



ANNETTE P. GOLDMAN

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 19K072

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/IS 072 **SCHOOL NAME:** Annette P. Goldman

SCHOOL ADDRESS: 605 Shepherd Avenue, Brooklyn, New York 11208

SCHOOL TELEPHONE: (718) 345-4100 **FAX:** (718) 927-2160

SCHOOL CONTACT PERSON: Judy Denbow **EMAIL ADDRESS:** JDenbo@schools...

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. O' Neika Riley

PRINCIPAL: Ms. Gena Lipscomb

UFT CHAPTER LEADER: Ms. Regina Carlton

PARENTS' ASSOCIATION PRESIDENT: Ms. Virginia Jack

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Ms. Pat Tubridy

SUPERINTENDENT: Mr. Martin Weinstein

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
Ms. Gena Lipscomb	*Principal or Designee	
Ms. Regina Carlton	*UFT Chapter Chairperson or Designee	
Ms. Virginia Jack	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Nomi Arriaga	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ms. Sharon Johnson	Member/UFT	
Ms. O’Neika Riley	Member/UFT	
	Member/UFT	
Mr. Donald Foy	Member/Parent	
Ms. Catherine Birch	Member/ Parent	
Ms. Virgen Lopez	Member/ Parent	
Ms. Cynthia Jacob - Brown	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision

The Annette P. Goldman School is dedicated to educating all children. We envision our school as a community of learners where all members, staff, students, parents and community are actively engaged in the educational process. We are striving to raise the level of academic achievement to allow all students to soar beyond the required standards and develop into responsible, productive contributors to better humanity and the world in which we live. We aspire to give them the tools to make the best decisions, function in a technologically advanced society and work collaboratively with all people.

Mission

It is our mission to ensure that all of P.S./I.S. 72's students receive a quality, well-rounded education that will serve as a solid foundation for future success. Our educators will be fully supported on the bases of No Educator Left Behind ("NELB"). We will provide a variety of learning experiences that will enable our students and staff to develop the skills and knowledge necessary to become lifelong, strategic, and independent thinkers and learners.

P.S./I.S.72 is a barrier-free school in District 19. Currently, there are 24 classroom teachers, 4 of whom are new hires. As a designated barrier-free school P.S./I.S.72 has a large population of physically challenged students. This school year, 93 of our students are designated Special Needs and receive services based on the least restrictive environment appropriate to their needs. There are 5 self-contained classes and 4 inclusion classes. Mandated services offered by the school include 40 students in inclusion settings, 52 in self-contained and 22 additional students receive I.E.P. driven services, such as A.P.E., P.T., O.T., Resource Room, Speech, and Hearing.

We recognize our students through assemblies for student-of-the month and attendance. Our school is also involved in the Fitness Gram program as well as Cooperative

Healthy Active Motivated Positive Students (“C.H.A.M.P.S.”), both of which have to do with health and physical fitness.

We develop professional development plans for our teachers based on their input and need. Our teachers are involved in inter-class visitations to observe best practices. We encourage professional development organizations to use our facilities in order to take advantage of their on-site staff development for our educators. Education consultants were recruited to advise on classroom management, building capacity and special education. Specialists were also invited to introduce Emotional Intelligence. Our students enjoy the following programs: National Guards, Family Dynamics after school program, Park Rangers, District Attorney program and others.

The Parent Coordinator and PTA continues to reach out to parents regarding their concerns and to inform them about ways to assist their children in setting goals. P.S./I.S.72 has had a fully functioning P.T.A. for approximately eight years. A monthly newsletter, sent out by the Parent Coordinator, keeps the parents and school informed of various classroom and school-wide activities. In addition, a variety of workshops are given to educate parents on issues related to children’s academic development and social/emotional growth. These workshops are led by administration, staff, consultants, vendors, students and parents.

The School Leadership Team has its full complement of parents. Several parent volunteers have participated in the Learning Leaders program. There has been an increase in parent involvement as evidenced by improved attendance at parent teacher conferences and other school functions.

We continue to be a Core Knowledge school for grades 4,5,7 and 8. The knowledge and skills learned each year become the students’ foundation for learning in subsequent years.

P.S./I.S.72 has the following support staff in place: two assistant principals, two coaches (literacy, and math), a Health Coordinator, a full-time Guidance Counselor, one Dean and a Core Knowledge Coordinator. Additional resources include: an IEP team, an IEP teacher and two part-time Special Needs guidance counselors. ESL Services are provided by one full time ESL teacher.

Our Pupil Personnel Committee works to provide support services to the parents and teachers of those students experiencing academic/behavioral difficulties as well as providing support to the student. Members of this team include the Guidance Counselor, Assistant Principal, School Psychologist, and Social Worker. In addition to working as part of the PPC, members of the I.E.P. Team also provide ERSSA (Education Related Support Services) counseling and work with individual students on the recommendation of the Family Support Team. The members of the PPC create individual plans for intervention.

P.S./I.S.72 currently has a number of CBO collaborations in place: NY Psychotherapy, Volunteers of America, Community Minded Organization, Javier Francisco Diaz, The Leadership Program, Partnership with Children, NYPD: School Safety Division and Safe Horizons.

