



**P.S./I.S.66
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (18/ K/ 66)

ADDRESS: 845 EAST 96 STREET, BROOKLYN, NEW YORK, 11236

TELEPHONE: 718-922-3505

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 66 SCHOOL NAME: N/A

SCHOOL ADDRESS: 845 East 96 Street Brooklyn, New York, 11236

SCHOOL TELEPHONE: 718-922-3505 FAX: 718-922-3105

SCHOOL CONTACT PERSON: Joel Rubinfeld EMAIL ADDRESS: jrubenf@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ivy Spilberg

PRINCIPAL: Joel Rubinfeld

UFT CHAPTER LEADER: William Fiquet

PARENTS' ASSOCIATION PRESIDENT: Miguel Mora

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 18 SSO NAME: Integrated Curriculum and Instruction

SSO NETWORK LEADER: Gregory Jaenicke

SUPERINTENDENT: Beverly Wilkins

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|-----------------------|--|-----------|
| Joel Rubinfeld | *Principal or Designee | |
| William Fiquet | *UFT Chapter Chairperson or Designee | |
| Miguel Mora | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Lina Kalb | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Vivette Dixon-Small | CBO Representative, if applicable | |
| Lucille Jackson | Assistant Principal | |
| Mohamed Khan | Assistant Principal | |
| Joanne Coico | UFT | |
| Ivy Spilberg | UFT | |
| Judy-Ann Mitchell | Parent | |
| Yazita Lamarre | Parent | |
| Olinda Grant-Neverson | Parent | |
| Shernell Taylor | Parent | |
| Yonel Jacques | Parent | |

| | | |
|----------------|--------|--|
| Yousline Osias | Parent | |
|----------------|--------|--|

SIGNATURES OF THE MEMBER OF THE SCHOOL LEADERSHIP TEAM (SLT), AS WELL AS ANY APPLICABLE DOCUMENTATION, ARE AVAILABLE FOR VIEWING AT THE SCHOOL AND ARE ON FILE AT THE OFFICE OF SCHOOL IMPROVEMENT.

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.

Vision

Our vision is to work collaboratively as a school community to develop life long learners who understand the importance of education to achieve success in a world that becomes more complex and challenging each day. Together we will create an atmosphere that: supports high standards; nurtures creativity; promotes respect for oneself, for others, and for property; establishes high expectations for all; and develops self-esteem.

Mission

P.S./I.S.66 is dedicated to the achievement of excellence and high standards for all youngsters. With attention to the cognitive, emotional, physical, social, and creative domains of development we believe all students can achieve success in a supportive and structured learning environment. All members of the school community will work in a collaborative effort to insure each student has the resources and support to face the challenges of school and demonstrate qualities of good citizenship and character. We will acknowledge and recognize the achievements of our students and the staff members and parents who enabled their success.

Public School 66 was built to relieve the overcrowded conditions in the surrounding Community School District 18 schools. It was determined in the spring of 2003 that the school would be an un-zoned, Pre-kindergarten to grade eight school. Students were accepted from the over utilized schools through an open application process. The school opened in September 2003 with grades pre-Kindergarten through six; grades seven and eight will be added in each of the next two years. Community School District 18 is comprised of the communities of Canarsie and East Flatbush. As an un-zoned school open to all students in these communities our school has become a microcosm of School District 18, reflecting the demographics and achievements of our neighboring schools. There are no student achievement trends available at P.S. 66K due to the fact that the school is new.

Our multicultural population consists of families from Jamaica, Trinidad, Barbados, Haiti, Guyana, and the Dominican Republic. The ethnic composition of the school break down is as follows: 86.9% Black; 9.2% Hispanic; 1.8% White; and 1.7% Asian. Boys account for 50.4% of the students enrolled and girls account for 49.6%. 51.8% of the students are eligible for free lunch.

The students are grouped heterogeneously at all grade levels. In the current school year, the school organization consists of these classes:

- One full day universal pre-kindergarten;
- Three kindergarten;
- Four grade one;

- Three grade two;
- Three grade three;
- Two grade four;
- Three grade five;
- Four grade six;
- Three grade seven;
- Three grade eight; and one collaborative grade eight;
- One grade two 12:1:1 special education;
- One grade six/seven 12:1:1 special education, and
- One grade eight 12:1:1 special education.

Under the supervision of the principal and two assistant principals, the classroom teachers are supported by other positions. These include:

- Guidance Counselor
- Literacy/Enrichment Staff Developer
- Mathematics Staff Developer
- F-Status Visual Arts Staff Developer
- Early Childhood Staff Developer
- Science Staff Developer
- Safety Coordinator
- Parent Coordinator
- Speech Teacher
- Full Time Academic Intervention Teacher
- Full Time SETTS Teacher
- Itinerant ELL Teacher
- Substance Abuse Prevention Intervention Specialist
- Two Itinerant School Psychologists
- Itinerant Social Worker
- One Secretary
- Three Instructional Paraprofessionals
- Five Management Paraprofessionals
- Four School Aides
- Two School Safety Agents
- Department of Health Nurse

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|--|---------|-------------|---------|---|---|----------|----------|---|--|
| School Name: | P.S. 66 | | | | | | | | |
| District: | 18 | DBN: | 18K066 | School BEDS Code: | 331800010066 | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | Pre-K | √ | 3 | √ | 7 | √ | 11 | | |
| | K | √ | 4 | √ | 8 | √ | 12 | | |
| | 1 | √ | 5 | √ | 9 | | Ungraded | √ | |
| | 2 | √ | 6 | √ | 10 | | | | |
| Enrollment | | | | | Attendance - % of days students attended: | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 | | |
| Pre-K | 27 | 24 | 18 | | 94.8 | 94.0 | 95.2 | | |
| Kindergarten | 75 | 83 | 66 | | | | | | |
| Grade 1 | 55 | 83 | 100 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 56 | 49 | 69 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 3 | 77 | 78 | 60 | | 98.1 | 99.7 | 99.4 | | |
| Grade 4 | 54 | 78 | 60 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 5 | 84 | 53 | 80 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 6 | 86 | 114 | 81 | | 57.8 | 56.9 | 51.9 | | |
| Grade 7 | 59 | 85 | 115 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 8 | 87 | 57 | 78 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 9 | 0 | 0 | 0 | | 0 | 7 | 10 | | |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | | | |
| Grade 11 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 12 | 0 | 0 | 0 | | 0 | 0 | 0 | | |
| Ungraded | 0 | 2 | 1 | Special Education Enrollment: | | | | | |
| Total | 660 | 691 | 716 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | | | | | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| # in Self-Contained Classes | 25 | 40 | 39 | Principal Suspensions | 59 | 61 | 51 | | |
| # in Collaborative Team Teaching (CTT) Classes | 5 | 9 | 10 | Superintendent Suspensions | 11 | 7 | 19 | | |
| Number all others | 39 | 45 | 55 | Special High School Programs - Total Number: | | | | | |
| These students are included in the enrollment information above. | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | CTE Program Participants | 0 | 0 | 0 | | |
| English Language Learners (ELL) Enrollment: | | | | Early College HS Program Participants | 0 | 0 | 0 | | |
| (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Teachers | 45 | 51 | 54 | | |
| # receiving ESL services only | 14 | 19 | 11 | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs | 0 | 2 | 3 | Number of Administrators and Other Professionals | 6 | 15 | 16 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 2 | 1 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 57.8 | 58.8 | 61.1 |
| | | | | % more than 5 years teaching anywhere | 51.1 | 45.1 | 50.0 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 84.0 | 82.0 | 78.0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 90.6 | 95.9 | 98.2 |
| American Indian or Alaska Native | 0.2 | 0.1 | 0.4 | | | | |
| Black or African American | 86.7 | 86.2 | 86.9 | | | | |
| Hispanic or Latino | 9.2 | 10.0 | 9.2 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.7 | 2.2 | 1.7 | | | | |
| White | 2.3 | 1.4 | 1.8 | | | | |
| Male | 53.8 | 52.8 | 50.4 | | | | |
| Female | 46.2 | 47.2 | 49.6 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | | | | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---|-----|--|--|------------------------|--|--|--|
| Individual Subject/Area Ratings: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | IGS | | | ELA: | | | |
| Math: | IGS | | | Math: | | | |
| Science: | IGS | | | Graduation Rate: | | | |

