support the teachers understanding of the ELLs after she receives training.

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. The testing coordinator was questioned as to this finding and does not believe this finding is relevant.

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

Applicable x 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? Testing data is reported to the teachers and disaggregated to the teachers.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The school has engaged in the following activities to assess this finding: observation by supervisors and leadership team in order to assess the needs of the school, general education teachers were surveyed as to their understanding of their student's disabilities.

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

Applicable x 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?

General education teachers are made fully aware of the IEP's of their students. An IEP teacher supports the students and their teachers with information about how to help in their educational process. The accommodations are spelled out and administrators make sure teachers are familiar with and are utilizing strategies to help students identified.

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

CEP Appendix 8: Contracts for Excellence

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

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

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

Submit date: **Jul 16, 2008** Email address: **rpeart@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	27q183
School Name	Dr. Richard R. Green School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 226,097
Principal Name	Renee Peart
Principal Email	rpeart@schools.nyc.gov
Principal Phone	7186349459

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

\$ 133,048

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Full-time Math Coach that will service grades K -8. Math coach will provide professional development and mentoring in the areas of Impact Everyday Math, Integrated Algebra and using data to drive instruction. The Full-Time Data Specialist will provide ongoing professional coaching for teachers in the areas of using ARIS, using data to drive instruction, using ACUITY and providing additional support so that students meet

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.

Math Coach and Data Specialist will provide academic support to students in the bottom 1/3 of the school. They will do this two periods a day and provide support to teachers the rest of the day by mentoring, doing class visits, observing, conducting one-to-one conferences with new and veteran teachers.

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

- Yes
- No

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

- Yes
- No

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

How much do you plan to allocate for this program?

Model Programs for ELLs **\$ 93,048**

Please describe the program.

We will now have a full time ELL teacher to provide push-in and pull-out services to ELL students. She will work with small groups reading, writing, listening and speaking. She will also provide support to parents by doing parent workshops on ELL services.

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