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./I.S. 072 Annette P Goldman						
District:	19	DBN:	19K072	School BEDS Code:	331900010072		
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	14	14	16		90.2	90.4	90.6
Kindergarten	95	59	63				
Grade 1	109	110	90	Student Stability - % of Enrollment :			
Grade 2	124	100	93	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	99	99	107		91.0	90.3	90.0
Grade 4	96	99	107	Poverty Rate - % of Enrollment :			
Grade 5	127	96	94	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	92	105	83		84.7	84.7	84.7
Grade 7	0	55	82	Students in Temporary Housing - Total Number :			
Grade 8	0	0	44	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		17	22	32
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		2	2	2
Ungraded	16	18	17	Special Education Enrollment:			
Total	772	772	787	(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	74	62	63	Principal Suspensions	15	39	69
# in Collaborative Team Teaching (CTT) Classes	51	60	57	Superintendent Suspensions	17	25	20
Number all others	22	29	38	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(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	1	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	62	71	75
# receiving ESL services only	56	66	55				

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	12	2	2	Number of Administrators and Other Professionals	10	32	35
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	7
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)	1	2	4	% fully licensed & permanently assigned to this school	98.4	100.0	100.0
				% more than 2 years teaching in this school	64.5	53.5	57.3
				% more than 5 years teaching anywhere	46.8	45.1	46.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	73.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.6	76.1	91.5
American Indian or Alaska Native	0.6	0.5	0.4				
Black or African American	61.8	62.2	61.1				
Hispanic or Latino	34.8	33.7	33.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	2.6	2.5				
White	1.2	1.0	1.5				
Male	47.5	46.8	49.3				
Female	52.5	53.2	50.7				
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		X	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		X	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each subject		2	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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?
-

Our Learning Environment Survey results:

Respondents: (67) or 11% of our Parents, (195) or 91% of our students and (17) or 23% of our teachers.

The following show the individual scores:

Category	Overall Score	Indiv. School Expectations
Academic Expectations	6.9	7.0
Communication	6.1	5.7
Engagement	6.1	6.2
Safety and Respect	6.5	6.6

Our 2008-2009 **Progress report** shows we received 6.0 out of 15 points on our Learning Surveys, 17.0 out of 25 in student performance, 53.0 out of 60 and 9.0 out of 15 in additional credit giving our school an overall score of 85.0 out of 100. Because of this overall score we received a letter grade of "A". The areas of concern for the School Environment Surveys were Academic Expectations (off by 0.1), Engagement (off by 0.1) and Safety and Respect (off by 0.1). We received 17.0 out of 25 for Student Performance. In the area of Student Progress we showed signs of points gained in the following areas but not limited to:

Percentage of students making at least 1 year of progress (75.2%--ELA), percentage of students in school's lowest third students making at least 1 year of progress (94.7%--ELA), change in proficiency for level 1 and level 2 students (0.38 /+16 from last year-ELA) and percentage of students in school's lowest third students making at least 1 year of progress in Math (74.6%--Math)

Our 2007-2008 Quality Review Report- Conducted by Mr. John Hudson rated the school **Proficient** in all five areas (Gather Data, Plan and Set Goals, Align Instructional Strategy to Goals, Align Capacity Building to Goals and Monitor and Revise) making gains after being considered **Underdeveloped in 2006-2007**. The overview showed many areas of improvement as well as areas the school needs to continue working on.

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.

- To increase the number of teachers participating in Inquiry Teams in the 2009-2010 school year.
- To continue to increase the number of teachers using differentiated instruction in the classroom to enhance math and reading.
- To maintain and/or improve reading skills in grade 4.
- To improve the writing skills of Grade 5 students using a standard-based writing rubric.

ELA Examination Results

	2005	2006	2007	2008	2009	+/-
Grade 3	30.6	48.0	32.3	37.4	47.0	+ 9.6
Grade 4	35.8	36.0	24.7	35.8	45.0	+ 9.2
Grade 5	48.4	39.1	41.6	34.4	48.0	+13.6
Grade 6			27.9	23.1	67.0	+43.9
Grade 7				44.2	48.0	+ 3.8
Grade 8					47.0	
Reading Score		40.6	32.2	32.4	50.0	+17.6

Math Examination Results

	2005	2006	2007	2008	2009	+/-
Grade 3	55.3	80.4	69.1	76.0	86.0	+10.0
Grade 4	67.3	65.1	70.8	61.5	58.0	- 3.5
Grade 5	34.1	55.1	70.5	54.0	65.0	+11.0
Grade 6			69.0	46.0	67.0	+21.0
Grade 7				81.0	76.0	- 5.0
Grade 8					88.0	
Math Score		76.4	77.0	62.0	72.0	+10.0

After examining the 2008-2009 ELA results we found a significant increase in all grades. Our fifth and sixth grade students progressed exceptionally well. As a result our overall ELA score increased from 32.4 to 50.0. Our Math results showed an increase in the majority of the grades. After further examination it was obvious our general education and special needs students showed a significant increase in progress out of our sub groups in both ELA and Math compared to last school year.

We have shown gains in overall school performance in areas such as but not limited to:

- Gathering data
- Planning and setting goals
- Aligning instructional strategies to goals
- Aligning capacity building to goals
- Monitoring and revising student progress

The most significant aids to the school's continuous improvement includes:

- The administration implements procedures and systems towards achievement of a clear vision of school improvement.
- Leaders and teachers collaborate well to set rigorous, objectively measurable student performance goals in English Language Arts and Math.
- Administration and staff members share with the school community their very high expectations of student achievement and progress.
- Teachers and leaders provide a broad and engaging curriculum with good access to the arts and opportunities to extend student experiences.
- The administration and instructional team base strategic decisions on the outcomes of periodic assessments.
- The administration and staff maintaining a constantly updated understanding of the performance of students, classrooms and sub groups.
- Leaders visiting other schools to identify best practices that they use to accelerate student progress.
- The school pays particular attention to students in need of improvement.
- Mutual trust and respect between students and staff permeates a positive, safe and inclusive learning environment.
- Students benefit from support services to enable them to progress well and meet challenging goals.