| | | | | | | | |
|---|--|--------------------------------|------|---------|------------------------|------|-----------|
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | | Elementary/Middle Level | | | Secondary Level | | |
| Student Groups | | ELA | Math | Science | ELA | Math | Grad Rate |
| All Students | | √ | √ | √ | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | - | - | | | | |
| Black or African American | | √ | √ | √ | | | |
| Hispanic or Latino | | √ | √ | - | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | - | - | - | | | |
| White | | - | - | - | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | √ | √ | - | | | |
| Limited English Proficient | | - | - | - | | | |
| Economically Disadvantaged | | √ | √ | √ | | | |
| Student groups making AYP in each subject | | 5 | 5 | 3 | 0 | 0 | 0 |

| | | | | | | | |
|--|------|--|--|--|---|--|--|
| CHILDREN FIRST ACCOUNTABILITY SUMMARY | | | | | | | |
| Progress Report Results – 2008-09 | | | | Quality Review Results – 2008-09 | | | |
| Overall Letter Grade: | A | | | Overall Evaluation: | W | | |
| Overall Score: | 94.7 | | | Quality Statement Scores: | | | |
| Category Scores: | | | | Quality Statement 1: Gather Data | W | | |
| School Environment: | 11 | | | Quality Statement 2: Plan and Set Goals | W | | |
| <i>(Comprises 15% of the Overall Score)</i> | | | | Quality Statement 3: Align Instructional Strategy to Goals | W | | |
| School Performance: | 17.7 | | | Quality Statement 4: Align Capacity Building to Goals | W | | |
| <i>(Comprises 30% of the Overall Score)</i> | | | | Quality Statement 5: Monitor and Revise | W | | |
| Student Progress: | 60 | | | | | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | | | | | |
| Additional Credit: | 6 | | | | | | |

| | | | | | | | |
|---|--|--|--|---|--|--|--|
| KEY: AYP STATUS | | | | KEY: QUALITY REVIEW SCORE | | | |
| √ = Made AYP | | | | Δ = Underdeveloped | | | |
| √ ^{SH} = Made AYP Using Safe Harbor Target | | | | ▶ = Underdeveloped with Proficient Features | | | |
| X = Did Not Make AYP | | | | √ = Proficient | | | |
| – = Insufficient Number of Students to Determine AYP Status | | | | W = Well Developed | | | |
| | | | | ◊ = Outstanding | | | |
| | | | | NR = No Review Required | | | |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

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

Student Performance Trends

The major findings for kindergarten through grade two as indicated from ECLAS, DIBELS, EPAL and school based assessments are as follows:

- Kindergarten- at the end of this grade students are expected to achieve Guided Reading level B, which correlates to ECLAS-2 level 2/DIBELS end of year benchmark in the reading strand. Our data shows that approximately 80% of our students have reached this level by the end of the school year.
- First Grade- At the end of this grade, students are expected to achieve Guided Reading level G, which correlates to ECLAS-2 level 4/ DIBELS end of year benchmark in the reading strand. Our data indicates that approximately 84% of our students have met or exceeded this level by the end of the school year.
- Second Grade- At the end of this grade, students are expected to achieve Guided Reading level L, which correlates to ECLAS-2 level 6/ DIBELS end of year benchmark in the reading strand. Our data indicates that approximately 90% of our students have reached this level by the end of the school year.
- In grades kindergarten through two, 67 % of the students have mastered the decoding strand of ECLAS-2 and oral reading fluency strand of DIBELS by the end of the school year.
- In grade two 80% and grade three 88% of the students achieved a level two or three in the reading/writing strand of the EPAL assessment.

The major findings for students in grades three through five as indicated from the 2009 New York State data are as follows:

- In grade three, 79 percent of the students are meeting or exceeding the benchmarks in ELA and 98 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade four, 51 percent of the students are meeting or exceeding the benchmarks in ELA and 86 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade five, 77 percent of the students are meeting or exceeding the benchmarks in ELA and 89 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade four/five 37 percent of the students in self contained special education classes achieved a level three and 63 percent achieved a level two in ELA. In mathematics, 83 percent

of the students are meeting or exceeding the benchmarks in mathematics and 17 percent achieved level two.

- NYS Grade Four Science data indicates that 84 percent of the students are meeting or exceeding the benchmarks in science.

The major findings for students in grades six through eight as indicated from the 2009 New York State data are as follows:

- In grade six, 80 percent of the students are meeting or exceeding the benchmarks in ELA and 87 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade seven, 79 percent of the students are meeting or exceeding the benchmarks in ELA and 93 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade eight, 63 percent of the students are meeting or exceeding the benchmarks in ELA and 81 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade seven/eight 17 percent of the students in self contained special education classes achieved level three, and 83 percent of the students achieved level two in ELA. In mathematics, 64 of the students achieved level three and 36 percent achieved level two.
- Seventy percent of the grade seven special education students in the collaborative team teaching class are meeting or exceeding the benchmarks in ELA and 30 percent of the students achieved a level two in ELA. In mathematics, 78 percent of the students are meeting or exceeding the benchmarks and 22 percent achieved a level two.
- On the NYS Grade Eight Social Studies Assessment, 57 percent scored a level 2 and 42 percent of the students met or exceeded the benchmark.
- On the NYS Grade Eight Science Assessment, 59 percent of the students are meeting or exceeding the benchmarks and 41 percent achieved a level two.
- The Inquiry Team data indicates that 95 percent of the students who participated in the study demonstrated an increase in ELA.

Comparison of Percentage of Students meeting or exceeding benchmarks in Math and ELA Scores from 2008 to 2009

| Grade | Math 2008 | Math 2009 | ELA 2008 | ELA 2009 |
|-------|-----------|-----------|----------|----------|
| 3 | 89 | 98 | 63 | 79 |
| 4 | 71 | 86 | 48 | 51 |
| 5 | 73 | 89 | 60 | 77 |
| 6 | 77 | 87 | 48 | 80 |
| 7 | 61 | 93 | 61 | 79 |
| 8 | 33 | 81 | 44 | 63 |

Greatest Accomplishments

- The New York City Department of Education School Quality Review Report has identified PS/IS 66 as a “Well Developed” school in 2007/08 and 2008/09.
- P.S./I.S. 66 has met the AYP targets as measured by the NCLB State Guidelines and has been identified as a school in good standing.
- The 2008/09 School Quality Review Report indicates that the school community has made progress in the issues identified in the previous Quality Review report.
- The school received an A on the School Report Card.
- P.S./I.S. 66 and Skidmore College continue to develop their Collaboration of Learning Communities partnership that involves a visitation of Skidmore College students to our school for a two-day intensive workshop and a two-day visit to Skidmore College in Saratoga Springs, New York, by our students to enable them to get a first hand experience of college life.

- A partnership with *Teaching Matters* supported writing instruction in grades five through eight and resulted in improved student achievement as seen in the New York State ELA Assessment and classroom performance.

The SQR report highlights the following as *well done*:

- Effective distributed leadership systems, established by the highly respected principal, result in all staff sharing responsibility and ownership for school goals.
- Students behave very well, want to achieve and enjoy the diverse curriculum which provides a good range of learning opportunities including the arts.
- Professional development is well planned, carefully evaluated, differentiated and very well focused, based on individual teacher's professional development plans and whole school needs.
- Teachers use data effectively to maintain good understanding of the performance and progress of individuals, classes and grades.
- Strategic organizational decisions are made collaboratively and ensure the good range of resources support goals and instruction.
- Administration and faculty provide frequent opportunities, both formal and informal, for staff to meet, to evaluate practice and analyze data in order to improve instruction.
- Parents value the very good and frequent information they receive about their child's goals, progress and how they can support their child at home.

Areas in Need of Improvement

In a collaborative effort to improve student performance, the administration and professional development team analyzed data from the Grow Report, observations, student work, the School Quality Review and the Progress Report. Careful analysis indicates the need to:

- Ensure all teachers use differentiation consistently in order for work to be closely matched to student needs and goals, building on previous learning.
- Refine systems to involve students actively in the goal setting process, so that they fully understand their goals and what they need to improve within a given timescale.
- Ensure all plans have explicit interim goals in order to evaluate progress strategically and to make adjustments.

Strategies to Address Improvement

The administration, staff developers, and teachers will continue to build capacity in the development of a school-wide writing curriculum. A series of professional development workshops will be scheduled to provide teachers with the necessary skills, support and resources for effective instruction. A model classroom has been established to provide "real time professional development" for teachers. Staff developers will plan, implement and discuss best practices as they deliver instruction to identified classes. Teachers will be scheduled for intervisitation to this model classroom. Network support will provide professional development workshops to model strategies that enable teachers to better assist students in need of academic intervention.