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: ELA/ Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in Inquiry Teams in the 2009-2010 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monthly Inquiry Team meetings will be held to discuss data/needs. • Monthly PD during common preps and/or Lunch and Learns will be provided. ARIS will be used as a forum for our Inquiry Team PD. • Coaches, data specialist and administration will be instrumental in sharing and understanding data throughout the building.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Monthly Inquiry Team meetings will be held to discuss data/needs. • Monthly PD during common preps and/or Lunch and Learns will be provided. ARIS will be used as a forum for our Inquiry Team PD. • Coaches, data specialist and administration will be instrumental in sharing and understanding data throughout the building. • Funding will be set aside to support our goals
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Weekly Instructional Team meetings will be held to discuss progress of Inquiry Teams • Pre/Post tests will be reviewed, discussed and shared • Monthly meetings will include focus, agendas and minutes • Interface updating will include findings and considerations for next steps

Subject/Area: ELA/ Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to increase the number of teachers using differentiated instruction in the classroom to enhance math and reading.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Coaches and facilitators will address the needs of the teachers during lunch and learns, one-on-one and group setting. • Funding will be set aside for resources needed to assist teachers • Teachers will visit classrooms for best practices techniques • Professional development will be provided for staff about how to use ARIS, assessments, tests and student feedback to meet the needs of the student. <p>Teachers will attend PD from our LSO, Principal’s Weekly and staff members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Monthly PD during common preps and/or Lunch and Learns will be provided. • Professional development will be provided to teachers with an emphasis on student interests and student learning styles. • Coaches, data specialist and administration will be instrumental in sharing and providing assistance throughout the building. • Funding will be set aside to support our goals
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Classroom libraries will reflect a variety of genres. • Walkthroughs and observations, formal and informal will reflect the effectiveness of differentiated instruction in the classroom • Lesson plans will reflect differentiated instruction used during lessons • Study Group forms will focus on the use of differentiated instruction in the classroom

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maintain and continue to improve reading skills in grade 4.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Maintain English Language Arts Coach • Have Core Knowledge Coach work with ELA Coach • Continue with interclass visitations for best practices • Continue with AIS services for at-risk students • Provide Prof. Development sessions for staff • Maintain running records and administer 4 times a year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Monthly PD during common preps and/or Lunch and Learns will be provided. • Professional development will be provided to teachers with an emphasis on student reading interests. • Coaches, data specialist and administration will be instrumental in sharing and providing assistance throughout the building. • Additional funding will be set aside to support our goals
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Documentation from agendas and minutes • Review of findings in Sept., Dec., Feb. and May running records • September running record information/documentation • Study Group focus, concerns and notes • In class running records, benchmark assessments and classroom data • Benchmark review of results: Sept, Jan, March and May • Review of teacher conference notes

Subject/Area: Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the writing skills of Grade 5 students using a standard-based writing rubric.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Have writing teacher work with Core Knowledge Facilitator • Writer’s workshop will be extended in balanced literacy block. • ELA/Writing/Core Knowledge Facilitator will model and demonstrate lessons as needed. • LSO Professional development will be shared with teachers • The budget will reflect funding for professional development • Writing portfolios will be maintained
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Monthly PD during common preps and/or Lunch and Learns will be provided. • Professional development will be provided to teachers with an emphasis on student writing interests, styles and genres. • Coaches, data specialist and administration will be instrumental in sharing and providing assistance throughout the building. • Additional funding will be set aside to support our goals
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Using the standard-based writing rubric work will be assessed looking for at least one level of growth. • Students will maintain student writing samples • The accumulation of agendas and minutes will be compiled

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	24	10	N/A	N/A	N/A	N/A	2	N/A
5	28	15	10	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	10	14	N/A	N/A	N/A	1	N/A	N/A
8	26	11	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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:	Grades 4,5,7,8 receive AIS from our Inquiry Team members. Our teams consist of homeroom teachers and/or other staff members. Level 1s and low 2s with 0 or little growth- 3 times per week in 45 minute sessions during school.
Mathematics:	Grades 4,5,7,8 receive AIS from our Inquiry Team members. Our teams consist of homeroom teachers and/or other staff members. Level 1s and low 2s with 0 or little growth- 3 times per week in 45 minute sessions during school.
Science:	Extended day – Small group instruction during the day. This takes place 3 times a week in 50 minute sessions. (Following the 4 th grade Scope And Sequence with modifications).
Social Studies:	Extended day – Small group instruction during the day. This takes place 3 times a week in 50 minute sessions. (Following the 5 th grade Scope and Sequence with modifications).
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	ERSSA Counseling – one to one – Once a week in 30 minute intervals or sessions during the regular school day.
At-risk Services Provided by the Social Worker:	ERSSA Counseling – one to one – Once a week in 30 minute intervals or sessions during the regular school day.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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



A Knowledge Network School

Annette P. Goldman School – PS/IS 72

605 Shepherd Avenue
Brooklyn, New York 11208
Phone: (718) 345-4100 Fax: (718) 927-2160
Gena Lipscomb, Principal
Tammy Stokes, Assistant Principal

PS/IS 72 K

September 2009

Part A: Language Allocation Policy (LAP)

Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Gena Lipscomb	<i>ESL Teacher:</i>	Dolores Rivera
<i>Assistant Principal:</i>	Brian Bradley	<i>PTA President:</i>	Virginia Jack
<i>Guidance Counselor:</i>	NA	<i>Literacy Coach:</i>	O’Neika Riley
<i>Content Area Teacher:</i>	NA	<i>Math Coach:</i>	Judy Forbes
<i>Content Area Teacher:</i>	NA	<i>Parent Coordinator:</i>	Dawn Thomas

II. Teacher Qualifications

ESL instruction is provided to all ELLs by a Common Branch / K-6 NYSED certified teacher who has completed advanced degree in ESL and Bilingual Education. The ESL teacher is presently seeking certification in ESL. The teacher uses methodologies in academic content area instruction to develop English language skills.