In collaboration with the grade seven mathematics teacher, a math specialist will implement an enrichment program, *Higher Order Thinking Skills*, three to four times a week for students in grade seven.

A new addition to the school is a state of the art middle school science lab. Students will have hands on practical experience in conducting science experiments as they expand their knowledge of scientific investigations.

A school wide daily writing block and period nine will focus on grade/content specific higher order thinking skills and strategies in ELA and mathematics. This will enable the administration and teachers to effectively monitor student progress and identify individual student needs.

Grade meetings will serve to disseminate information, discuss challenges and reinforce expectations. Common preparation periods will allow teachers to meet and plan as a grade. Inter-visitations will be scheduled to allow teachers to observe colleagues who demonstrate exemplary practices.

The Academic Intervention Specialist and SETTS teacher will provide small group instruction to students who need further development in writing proficiency and mathematics. A variety of writing enrichment opportunities will be scheduled for students who have demonstrated proficiency in writing. The technology teacher will support teachers and supplement units of study, as well as provide instruction in an updated technology lab. All teachers trained in the use of the Smartboard will incorporate the Smartboard as a teaching tool in the delivery of instruction. Parent workshops aligned to New York State expectations will be offered to strengthen the home school connection.

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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal 1:

After a review of our most recent data, NYS/ Periodic assessments in ELA, members of the School Leadership team agreed that continued progress in ELA was a priority. As a result, our goal is that by June 2010, seventy-five percent of students who are administered the New York State ELA Assessment will show positive growth as measured by their scale score when compared to the previous year's scale score.

Goal 2:

After a review of our most recent data, NYS/ Periodic assessments in Math, members of the School Leadership team agreed that continued progress in Math was a priority. As a result, our goal is that by June 2010, eight-five percent of students who are administered the New York State Math Assessment will show positive growth as measured by their scale score when compared to the previous year's scale score.

Goal 3:

Members of the School Leadership Team, the administration and all teachers agreed that the development of proficiency in writing for all students should be a priority. To continue the work we started in 2008-09 in this area with the Writing Matters curriculum we have established as a goal that by June 2010, the students in grades three through eight will demonstrate increased proficiency in writing as measured by general and specific rubrics.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, seventy-five percent of students who are administered the New York State ELA Assessment will show positive growth as measured by their scale score when compared to the previous year’s scale score.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Target Population: Students in Grades Four through Eight</p> <p>Strategies:</p> <ul style="list-style-type: none"> • The administrative team, professional development team and teachers will analysis data from school wide interim assessments in order to identify students’ strengths and weaknesses and more effectively provide targeted differentiated instruction. • Students in grades five through eight will meet in small groups during “period nine”, three times a week for 50 minutes each session to develop their writing proficiency. • After school enrichment/remediation programs will provide students with tutorial and enrichment programs to increase student achievement. • Professional development opportunities in authentic modes of assessment, literacy strategies, questioning techniques, and flexible groupings for differentiation of instruction will be provided for all staff members. • A “Real Time” Professional Development Model Classroom conducted by staff developers will be set up to enable teachers to observe best practices. • A Network AIS Specialist will provide a series of “real time” professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention. • Grade Meetings will be conducted to provide teachers opportunities to discuss student achievement and curriculum planning. • A middle school writing initiative will focus on the skills and strategies for student |

achievement in writing research papers.

- A balanced literacy approach will be implemented using a variety of books which include: trade books, novels, literature anthologies, classroom library collections and thematic units of study.
- A ninety minute literacy block will be incorporated into each day which will include reading and writing strategies and activities.
- Classroom teachers will be provided with supplemental materials for their libraries and classrooms.
- Classroom teachers have been trained in shared inquiry using Junior Great Books and will implement this program within their classrooms.
- Teachers will focus on grade/content specific genres, skills and writing strategies as part of the writing initiative in grades five through eight.
- Teachers will develop literacy centers for independent student work.
- In order to increase student achievement, teachers will:
 - plan thematic units of instruction that are aligned with city and state standards;
 - provide instruction in appropriate test taking skills,;
 - provide students with winter and spring recess packets to reinforce skills and concepts in grades one through eight; and
 - use Smartboards to deliver more engaging instruction.
- A full time Academic Intervention Specialist will work with students in small groups in a push in pull out program two to four times a week for 45 minute sessions each.
- A part time ELL teacher will provide small group instruction to students identified as ELL learners.
- The Inquiry Team will target and provide instruction to identified students.
- In grades five through eight students will be departmentalized for the major subjects.
- A Literacy/Enrichment Staff Developer will co-teach with classroom teachers and provide necessary resources and support.

Responsible Staff:

- Administration
- Classroom Teachers
- Literacy/Enrichment Staff Developer
- Early Childhood Staff Developer
- Literacy Cluster
- Middle School English Language Arts Teachers
- ELL Teacher
- SETTS Teacher
- AIS Teacher

| | |
|--|--|
| | <ul style="list-style-type: none"> • F Status Arts Staff Developer • Science Staff Developer • Inquiry Team • Paraprofessionals • Parent Coordinator • Implementation Timeline: • Daily • Ninety minute block balanced literacy • Period nine classes three times a week for 50 minutes each session for writing instruction • After school enrichment/remediation sessions one time a week for 75 minutes. After school enrichment/remediation sessions one time a week for 75 minutes. |
| <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"> • C4E funds are used to support the literacy coach. • Title 1 ARRA School wide Projects |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Review of the results of the Acuity Periodic Assessments three times per year • Review of the results of Standardized School wide Skills Assessment on a quarterly basis. • Evidence of growth in reading as measured by fluency, stamina, vocabulary, range of genre, quality of reader response, as measured by ongoing teacher assessment • Evidence of growth in writing as measured by length of pieces, skilled use of language conventions, variety of genre, increasing independence as a writer, achievement of personal goals as per writing survey, and ongoing teacher assessment. • Use of running records to measure student growth in literacy. • Student completed projects and reports evaluated by teacher created rubrics. • Comparison of the scores on the New York State English Language Arts Assessments grades three through eight will indicate an increase of scale score by at least seventy five percent of students tested. • Teacher documentation of students responses during Literature Circles • Development of shared inquiry strategies through the use of Junior Great Books • Peer, self and teacher assessment of student portfolios • Assess the impact of arts integrated collaborations on student achievement • Review of independent reading logs to determine student progress • Conduct student/teacher conferences |

Subject/Area (where relevant): Mathematics

| | |
|---|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2010, eighty-five percent of students who are administered the New York State Math Assessment will show positive growth as measured by their scale score when compared to the previous year’s scale score.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Target Population: Students in Grades Four through Eight</p> <p>Strategies:</p> <ul style="list-style-type: none"> • The administrative team, professional development team and teachers will analysis data from school wide interim assessments to identify students’ strengths and weaknesses and more effectively provide targeted differentiated instruction. • Students in grades five through eight will meet in small groups during “period nine”, three times a week for 50 minutes each session to develop their problem solving skills. • After school enrichment/remediation programs will provide students with strategies and units of study to increase student achievement. • A “Real Time” Professional Development Model Classroom conducted by staff developers will be set up to enable teachers to observe best practices. • A Network AIS Specialist will provide a series of “real time” professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention. • Grade Meetings will be conducted to provide teachers opportunities to discuss student achievement and curriculum planning. • The Math Staff Developer will co-teach with classroom teachers and will provide necessary resources and support. • In grades five through eight students will be departmentalized for the major subjects. • A Math Specialist will provide instruction in Higher Order Thinking Skills three times a week to grade seven students. • A ninety minute math block will be incorporated into each day. • Mathematics programs which incorporate everyday math games, use of manipulatives, computation, measuring, sorting and graphing, counting and estimation will be implemented. • Classroom teachers will be provided with supplemental materials for their classroom. • In order to increase student achievement, teachers will: <ul style="list-style-type: none"> ➤ plan units of instruction that are aligned with city and state standards; ➤ provide instruction in appropriate test taking skills; ➤ provide students with winter and spring recess packets to reinforce skills and concepts in grades one through eight; and |

➤ use Smartboards to deliver more engaging instruction.

- Staff developers will provide professional development in authentic modes of assessment, mathematics strategies and flexible groupings for differentiation of instruction.
- School wide periodic formal assessments will be conducted to assess student achievement.
- A part time ELL teacher will provide instruction to students identified as ELL learners.
- A full time SETTS teacher will work with students with IEPs in small groups three to five times a week for 45 minutes sessions.
- The Parent Coordinator will develop a parent workshop plan for home/school sharing of ideas in coordination with the administrative team and professional development team.
- A full time AIS teacher will provide small group instruction on a pull out, push in basis two to four times a week during the school day for 45 minute sessions each.
- The Inquiry Team will target and provide instruction to identified students.
- Within the classroom the teachers will differentiate instruction to meet the needs of the students.
- Staff Developers will co-teach, model, conference, mentor and provide staff development workshops.
- **Responsible Staff:**
- Administrators
- Classroom teachers
- Math Staff Developer
- Middle School Math Teachers
- ELL Teacher
- SETTS Teacher
- AIS Teacher
- Inquiry Team
- Math Specialist
- Network Staff Developer
- Paraprofessionals
- Parent Coordinator
- **Implementation Timeline:**
- Daily
- Ninety minute math block
- After school enrichment/remediation sessions one time a week for 75 minutes.
- Period nine classes three times a week for 50 minutes each session for math instruction.

| | |
|--|--|
| <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"> • C4E funds are used to support the literacy coach. • Title 1 ARRA School wide Projects |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Review of the results of the Acuity Periodic Assessments three times per year. • Review of the results of Standardized School wide Skills Assessment monthly. • Comparison of the scores on New York State Math Assessments grades three through eight will indicate an increase in scale score by at least eighty five percent of students tested. • Review Standardized School wide Skills Assessment • Student completed work as evaluated by teacher created rubrics. • Peer, self and teacher assessment of student portfolios • Conduct student/teacher conferences • Formal and informal teacher assessment and observation of student achievement |

Subject/Area (where relevant): Writing

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, the students in grades three through eight will demonstrate increased proficiency in writing as measured by general and specific rubrics.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Target Population: All students in grade three through grade eight.</p> <p>Strategies/Actions/Activities:</p> <ul style="list-style-type: none"> • The writer’s workshop model will be incorporated into the literacy block. Units of study will include response to literature, editorials, letter writing, test sophistication, research and short fiction. • Students in grades five through eight will meet in small groups during “period nine”, three times a week for 50 minutes each session to further develop their writing proficiency. • A school wide daily writing block will focus on grade/content specific genres, skills and writing strategies. • After school enrichment/remediation programs will provide students with strategies and units of study to increase student achievement. • A “Real Time” Professional Development Model Classroom conducted by staff developers will be set up to enable teachers to observe best practices. • A Network AIS Specialist will provide a series of “real time” professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention. • Grade Meetings will be conducted to provide teachers opportunities to discuss student achievement and curriculum planning. • Teachers will review student portfolios and conduct teacher student conferences to plan for instruction and develop strategies to improve student achievement. • The technology teacher will conduct classes in the use of the internet for research and project development. • The AIS teacher will work with students with IEP’s with an emphasis on writing skills and the writing process two to four times a week. • The SETTTS teacher will provide instruction in writing skills and the writing process. • In order to increase student achievement, teachers will provide: <ul style="list-style-type: none"> ➤ experiences in speaking, listening, questioning, reading and writing; ➤ plan theme based instruction aligned with city and state standards; ➤ explicit instruction in the mechanics of writing; and ➤ winter and spring recess packets for students in grades one through eight. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Students will submit writing pieces for submission for the Yearbook. • Teachers will provide for flexible grouping for differentiated instruction within classroom. • Staff developers will provide professional development in authentic modes of assessment, writing strategies and flexible groupings for differentiation of instruction. • The Inquiry Team will target and provide instruction to identified students. • In collaboration with the Morgan Library, the grade six humanities teacher and art teacher will work with students on a network writing/art project entitled “Art at the Core of Inquiry”. • Staff Developers will co-teach, model, conference, mentor and provide staff development to teachers. <p>Responsible Staff:</p> <ul style="list-style-type: none"> • Administrators • Classroom teachers • Literacy/Enrichment Staff Developer • Middle School English Language Arts Teachers • Literacy Cluster • Early Childhood Staff Developer • Network Staff Developer • F Status Arts Staff Developer • ELL Teacher • SETTS Teacher • AIS Teacher • Paraprofessionals • Inquiry Team <p>Implementation Timeline:</p> <ul style="list-style-type: none"> • Daily • Period nine sessions three times a week for 50 minutes each session • After school enrichment/remediation sessions one time a week for 75 minutes. |
| <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"> • C4E funds are used to support the literacy coach. • Title 1 ARRA School wide Projects |

Indicators of Interim Progress and/or Accomplishment

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

- Evidence of student work approaching and meeting benchmarks as determined by teacher created rubrics.
- Evidence of growth in reading and writing as measured by assessment of writing samples and student work on a unit basis no less than four times per year.
- Review of standardized school wide skills assessments three times per year.
- Comparison of scores on the New York State English Language Arts Assessment grades three through eight as measured by goal number one.
- Teacher formal and informal assessment and observation
- Administrative team, professional development team and teacher assessment of programs beginning, midyear and end of year baseline assessments
- Teacher, peer and self assessment of portfolios
- Review of student writing samples to measure student growth
- Review and submission of student work for Yearbook entries
- Student created books to be submitted to the Morgan Library for January museum exhibition
- Student/teacher conferences

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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 |
| K | 0 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 1 | 30 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 7 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 3 | 7 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 4 | 9 | 5 | 9 | 9 | 1 | 0 | 0 | 0 |
| 5 | 22 | 6 | 22 | 22 | 1 | 0 | 0 | 0 |
| 6 | 9 | 8 | 9 | 9 | 0 | 0 | 0 | 0 |
| 7 | 12 | 7 | 12 | 12 | 1 | 0 | 0 | 0 |
| 8 | 9 | 4 | 9 | 9 | 1 | 0 | 0 | 0 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| 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: | <ul style="list-style-type: none"> • The AIS teacher will provide small group instruction in ELA and writing, on a pull out, push in basis two to four times a week during the school day for 45 minute sessions each. • Students in grades five through eight will meet in small groups during “period nine”, three times a week for 50 minutes each session to develop their writing proficiency. • A balanced literacy approach will be implemented using a variety of books which include: trade books, novels, literature anthologies, classroom library collections and thematic units of study. • Within the classroom, teachers will differentiate instruction to meet the needs of the students. • In grades five through eight students will departmentalize for the major subjects. • Students with special needs will be mainstreamed in general education classes. • An Early Childhood Staff Developer will provide teachers with necessary resources and support for teachers in Pre-K. through grade two. • Staff Developers will co-teach, model, conference, mentor and provide staff development and resources for all staff members. • After school enrichment/remedial programs will provide students with strategies and units of study to increase student achievement. • A Literacy Teacher will provide daily classroom instruction in ELA skills and strategies. • A “Real Time” Professional Development Model Classroom conducted by staff developers will be set up to enable teachers to observe best practices. • A Network AIS Specialist will provide a series of “real time” professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention. • The Inquiry Team will target and work with identified students. |
| Mathematics: | <ul style="list-style-type: none"> • The AIS teacher will provide small group instruction on a pull out, push in basis two to four times a week during the school day for 45 minute sessions each. • Mathematics programs which incorporate everyday math games, use of manipulatives, computation, measuring, sorting and graphing, counting and estimation will be implemented. • Within the classroom teachers will differentiate instruction to meet the needs of the students. • In grades five through eight students will departmentalize for the major subjects. • Students with special needs will be mainstreamed into general education classes. • The Math Staff Developer will co-teach, model, conference, mentor and provide staff development |