Please indicate the following:

- Number of certified ESL Teachers 0
- Number of certified bilingual Teachers 0
- Number of certified Foreign Language Teachers teaching NLA 0
- Number of Content Area Teacher with Bilingual Extension 0
- Number of Special Education Teachers with Bilingual Extension 0
- Number of Trs of ELLS without ESL/bil. Certification with Bilingual Extension 0

III. School Description/Demographics (Include the number of students in school/ number of ELLs in the school.)

P.S. 72 is a Title I school located in the East New York section of Brooklyn. The school is an elementary school serving approximately 358 students in grades 4 & 5 –and- 7 & 8. There is a small number of grade 6 students that are part of the Special Education program at the school.

The school participates in the Universal free-lunch program, as over ninety percent of the students are eligible. Currently, the school is a 4-5 and 7-8 barrier-free school, with an enrollment of 358 students. A total of 28 students or 7.2 % receive ESL services. There are no bi-lingual classes. The data for school shows that the ethnic composition of the student population is 64% Black, 33% Hispanic, 3% others. The school is presently targeted as a phase out school therefore serving only select grades as part of the plan for restructuring for change.

Currently, there are 28 students in the ESL program. The program is designed as a pull-out model. The ESL teacher working closely with the classroom teacher serves students in discreet ESL instruction in a separate class. There are ELLs in all grades at all levels: Beginning, Intermediate and Advanced. The home language of the students is Spanish. Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method.

The allotted time for ESL instruction is determined by the students' English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week.

There are 28 ELLs presently on register at PS 72K. The ELLs are spread across all grades: 4, 5, 6, 7, and 8. Most of the ELLs speak Spanish as their first language.

The breakdown of ELLs across the grades is as follows:

Grade	4	5	6	7	8
Number of ELLs	6	9	2	4	7

IV. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:

Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that will best meet their children’s needs. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, the NYSESLAT test, is administered annually to all ELLs. If the students score below the state designated proficiency level, they remain in the ESL program. ESL instruction is provided based on the student proficiency level as required by NYSED -CRPart 154 regulations.

Trend in parent choice letters

Parents/guardians choose the program that will best meet their children’s needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children
 Students are placed in the program selected by the parent/guardian.

A review of the Parent Survey and Program selection forms for the past two years indicates that parents chose the ESL program. The ESL program is aligned with the parents’ requests.

V. ELL Programs Please include the following:

Students that are in the ESL program at P.S. 72 are students that were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. PS 72 has a small number of ELLS spread out over all of the grades, 4,5,6,7, and 8. The program that best serves the students is the freestanding ESL program. All students participate in the ESL Pull – Out model that is designed to best meet the language needs of the ELLS.

Number of ELLs in ESL Pull-Out Education Programs by grade and proficiency level is:

Grade	Beginners	Intermediate	Advanced
4	2	3	1
5	2	0	7
6	2	0	0
7	3	0	1
8	2	2	3

VI. Years of Services / Programs / ELLS by Sub-groups (Please refer to worksheet.) Include:

Number of ALL ELLs	28
Number of SIFE	0
Number of Newcomers	7
Number of ELLs in grades 4-6	13
Number of ELLs in special education	11
Number of Long – term ELLs	8

VII. Home Language Breakdown and ELL Programs

Most ELLs at PS 72 are speakers of Spanish except one student who is a Bengali speaker.

Language Groups Represented at PS 72 K

Grade	Spanish	Bengali	Other
4	5	1	
5	8		1
6	2		
7	4		
8	7		

VIII. Program and Schedule Information

PS 72 has a free standing, pull-out heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. In addition, the ESL service provider is a former Spanish bilingual teacher.

She facilitates student comprehension and linguistic summary where needed to ELLs as part of the language program instructional support.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull out ESL classes.

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, student additional instruction provided for academic intervention services (AIS) through the daily M_F extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

P.S. 72 offers a freestanding ESL program which uses the pull-out model. The program is available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. Students travel to another classroom to receive ESL instruction which is provided by a certified teacher. The teacher uses the Content Based Second Language Instructional Model. Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English.

Plan for SIFE There are no SIFE students currently enrolled in P.S. 72's ESL program. However, any students with interrupted formal education will be provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

To ensure that the mandated number of instructional minutes is provided, ESL teachers post a copy of their program schedule where it is easily visible by school leadership. A copy of each student's schedule is given to the classroom teacher.

IX. Plan for ELLs in school less than 3 years/ Newcomers

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

X. Plan for ELLs in school 4-6 years

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will:

- 🍷 develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning;

- ✿ develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas;
- ✿ use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ESL Pull-Out Program at P.S. 72 focuses on the following for all ELLs:

- academic rigor;
- the use of ESL methodologies during instruction;
- alignment of all instruction with the NYS/NYC standards; and
- the recruitment and retention of high quality teachers of English Language Learners.

XI. Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program, an after-school program or a Saturday Academy.