| | |
|--|---|
| | <p>and resources for all staff members.</p> <ul style="list-style-type: none"> • An after school enrichment/remedial programs will provide students with strategies and units of study to increase student achievement. • A “Real Time” Professional Development Model Classroom conducted by staff developers will be set up to enable teachers to observe best practices. • A Network AIS Specialist will provide a series of “real time” professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention. • The Inquiry Team will target and work with identified students. |
| Science: | <ul style="list-style-type: none"> • A full time science staff developer will co-teach, model, conference, mentor and provide staff development and resources for all staff members. • A “Real Time” Professional Development Model Classroom conducted by staff developers will be set up to enable teachers to observe best practices. • A Network AIS Specialist will provide a series of “real time” professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention. • The Inquiry Team will target and work with identified students. |
| Social Studies: | <ul style="list-style-type: none"> • A Full time Literacy Staff Developer will co-teach, model, conference, mentor and provide staff development and resources for all staff members. • A “Real Time” Professional Development Model Classroom conducted by staff developers will be set up to enable teachers to observe best practices. • A Network AIS Specialist will provide a series of “real time” professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention. • The Inquiry Team will target and work with identified students. |
| At-risk Services Provided by the Guidance Counselor: | <ul style="list-style-type: none"> • A full time guidance counselor will provide counseling to mandated students in small groups one to two times a week for 30 to 40 minute sessions. Non-mandated students will be seen on a needs basis. • A full time SAPIS Counselor will meet with small groups of students who are identified by their classroom teachers, one to two times a week. |
| At-risk Services Provided by the School Psychologist: | <ul style="list-style-type: none"> • A part-time school psychologist will meet with students on a needs basis through teacher recommendation and parent request. |

| | |
|--|--|
| At-risk Services Provided by the Social Worker: | <ul style="list-style-type: none">• A part-time social worker will meet with students weekly. |
| At-risk Health-related Services: | <ul style="list-style-type: none">• A part-time occupational therapist, part-time mobility teacher and part time physical therapist will work with individual students weekly. |

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

NCLB/SED requirement for all schools

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K–8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | |
|--|--|
| SSO/District ICI | School PS/IS 66 |
| Principal Joel Rubinfeld | Assistant Principal Lucille Jackson |
| Coach Rena Varela | Coach Joanne Coico |
| Teacher/Subject Area Jeryl Legions, ECC | Guidance Counselor Lisa Richardson |
| Teacher/Subject Area Wanda Vega, Science | Parent Mr. Mora |
| Teacher/Subject Area Christine Puleo, ELA | Parent Coordinator Anthony Baker |
| Related Service Provider | SAF |
| Network Leader Gregory Jaenicke | Other |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

| | | | | | |
|----------------------------------|----------|--|--|-------------------------------------|--|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | | Number of Certified NLA/FL Teachers | |
| Number of Content Area Teachers | | Number of Special Ed. Teachers | | Number of Teachers of ELLs without | |

This Section for Dual Language Programs Only

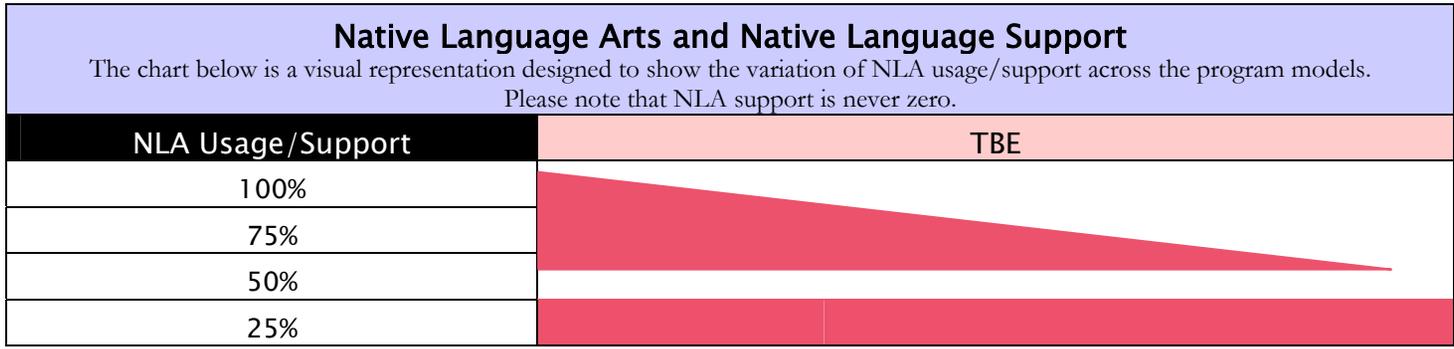
| | | |
|--|---|-----------------------|
| Number of Bilingual students (students fluent in both languages): ____ | Number of third language speakers: ____ | |
| Ethnic breakdown of EPs (Number) | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: ____ |

| Freestanding English as a Second Language | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Spanish | | 1 | 1 | | | 1 | 2 | 0 | 1 | 6 |
| Chinese | | | | | | | | | | 0 |
| Russian | | | | | | 1 | | 0 | 0 | 1 |
| Bengali | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 0 |
| Haitian Creole | 2 | 1 | | | | | | 2 | 2 | 7 |
| French | 1 | | | 2 | | | | | | 3 |
| Korean | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | 0 |
| Polish | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | 0 |
| Other | 1 | | | 1 | | | | | | 2 |

| Programming and Scheduling Information | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| TOTAL | 4 | 2 | 1 | 3 | 0 | 2 | 2 | 2 | 3 | 19 |

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| FOR ALL PROGRAM MODELS | | | |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS | | | |
| Native Language Arts | 90 minutes per day | 90 minutes per day | 45 minutes per day |



| | Dual Language | | |
|------|------------------|--------------|----------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

Parental Involvement

Part IV: Assessment Analysis

A. Analysis
Enter the number of category, and

- Describe instructional materials used, including district, ELL, and supplemental services to ELL
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Assessment
ELLs for each test, modality.

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Beginner(B) | | | | | | | | | | 0 |
| Intermediate(I) | 4 | 2 | | 2 | | | 1 | 1 | 2 | 12 |
| Advanced (A) | | | 1 | 1 | | 2 | 1 | 1 | 1 | 7 |
| Total | 4 | 2 | 1 | 3 | 0 | 2 | 2 | 2 | 3 | 19 |

| NYSESLAT Modality Analysis | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| LISTENING /SPEAKING | B | | | | | | | | | |
| | I | | 1 | | | | | | | |
| | A | | | 1 | 2 | | | | 1 | 0 |
| | P | | | | 1 | | 2 | 2 | 1 | 3 |
| READING / WRITING | B | | | | | | | | | |
| | I | | | | 2 | | | 1 | 1 | 2 |
| | A | | 1 | 1 | 1 | | | 1 | 1 | 1 |
| | P | | | | | | 2 | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | 1 | 1 | | 2 |
| 6 | | 2 | 1 | | 3 |
| 7 | | 2 | | | 2 |
| 8 | | 3 | | | 3 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| Native Language Tests | | | | | | | | |
|----------------------------|--|---------------------------|---------------------------|---------------------------|---|---------------------------|---------------------------|---------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------------------|-----------------------------------|-----------|-----------------|
| Lucille Jackson | Assistant Principal | | 10/28/09 |
| Anthony Baker | Parent Coordinator | | 10/28/09 |
| Nathaneal Valenzuela Susan Radow | ESL Teacher | | 10/28/09 |
| Mr. Mora | Parent | | 10/28/09 |
| Jeryl Legions, ECC | Teacher/Subject Area | | 10/28/09 |
| Wanda Vega, Science | Teacher/Subject Area | | 10/28/09 |
| Rena Varela | Coach | | 10/28/09 |
| Joanne Coico | Coach | | 10/28/09 |
| Lisa Richardson | Guidance Counselor | | 10/28/09 |
| | School Achievement Facilitator | | |
| Gregory Jaenicke | Network Leader | | 10/28/09 |
| | Other | | |
| | Other | | |
| | | | |
| | | | |

| | | | |
|---|--|------|--|
| | | | |
| | | | |
| Signatures | | | |
| School Principal | | Date | |
| Community Superintendent | | Date | |
| Reviewed by ELL Compliance and Performance Specialist | | Date | |
| | | | |

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

PS/IS 66 has a population of 750 students which includes 19 English Language Learners, 2.53 % as share of Total Population percent, whose primary language is other than English. The languages spoken by those students at home are African, Urdu, Arabic, Haitian and Spanish. We have 12 intermediate, and 7 advanced students. Two certified ESL teachers provide small group (pull out) instruction to ELL students. The Language Allocation Policy Team is supported by the Integrated Curriculum and Instruction and is composed of the following members:

- Joel Rubenfeld, Principal;
- Gregory Jaenicke, Network Leader;
- Lucille Jackson, Assistant Principal;
- Rena Varela, Coach;
- Joanne Coico, Coach;
- Jeryl Legions, Early Childhood;
- Lisa Richardson, Guidance Counselor;
- Wanda Vega, Science;
- Christine Puleo, ELA;
- Miguel Mora, PA President, and
- Anthony Baker, Parent Coordinator.

Two certified ESL teachers, Nathaniel Valenzuela and Susan Radow, conduct the initial screening process within a period of ten school days. Students who are new to the system are identified based on their HLIS (Home Language Information Survey) and an informal oral interview in English or in the

native language is conducted. If a translator is required ICI provides support. Students whose home language is other than English receive the LAB-R test to determine their eligibility for ELL related services. If they are eligible, parents are informed of the choices of Bilingual, Transitional and ESL services offered by the NYSED through parent entitlement letters, survey and program forms and orientation meetings. In orientation meetings parents have the opportunity to view an ESL DVD and receive ESL materials. The letters and forms are distributed to the students' ATS teacher who is responsible for collecting returned forms. Returned forms are given back to the ESL provider and copies are retained in the ESL classroom. . PS/IS 66 offers a free standing ESL program. Parents who are interested in other programs are referred to the ICI. To date, one hundred percent of the parents have opted to keep their children in our free-standing pull out/push in program (19 parents in total for the 09/10 academic year). Once in the program, students must take the NYSESLAT in the spring. The results are used to determine the students' level as beginner, intermediate, advanced or proficient. Students who are proficient no longer need ESL services. As a pattern for proficiency in the 4 modalities we have seen that the first skill mastered by students is speaking, followed by listening, reading and lastly writing. The following information identifies the number of ELL's in each language group:

Spanish – Six students (one in kindergarten, one in grade two, one in grade five, two in grade six and one in grade eight)

Russian – One student (one in grade five)

Haitian Creole – Seven students (two in kindergarten, one in grade one two in grade seven and two in grade eight)

French – Three students (one in kindergarten and two in grade three)

Other – Two students (one in kindergarten and one in grade three)

Of the 11 students tested on the citywide English Language Arts exam, 2 achieved a level 3, and 9 achieved a level 2.

Of the 11 students tested on the citywide Mathematics exam, 2 achieved a level 4, 6 students achieved a level 3, 2 achieved a level 2, and 1 achieved a level 1.

The instructional program for English Language Learners is consistent with CR Part 154 guidelines for time allocation of 2 units to beginners and intermediate and one unit for advanced students. Mini lessons, modeling and conferencing are used to explicitly teach a skill and or strategy. Our program strives to raise the standards of all ELL students in a free standing ESL program.

As an implication for language acquisition, all units of ESL instruction for ELLs will be based on content area and during the pull-out sessions students will be supported through the use of strategies as outlined in the comprehensive approach to balanced literacy and comprehensive approach for mathematics. Focus will be on reading, writing, listening, comprehension and speaking as the five standards for ESL instruction are followed. Literacy, math, social studies and science are taught through connections with language development. The following materials and strategies are used for effective instruction:

Materials

Treasures Reading Anthology (and guided readers K-5)
Treasures Supplemental ESL Activities (K-5)
Glencoe Reading Anthology (and independent readers/class novels 6-8)
Glencoe Supplemental ESL Activities (6-8)

Strategies

Small group instruction
Graphic organizers
Hands on activities
Integration of visual arts

McMillan/McGraw Hill Math (K-5)
McMillan/McGraw Hill Math Supplemental ESL activities (K-5)
McDougal/Littel Math (6-8)
McDougal/Littell Math Supplemental ESL Activities (6-8)
New York Science (K-8)
Creating America (K-8)
Dept. of Ed. Units of Study Social Studies Trade Books

Conferencing
Peer Tutoring
Kinesthetic activities
Integration of technology
Use of manipulatives
Integration of music
Independent/group work
Listening/Speaking activities

The ESL teachers will meet with staff developers, teachers and supervisors, as well as with related services staff, to plan and design instruction for ELLs. The plan for SIFE (Students with Interrupted Formal Education) is to re-evaluate their needs upon reentry.

All classes are heterogeneously grouped and classes travel together as one group. Students in grades three and four departmentalize in math and English Language Arts. Students in grades five through eight departmentalize for all their core classes and enrichment courses.

Students who are deficient in writing are helped using the pull-out model for small group instruction. Computer assisted instruction as well as audio and video is used to foster achievement.

Newly enrolled ELLs meet with administration, members of the School Based Support Team to become acclimated to the school community. Classroom teachers assign a class buddy/mentor to provide smooth transition. Newly enrolled ELLs who achieve proficiency on the LAB-R may be given a transition letter or remain in the freestanding ESL program at the parent's request. Newly enrolled ELL's who are not proficient as indicated on the LAB-R are given a Continued Entitlement letter.

Students who achieve at or above English proficiency on the NYSELAT are not eligible for ELL services however transitional supports are implemented by the classroom teachers. Supports include continued collaboration with the ESL provider for best practices, peer tutor, conferencing, small group instruction, medial and interim assessments. Parents are informed of student progress.

Students who are identified as long term ELLs will be provided with additional instructional time in literacy and get small group instruction and push-in services.

As indicated by the NYSESLAT modality analysis report:

- one grade one student achieved intermediate level in listening /speaking and advanced in reading/writing;
- one grade two student achieved advanced level in all modalities;
- two grade three students achieved advanced in listening/speaking, one student achieved proficiency in listening/speaking, two students achieved intermediate and on achieved advanced in reading/writing;
- two grade five students achieved proficiency in all four modalities;
- two grade six students achieved proficiency in listening/speaking, one student achieved intermediate and one achieved advanced in reading/writing;

- one grade seven achieved advanced and one achieved proficiency in listening/speaking, one student achieved advanced and one student achieved intermediate in reading/writing, and
- three grade eight students achieved proficiency in listening/speaking, two students achieved intermediate and one student achieved advanced in reading/writing.

ELL students in grades kindergarten through grade three are administered ECLAS 2 two times per year. Data is recorded on student inventories and palms and is used to plan for differentiated individualized instruction. The following data summarizes ELL student achievement in decoding, reading accuracy and reading comprehension as indicated by ECLAS 2:

- kindergarten (4 students)– three students are below level and one student is above level in decoding;
- grade 1 (2 students)– one student is on level and one student is above level in decoding. One student is on level and one student is above level in reading accuracy and comprehension;
- grade 2 (one student) - the student is below level in decoding and on level in reading accuracy and reading comprehension, and
- grade 3 (2 students) – one student is on level and one is above level in decoding, and two students are on level in reading accuracy and reading comprehension.

No ELLs were administered the Grade 4 or Grade 8 NYS Science test.

No ELLs were administered the Science NYSAA.

One grade five student achieved a level 1 and one student achieved a level 2 on the NYS Grade 5 Social Studies test.

No ELLs were administered the Grade 5 Social Studies NYSAA.

ELLs who are identified at risk or who have special needs are evaluated by the SBST with the parent's approval to determine what other services are needed. Service for ELLs who also receive Special Education services are provided in accordance with students' individual Education Programs. To ensure equal access to all students all classroom teachers are notified of all programs that students may be eligible to apply for (e.g. Student Council, Service Squad etc.) After school tutorial programs are offered to students in grades three through eight in math and ELA.

All classes are taught in English. Students' native languages are not used in instruction or assessment. All elements of balanced literacy are incorporated into the instructional program, which include manipulatives, visual aids, books on tape, videos, computers, smartboards, laptops, overhead projectors, listening centers, charts, and field trips to enable our ELLs reach the standards.

The ESL teachers are ESL certified, and related services and mainstream teachers are certified in their areas. All school staff are provided with ongoing professional development opportunities (a minimum of 7.5 hours) at grade conferences, faculty conferences, and workshops that enable them to increase ELL student achievement. Professional development opportunities include but are not limited to understanding the Home Language Identification survey HLIS and ESL placement, a review of the ESL program, modifications for ELLs, and scaffolding instruction for ELLs. Attendance documentation is maintained by administration. Intra-visitations and collaborative meetings between classroom teachers and ESL providers serve to observe best practices and provide smooth transition from one school level to another.

Ells are administered the English Periodic Assessment. The administration conducts data meetings to analyze the results from each assessment in order to better inform instruction and target the needs of all students including ELLs. . As a result of data analysis, the school community has learned that

vocabulary, comprehension and inference skills require further development for ELLs. Lesson plans document differentiated strategies and flexible groups to address these specific targets.

We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level. According to the NYSESLAT exam history report, thirty to forty percent of the ELL population test out of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year.