XII. Plan for ELL Special Needs Students

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

XIII. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program on Saturdays. The program is designed to further support ESL development as well as content area instruction/review.

XIV. Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program.

XV. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. PS 72 is a phase –out school. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

XVI. Equal access to all programs

ELL students are provided with the opportunity to participate in all after school program and are scheduled for AIS as are all students at PS 72K.

XVII. After school programs for ELLS

ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program is conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III provides an extended week program for ELLs. ELLs attend small group sessions in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

XVIII. Instructional materials including technology/ Instructional materials in Content Areas

PS 72 utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities.

Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology.

XIX. Native Language Support

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text in Spanish, whenever needed. Spanish speaking ELLs are provided additional support by the Spanish speaking ESL provider that is their teacher.

XX. Support Services

All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

XXI. Professional Development

➤ PD plan for teachers and staff working with ELLS

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the LSO will

be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for **all** teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the LSO Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies.

Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a *buddy*. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- *Sheltered Instruction Observation Protocol (SIOP)*: A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.
- *Cognitive Academic Language Learning Approach (CALLA)*: A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.
- *Academic Language Scaffolding*. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.
- *Realia Strategies*. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.

- *Strategies for including culture.* Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. **Story-telling** is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is **Show & Tell**. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as **Misunderstandings**. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

➤ Training of all staff – 7.5 Hours required/ records

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at PS 72 are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of the LSO. The training will be facilitated to staff in the Spring. Each participant will be awarded a certificate of completion upon completion of the training series.

XXII. Assessment Analysis

The results of the most recent LAB-R /NYSESLAT Assessment are as follows:

Grade	Beginners	Intermediate	Advanced	Proficient	Transitional	Total
4	2	3	1	0	1	7
5	2	0	7	0	2	11
6	2	0	0	0	0	2
7	3	0	1	1	2	7
8	2	2	3	1	1	9

The Language Allocation Policy and instruction will focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students' needs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. ESL teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies.

As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLS. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

For school year 2009-10, P.S. 72 will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

ELA/ESL

The literacy program includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute morning block includes the elements of Balanced Literacy/reader's workshop which focuses on read-aloud, guided reading, shared reading and independent reading. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms.

P.S. 72 has, for the past several years, implemented a skill of the week and a writing calendar to ensure adequate and consistent instruction in these areas. These calendars were correlated to enable teachers to make connections between the reading skills being taught and the forms of writing to which the skills were related. P.S. 72 also implements a Book of the Month program.

Mathematics

The Everyday Math core curriculum program is used for math instruction. Seventy-five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions using ESL methodologies.

Science /Social Studies

P.S. 72 has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies. All classes receive two periods a week of instruction in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in Science. It is expected that this program will continue.

XXIII. Describe ELL program success

The success of the ELL program is measured in many ways. It is measured by the advancement of the ELLs on the NYSESLAT, by improvements in writing and speaking ability, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments.

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 – Knowledge Network LSO– 19K72	School 19K72
Principal Gena Lipscomb	Assistant Principal Brian Bradley
Coach O'Neika Riley	Coach Judy Forbes
Teacher/Subject Area Dolores Rivera, Bil./ESL Tr.	Guidance Counselor NA
Teacher/Subject Area NA	Parent Virginia Jack, PTA President
Teacher/Subject Area NA	Parent Coordinator Dawne Martin–Thomas
Related Service Provider NA	SAF Martin Weinstein
Network Leader Pat Tubridy	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	00
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	358	Total Number of ELLs	28	ELLs as Share of Total Student Population (%)	7.82%
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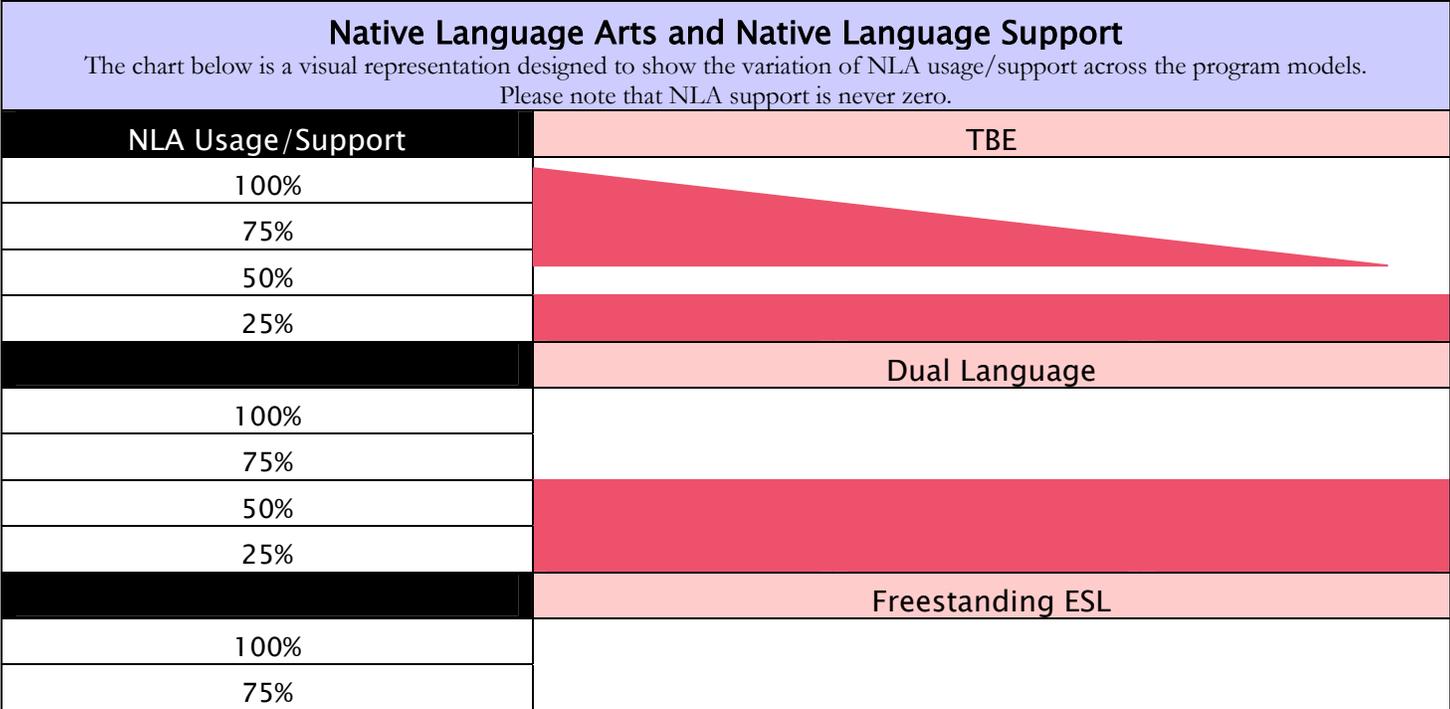
Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- 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