The Parent Coordinator collaborates with the School Based Support Team and the Parent Association to plan and implement workshops and volunteer opportunities for parents including parents of ELLs. Teachers involve parents through parent teacher conferences, classroom visitations, parent/student academic activities, and field trips. Community based organizations that support parent involvement includes: The Friends United Block Association, Skidmore College, Chase Bank, NYU Parent Corps and Bridges. A parent needs survey evaluates the needs of the parents and enables the school to plan accordingly. Parents have participated in activities that include but are not limited: Ribbon Cutting Ceremonies for the Science Lab and Playgrounds to Parks school yard, Movie Night, Fund Raisers (Wendy's, McDonalds) and Bake Sales.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K- 8 _____ **Number of Students to be Served:** _____ 19 _____ **LEP** _____ **Non-LEP**

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

Students who are new to the system are identified based on their HLIS (Home Language Information Survey). Students whose home language is other than English receive the LAB-R test to determine their eligibility for ELL related services. If they are eligible, parents are informed of the choices of Bilingual, Transitional and ESL services offered by the NYSED. All of the parents have opted to keep their children in our free-standing pull out/push in program. Once in the program, students must take the NYSESLAT in the spring. The results are used to determine the students' level as beginner, intermediate, advanced or proficient. Students who are proficient no longer need ESL services. As a pattern for proficiency in the 4 modalities we have seen that the first skill mastered by students is speaking, followed by listening, reading and lastly writing. The instructional program for English Language Learners is consistent with CR Part 154 guidelines for time allocation of 2 units to beginners and intermediate and one unit for advanced students. ELL Students receive instruction from one part time teacher on a pull out/ push-in basis. Small groups enable the teachers to provide differentiated instruction. The ESL components of the Balanced Literacy/ Mathematics model, Treasures/Glencoe and McDougal Littell, are utilized to effectively target identified areas of need and provide differentiated instruction. Supervisors meet with ESL and classroom teachers to analyze data and determine next steps for individual students.

II. Parent/community:

Upon the completion of the Home Language Identification Survey, parents attend Orientation Workshops that help them understand the different options provided by NYCDOE. The parent coordinator maintains parent communication throughout the year to inform parents of school based workshops that enable them to get involved in and meet the needs of their children. Translation services are available for workshops, phone and personal conferences.

III. Project Jump Start:

Supplemental materials are available to support all newly enrolled LEP students.
Additional instructional services are available for students.
Parent teacher conferences are scheduled provided necessary information.

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.

IV. Staff Development

Professional Development opportunities are offered to teachers throughout the year. Topics include but are not limited to: english language arts, writing process, mathematics, science, social studies, looking at student work, the arts, multiple intelligences, differentiated instruction, etc. ESL strategies to address the needs of our ELL population are embedded into all workshops. ESL teachers attend regional, city wide and national conferences and trainings to keep abreast of current ESL trends as well as workshops provided by the Office of ELLs. Those workshops include: ESL and Data Analysis, Differentiated Instruction for ELLs, Tiered Instruction, Reading and Writing Strategies for ESL Teachers, etc.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

| Allocation Amount: | | |
|--|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem | NA | |
| Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts. | NA | |
| Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed. | NA | |
| Educational Software (Object Code 199) | NA | |
| Travel | NA | |
| Other | NA | |
| TOTAL | NA | |

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.

Home language identification surveys and parent teacher conferences are used to determine what translation services are needed. According to the HLIS, 7 families speak Spanish, 4 families speak Haitian, 1 family speaks African, 1 family speaks Russian and 1 family speaks Urdu. The data indicates that translation and interpretation are predominately needed in Spanish and Haitian.

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.

School based written communication is available in translation. School based and or district interpreters are available for teacher-parent conferences, workshops and school meetings such as Parent Association and assemblies. The parent coordinator reports additional findings to the school community.

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.

Documents that are not available from the website are translated by in-house school staff and or outside providers. All parents of ESL students receive the Parents Bill of Rights, interpretation notices signed and safety plan procedure at the beginning of each school year. All other parent communication is distributed to all parents at the same time.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation is provided by school personnel and or outside interpreters as needed. Such support enables parents to integrate education into family and home activities. The current language status of each family is maintained in the ATS system.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents of English Language Learners will be notified of all opportunities that relate to programs and services of their child's education. The Chancellor's regulations will be distributed to parents in their home language and informative workshops will be offered to parents. In addition:

- a. parents receive a copy of the Bill of Rights and Responsibilities; and
- b. languages available in translation are posted in the Guidance offices.

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

| | Title I | Title I ARRA | Total |
|--|---------|--------------|---------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | | 672,778 | 672.778 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | 6,728 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 33,638 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | 67,278 | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.2%
9. If the percentage of high quality teachers during 2008-2009 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.

Staff members are offered an opportunity to be reimbursed for course work that would lead to permanent certification in the area in which they are teaching.

The administration conducts classroom observations, pre and post observation conference s and requires that all staff members set instructional and professional goals for the year. Professional development opportunities are offered to all staff members to build capacity and strengthen pedagogy. In collaboration with staff developers and colleagues, “real time” professional development in both a model classroom and through network support provide opportunities for teachers to observe, implement and reflect on best practices.

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY

Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. 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

PART I - GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school’s expectations for parental involvement based upon the District Parental Involvement Policy. [*Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA*]

P.S./I.S.66 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The

programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [*Section 1118- Parental Involvement-(a) Local Educational Agency Policy-(2) Written Policy of ESEA*] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. **P.S./I.S.66** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA through:
 - School Leadership Team Meetings;
 - Consultation with the administrative team;
 - Workshops with the Parent Coordinator;
 - Parent Association meetings; and
 - Executive Board meetings.

2. **P.S./I.S.66** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA through:
 - School Leadership Team meetings;
 - Executive Board meetings with the administration;
 - Parent Association meetings;
 - Parent workshops; and
 - Review the results of the Learning Environment Survey.

3. **P.S./I.S.66** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs: NYU Parent Corps and Bridges Program, through:
 - Parent workshops conducted by the Parent Coordinator and staff developers.

4. **P.S./I.S.66** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The evaluation will be conducted through:

- evaluation and feedback forms distributed at parent workshops;
- at Executive Board meetings with the administration; and
- at parent meetings to review the policy.

The persons responsible for conducting evaluation will be as follows:

- the Administrative team and school faculty;
- Executive Board of the Parent Association; and
- the Parent Coordinator.

The role that the parents will play is as follows:

- attend workshops;
- evaluate program; and
- give feedback to administration and faculty.

5. **P.S./I.S.66** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards;
- the State's student academic achievement standards;
- the State and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress; and
- how to work with educators.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- workshops for parents that are conducted by specialists in the content areas to provide materials and strategies that enable parents to be more effectively involved in the teaching and learning process. These workshops will address early childhood development, literacy, mathematics, science, social studies, the arts and parenting skills. The workshops and materials that will be provided to the parents will be differentiated to address the needs of a pre-k through grade eight population.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- a collaboration with NYU for parents of early childhood students through the Parent Corps and Bridges Program. Parent Corps.

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- Each teacher is required to develop annual parental involvement goals that will increase parental involvement and communication. Teachers achieve these goals through:
 - Newsletters created by individual teachers;
 - The development of websites;
 - The use of teacher maintained email accounts;
 - Class specific websites that provide parents with timely information and resources; and
 - Classroom activities and celebrations that involve parents as partners.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. All parents will be informed through avenues of communication as follows:

- Letters and flyers generated by the Administration and Parent Coordinator;
- Notices of meetings and workshops;
- Teachers created newsletters;
- Master email list serves; and
- Letters and notices issued by the Parent Association.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- *Parental Involvement- (e)Building Capacity for Involvement* of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging workshops during the school day and in the evening; and
- adopting and implementing model approaches to improving parental involvement.

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this plan.

This policy was adopted by P.S./I.S.66 on 10/21/09 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2009.

Joel Rubinfeld

Principal

October 21, 2009

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

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

SCHOOL-PARENT COMPACT

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written School-Parent Compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under Section 1118- Parental Involvement- (b) School Parental Involvement Policy 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.

NOTE: Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework. If they do use the template and include all of the **bolded items** listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by Section 1118- Parental Involvement (d)-Shared Responsibilities For High Student Academic Achievement into their School-Parent 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.

SCHOOL-PARENT COMPACT

P.S./I.S. 66 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S./I.S. 66 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Teachers will plan and conduct lessons that are aligned with the New York State and New York City standards in all curriculum areas.

- **hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - Monday, November 9, 2009, in the evening;
 - Tuesday, November 10, 2009, in the afternoon;
 - Monday, March 15, 2010, in the evening; and
 - Tuesday, March 16, 2010, in the afternoon.
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - teacher newsletters;
 - parent workshops conducted by the Parent Coordinator and Staff Developers;
 - report cards distributed three times a year for elementary students and four times a year for middle school students;
 - Grade Web;
 - Scholastic Web; and
 - information and instructions on links to ARIS which includes current and historical data for each student.
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - class teas held in September;
 - middle school orientation;
 - Parent Teacher conferences;
 - open school week;
 - telephone calls;
 - letters home;
 - email; and
 - on an as needs basis.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
- school trips;
- classroom presentations;
- student/parent interactive workshops;
- assemblies;
- senior activities;
- NYU Parent Corps and Bridges collaboration; and
- open school week.

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- ensuring that my child wears his/her uniform
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;

- supporting the school's discipline policy; and
- express high expectations and offer praise and encouragement for achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

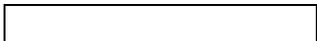
We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.;
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time; and
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading; and
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

P.S./I.S. 66 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible; and
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics.



| |
|------------|
| SIGNATURES |
|------------|

| School Staff-Print Name | Signature | Date |
|-------------------------------------|-----------|------|
| | | |
| Parent(s)- Print Name(s) | | |
| | | |
| Student (if applicable)- Print Name | | |
| | | |

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

***This template of a School-Parent Compact is not an official State Education Department document. It is provided only as an example.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The school will conduct a comprehensive needs assessment with the use of the activities as follows: a review of the goals outlined in the Comprehensive Education Plan, the school report card and progress report, student achievement data, School Quality Review, Parent/Teacher Surveys, and other available data in ARIS. The administration, staff developers, teacher committees, and members of the parent association will review the current programs and determine what changes are necessary to better enable student achievement. A professional development needs survey will be conducted to determine teachers' needs for professional growth to better enable exemplary instruction.

The Academic Intervention Specialist will review student progress and determine the needs of the students who are below level.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

Please refer to the Action Plan on pages 17 through 25, and the Academic Intervention Services Plan on pages 29 through 31.

3. Instruction by highly qualified staff.

Staff members are offered an opportunity to be reimbursed for course work that would lead to permanent certification in the area in which they are teaching. The administration is diligent in seeking teachers with the appropriate certification to match the available vacancies. Teachers who are unable to obtain the appropriate certification are given opportunities to teach in the area in which they are certified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The administration conducts classroom observations, pre and post observation conferences and requires that all staff members set instructional and professional goals for the year. Professional development opportunities are offered to all staff members to build capacity and strengthen pedagogy. In collaboration with staff developers and colleagues, "real time" professional development in both a model classroom and through network support provide opportunities for teachers to observe, implement and reflect on best practices.

Network support, staff developers, parent workshops, grade meetings, inquiry team and school based support meetings all contribute) to enable all children in the School wide Program to meet the State's student academic standards.

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

N/A

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

Each teacher is responsible for documenting and encouraging parent involvement and has been required to establish parental involvement as one of his/her goals. The teachers use grade web and Scholastic on-line resources to communicate with the parents. Staff developers and the Parent Coordinator offer grade specific and/or topic specific workshops for parents.

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

The school collaborates with NYU to implement Parent Corps and the Bridges Program in collaboration with teachers, parents and students in pre-kindergarten through grade two to support the home-school connection.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers meet with the administrative team and the data specialist to analyze assessment data and develop strategies for more effective differentiated instruction. An inquiry team has been established to study identified students in need of academic intervention and share the findings with the classroom teachers. The professional development team meets with both the administration and teachers to discuss student achievement, resources to be used in the classrooms, school wide programs, and best practices. Grade conferences are held throughout the year to review and reflect on best practices. Information is shared among the administration, support team members and teachers. The administration has an open door policy for all staff members.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See pages 29-31, Academic Intervention Services.

School wide grade assessments are administered throughout the year to identify students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. Period nine provides differentiated small group instruction in ELA and mathematics for students in grades five through eight. To ensure that students' weaknesses are identified on a timely basis, teachers periodically assess their students and regroup students as needed.

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

The SAPIS counselor meets with identified students in small groups to discuss social issues and develop conflict resolution strategies. A school wide character development program has been implemented to reinforce positive behaviors. The Parent Coordinator conducts a nutrition workshop series for parents. A "community service" initiative is mandated for middle school students and a part of the curriculum in elementary classrooms.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

APPENDIX 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)¹ 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

¹ 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administrative team and members of the professional development team reviewed the curriculum audit findings to determine its relevancy to our school.

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

Applicable Not Applicable

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

It has been determined that the curriculum audit findings are not applicable as follows:

- The anthology series used for our ELA program is aligned with the New York State Standards.
- Each of the performance indicators addressed in the content strands is delineated in the curriculum.
- The school provides both the Foundations and the Wilson programs to address the different areas of reading for more challenged students.
- Teachers use data from both formal and informal assessments to determine student performance in each of the content strands. i.e: information and understanding, literary response and expression, and critical analysis and evaluation.
- The school provides additional resources to support the curriculum to better enable student achievement.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administrative team and members of the professional development team reviewed the curriculum audit findings to determine its relevancy to our school.

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

Applicable Not Applicable

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

It has been determined that the curriculum audit findings are not applicable as follows:

- The text book series used addresses both the content strands and the process strands indicated in the New York State Learning Standards for Mathematics.
- Teachers use data from both formal and informal assessments to determine student performance in each of the content strands. i.e: number sense and operations, algebra, geometry, measurement, and statistics and probability.
- Teachers make real world connections in their mathematics lessons to enable students to better understand how mathematics is relevant and meaningful.
- The school provides additional resources to support the curriculum to better enable student achievement.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administrative team and members of the professional development team reviewed the curriculum audit findings to determine its relevancy to our school.

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

Applicable Not Applicable

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

The delivery of engaging student instruction is a priority of our school. This is accomplished with the use of hands on materials, activities that allow for differentiation and the manner in which classes are programmed. Students are given opportunities to engage in small group work, individual tasks at learning and activity centers and explore their areas of interest and strength through special programs.

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.

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 (SOM²)* 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administrative team and members of the professional development team reviewed the curriculum audit findings to determine its relevancy to our school.

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

Applicable Not Applicable

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

Teachers have access to the schools' mathematics lab and the services of staff developers to create activities that allow for differentiated math instruction. These activities include learning centers with tasks that address problem solving, reasoning, communication, connections and representation. Teachers also use technology, i.e: the Smart Board, to enable interactive and engaging learning.

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.

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.

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration has reviewed the organization of the school over the last two school years.

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

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

For the 2008-2009 school year, the amount of new teachers was 21% and for the 2009-2010 school year the amount of new teachers is 6%. This is not considered a high turnover rate, as most new teachers replaced teachers who retired, relocated or changed careers.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration met with the ELL providers.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school has an ELL population of 16 students, which represents 2% of our total student population. We have the services of a .4 specialist to service our ELL population. These specialists are provided with opportunities to attend professional development at the school, district and local levels.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration met with the ELL providers.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Staff developers, the AIS provider and the SETTS teacher meet with the ELL specialists to discuss student achievement and to develop lessons that are inclusive of the ELL learner. Testing data is made available to the ELL specialists. ELL students with IEP's are identified and the specialists are provided with the students' IEP's.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administrative team and members of the professional development team reviewed the curriculum audit findings to determine its relevance to our school.

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

Applicable Not Applicable

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

Professional development opportunities are offered to all staff members to build capacity and strengthen pedagogy. Teachers are also provided with opportunities to attend professional development workshops on the district and local levels. The AIS provider and SETTS teacher meet with classroom teachers to discuss individual students and educational plans specific to the student.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The members of Student Support Services, which include the school based support team, guidance counselor, AIS provider, SETTS teacher, and special education teachers discussed with the administration the curriculum audit findings to determine its relevancy to our school

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?

It has been determined that the curriculum audit findings are not relevant to our school. Teachers use information from both formal and informal assessments to determine student performance and to develop student IEP's. The Special Education Supervisor meets regularly with classroom teachers, the AIS provider and the SETTS teacher to insure compliance with all mandates. Teachers create lessons and provide small group instruction that allow for differentiated instruction.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are no students who currently reside in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.