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.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0	0	0	0	2	2	2	3	2	11
Intermediate(I)	0	0	0	0	3	0	0	0	2	5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		0		0		4
8	0		0		0		0		0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		2		0		0		2
8	0		0		0		0		0
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - 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)
Brian Bradley	Assistant Principal		
Dawn Thomas	Parent Coordinator		
Dolores Rivera	ESL Teacher		
Virginia Jack	Parent		
NA	Teacher/Subject Area		
NA	Teacher/Subject Area		
Judy Forbes	Coach		
O'Neika Riley	Coach		
NA	Guidance Counselor		
Martin Weinstein	School Achievement Facilitator		
Pat Tubridy	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date

Filename: 19K072 -LAPK_8Final worksheet 2009-10_ Final.doc
Directory: E:\Karthi\NYBOE\CEP_K072
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/13/2010 9:19:00 AM
Change Number: 3
Last Saved On: 1/13/2010 4:19:00 PM
Last Saved By: DOE
Total Editing Time: 3 Minutes
Last Printed On: 4/13/2010 11:11:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,796 (approx.)
Number of Characters: 33,039 (approx.)

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) 4-5& 7-8 **Number of Students to be Served: 32 LEP 0 Non-LEP**

Number of Teachers 1 **Other Staff (Specify) N/A**

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.

P.S. 72 is an elementary/middle school serving students in grades 4 - 5 and 7- 8. Students that are in the ESL program were initially identified at registration as potential ELLS with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parents/guardians choose the program that will best meet their children's needs. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, we use the NYSESLAT test, which is given annually. If the students score below the state designated proficiency level, they remain in the ESL program.

Currently, there are 32 students in the ESL program which uses the pull-out model. There are ELLs in all grades at all levels: Beginning, Intermediate and Advanced.

The home language of most students is Spanish. Students travel to another classroom

to receive ESL instruction which is provided by one ESL/bilingual certified teachers. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program aims to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method coupled with strategies developed for the Quality Teaching for English Learners program (QTEL).

The allotted time for ESL instruction is determined by the students' English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week.

A Freestanding ESL (pull-out) model will be used for the 2009-2010 school year. Instruction will be provided by a certified teacher. The teacher will use the Content Based Second Language Instructional Model. Content will be the focus of instruction, but the primary objectives of instruction will be to promote language learning through listening, reading, writing and speaking in English. Teachers will use TPR, Scaffolding and Realia. With these approaches the students will:

- Develop interpersonal communication skills (the connection between form and structure for English and their social-functional meaning.)
- Develop ability to use language by actively employing the student's information-processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas.
- Use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (The subject matter may be modified so that it is comprehensible to the ELL students).

There will be 32 students in the 2009-2010 school year. ELL students will be grouped according to their grades and level of proficiency. There will be three beginner groups, three intermediate groups and two advance groups from grades 4, 5, 7, and 8. For the advanced/transitional ELLS there will be 45 minutes per day and four times per week instruction. For the beginning and intermediate ELL students there will be 60-90 minutes per day and four to five times per week for a total of 360 minutes of instruction. The language of instruction will be in English. In order to assist ESL students in meeting the standards and to score on grade level on the ELA exam, ongoing use of ESL methodologies will occur along with exposure to the same strategies that non ELL students utilize. ESL students will be invited to attend and participate in extended day and Saturday programs.

The philosophy of ELL instruction is best articulated in the "CALLA" approach. This approach focuses on academic and linguistic development of the target language and is used during the school day, extended day and Saturday Academies.

The NYSESLAT (New York State English as a Second Language Achievement Test) will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency.

Students placed in an ESL (English as a Second Language) Program will receive instruction in English only, using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach. This approach utilizes strategies such as: simplifying the input, providing context clues, drawing on prior knowledge, providing opportunities for group work, using materials for hands-on work, and assessing all students.

ELL Supplementary Title III Saturday Academy Program

Title III funds will be used for enrichment and supplementary instructional activities in an extended day program which will prepare ELLs for success on the standardized tests and experience success with on-level curriculum. Opportunities will be provided for listening, reading and speaking, organizing ideas (graphic organizers), introducing phonics and grammar (especially in the younger grades and “beginners”), writing and research skills (the writing models will offer real-world examples). The program will be implemented on Saturdays, from January 2010 through June. Each session will be for three hours from 9:00 am -12:00 pm. Three teachers will work with three small groups of ELLs in ESL/ELA , Mathematics and Science. Social Studies will be included in the ESL/ELA class as the focus for student learning through themes. Students will be grouped according to grade to facilitate age/grade curriculum topic discussions and activities that align to grade level standards. A paraprofessional will assist each teacher dividing his/her time equally between each class. The paraprofessional will support individual students who may need a tutorial approach to learning. The teachers will facilitate trips to support learning activities. Trips will be organized to the museum, children’s theatre experiences, community library and other community experiences that support expanding student experiences and language learning experiences.

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.

Professional Development Program

A qualified ESL instructor will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Title III program teachers will participate in professional development activities two times a month, after school for a total of ten sessions. The teachers will work together to plan/design the curriculum topics and develop the instructional activities that best meet the needs of the ELLs participating in the Saturday academy program. Training will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge

Staff development will include training for *all* teachers involved in the Title III program delivery in ESL methodologies. Training will be done by certified staff as well as outside vendors. A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range *teaching strategies*. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer

tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be *buddied* with non-ELLs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- *Sheltered Instruction Observation Protocol (SIOP)*: A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.
- *Cognitive Academic Language Learning Approach (CALLA)*: A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.
- *Academic Language Scaffolding*. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.
- *Realia Strategies*. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.
- *Strategies for including culture*. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. **Story-telling** is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is **Show & Tell**. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as **Misunderstandings**. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

Month	Topic of Professional Development Session
January	Data Collection ESL program framework. Student identification process. Keys to effective communication with ESL students.
February	Sheltered Instruction Observation Protocol (SIOP)-teaching grade level content, language objectives, adapting content, activities to integrate concepts. Demonstrations, use of visuals, and vocabulary study. Data review/ "teacher observations of ELLs to inform practice"
March	Content based approach: Discussion & task oriented activities to content area subjects ESL/ELA –developing innovative strategies to engage the learner Stages of Language Development
April	Content Area for ELLs-CALLA- increase thinking/study skills: integrate content area instruction with language development activities and explicit instruction in learning strategies. Instructional strategies linked to appropriate language acquisition stages.
May	Establishing active learning projects, teacher reflections, curriculum mapping, use portfolios to assess performance, modify assignments, provide opportunities for discussion, repeat and check for understanding, interactive word/phrase boards
June	Realia Strategies Inclusion of Culture

Form TIII – A (1)(b)

School: PS/IS 072 BEDS Code: 331900010072
 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 Staff, per session, per diem (Note: schools must account for fringe benefits)	\$12,451.86	<u>Saturday Academy Program:</u> 3 Teachers X 18 sessions X 3 hrs a session X 49.89 per hour = <u>\$8,067.60</u> 1 Paraprofessionals X 18 sessions X 3 hrs. per day X \$28.98 per hour = <u>\$1,564.92</u> 1 Supervisor X 18 sessions X 3 hrs. X \$52.21 per hour = <u>\$2,819.34</u> <u>Professional Development /Curriculum Development for Saturday Program:</u> 3 teachers X 49.89 per hour X 10 sessions X 1 hours per session = <u>\$1,496.70</u>
Purchased services curriculum and staff development contracts	\$1,496.70	
Supplies and materials	\$ 551.44	Instructional material / Kits for Saturday Academy
Travel	\$ 500.00	Field trip – bus service and cost of admissions for student and parents <ul style="list-style-type: none"> • transportation to enrichment activities- Museum, theatre • admissions
TOTAL	\$15,000.00	

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.

Language assistance information is posted at the main entrance. Our staff members, safety agents, and administration are familiar with how to accommodate the language needs of all parents. Our parent coordinator, main office and school aides assist with language needs. We have set aside funding for interpretation sessions during meetings, after school and /or before school. Literature has been posted regarding language assistance.

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.

Using our home language applications, data cleansing methods, registration procedures as well as parent interviews we have come to the conclusion that our students population is as follows: 61% Black, 36% Hispanic, 3% Asian and others. The findings are communicated through our CEP, PTA meetings, Parent Coordinator meetings, parent meetings, faculty conferences, teacher meetings and parent coordinator newsletter.

Part B: Strategies and Activities

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

We have in-house individuals who are ready to assist with **written translation** when needed who consist of school staff and parent volunteers. Literature and/or correspondence leaving the building is written in both English and Spanish. Funding has been set aside for any needed written interpretation. Most literature for our parents sent from outside organizations: LSO, ISC, Chancellor's Office etc. comes ready to print in several languages. This helps all schools meet their language needs.

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.

We have set aside funding for interpretation sessions during meetings, after school and /or before school. Literature has been posted regarding language assistance throughout the building. We have in-house individuals who are ready to assist **with oral interpretation** when needed who consist of school staff and parent volunteers. Literature and/or correspondence leaving the building is written in both English and Spanish. Oral interpretation methods are available to all schools for meetings, seminars, workshops etc. and are utilized when needed.

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

Our obligation to provide language assistance services consists of-

- Our school will follow the guidelines set by the Chancellor's office to ensure our parents receive language assistance.
- We May also provide services beyond those outlined in our regulations.
- The DOE has identified documents that are to be distributed to our parents and have translated them in several languages.
- The translation and Interpretation Unit is available to translate critical communications in a timely manner.
- Our school will provide parents with language interpretation of student- specific information regarding but not limited to : Health, safety, legal or disciplinary matters, public education, special education, English Language Learners and non-standard academic programs.
- We have funding set aside to assist parents with language interpretation.
- Several staff members and volunteers are available before, during and after school to assist parents.
- School funds have been set aside to assist with language translation

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:	420,834	61,371	482,205
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,208		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		614	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,659		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,069	
6. Enter the anticipated 10% set-aside for Professional Development:	42,083		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,137	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 90%
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.
- Teachers are observed and asked about the needs as well as encouraged to continue their education.
 - Our mentors assist and include all new teachers who may not be highly-qualified.
 - A buddy system is used for best practices consisting of other staff members, administration and/or consultants.
 - The school funds outside professional development classes for those needing them
 - The school invites organizations to take advantage of having their professional development here in order to provide for our teachers needs.
 - We utilize the professional development offered by our LSO-Knowledge Network, ISC, PROTRAXX, Principal's Weekly etc..
 - Teachers are allowed interclass visitation as well as visiting other schools for best practices.
 - Teachers are asked to share their concerns about their growth, needs and continuing education.

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

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

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Statement of Parent Policy

P.S. \ I.S. 72

P.S. \ I.S. 72 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S. \ I.S. 72 Agree to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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 programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - 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; the carrying out of other activities, such as those described in section 1118 of the ESEA
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S.\I.S. 72** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. **P.S.\I.S. 72** will actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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.
- **P.S.\I.S. 72** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through the following activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- 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 Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

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

Professional Development:

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

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

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

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

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

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this Parent Compact. This policy was adopted by P.S. /I.S. 72 since June 28, 2006 and will be in effect for the period of the school year 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 9, 2009.

IV. Annual evaluation of the Parent Involvement Policy

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

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

**P.S. \ I.S. 72
605 Shepherd Avenue
Brooklyn, N.Y. 11208
(718) 345-4100 (718) 927-2160
2009-10**

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

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S. \ I.S. 72 will:	The Parent/Guardian will
<p>P.S. \ I.S. 72, 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 2009-10.</p> <p>P.S.\ I.S. 72 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> All staff members will be involved in Professional Development activities that help to provide high quality instruction within the school building. Curriculum planning will be a part of professional development discussions to help improve instruction to meet the needs of all students. • Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: <ul style="list-style-type: none"> November, 2009 Day and Evening March, 2010 Day and Evening • Provide parents with frequent reports on their children's 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's classroom • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school <p>or</p> <p>the school district either received by my child or by mail and responding, as appropriate.</p> <ul style="list-style-type: none"> • Serving, to the extent possible, on policy advisory groups, such as <ul style="list-style-type: none"> being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups. <p>[Describe the ways in which students will support their academic achievement, such as:</p> <p><u>Student Responsibilities</u></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p>

progress.

Parents will receive monthly reports of their children's progress via school assessment reports and teacher evaluation reports (report cards).

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents will meet with staff members for consultation via biannual parent teacher conferences, parent forums, parent workshops and via parent-teacher association meetings.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are invited to volunteer on a daily basis at the school via the Parent Leadership Program, PTA initiatives and through participation in school activities coordinated by the Parent Coordinator. Parents participate in assisting as tutors in classrooms, observing their child's school progress, monitoring students during lunch schedules and participating as aides in school activities.

- 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 Schoolwide Program plan (for SWP schools), 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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

(See Appendix 7)

3. Instruction by highly qualified staff.

Whenever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Mentor technical assistance.

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.

Through snapshots, observations, faculty conferences, parent/student conferences and teacher conferencing the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

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

The Principal in collaboration with the ISC Personnel Manager and Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principals in collaboration with the ISC Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

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

(See Parent Compact Parental Involvement)

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.

This school year our grades include ONLY 4th, 5th, 7th and 8th grade. We do not have early elementary grades.

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.

- a. Teachers are encouraged to continue their education for best practices concerning assessments.
- b. Our mentor includes teachers in decision making as much as possible.
- c. A buddy system is used to look at data.
- d. The school funds outside professional development classes for all especially those in testing grades.
- e. The school invites organizations to take advantage of having their professional development here in order to provide assessment PD for teachers in order to be a part in the assessment decision making.
- f. Our Data Specialist shares assessments findings with teachers and discuss outcomes at grade meetings.
- g. We utilize the assessment professional development sessions offered by our LSO-Knowledge Network.
- h. Administration meets with staff members to discuss assessments.
- i. The Instructional Team meets weekly to discuss the concerns of the teachers
- j. Teachers are asked to share their assessment concerns, their growth, needs, continuing education and next steps.

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 ELLs, Special Needs, Title 1 Funding)

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.

(See #8 below)

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.

(See Appendix 7)

2. Ensure that planning for students served under this program is incorporated into existing school planning.

(See Appendix 7)

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;

(See Appendix 7)

4. Coordinate with and support the regular educational program;

(See Appendix 7)

5. Provide instruction by highly qualified teachers:

Whenever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Mentor technical assistance.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff:

- Professional development at PS/IS 72 will be coordinated by a professional development team which will include the principal, assistant principals, instructional specialists, the staff developers and coaches. The staff utilizing a multifaceted approach that will focus on strengthening teachers' knowledge and application of the methods necessary to develop students ability to be strategic and independent learners in all curriculum areas.

Professional development will take place on designated staff development days, during Faculty Conferences, scheduled common preps, after school and on Saturdays.

In order to provide staff with the necessary repertoire of instructional strategies needed to help children meet the standards and become strategic and independent learners, professional development will be provided as follows:

1. New teacher training
 2. Connections between literacy instruction and the standards
 3. Addressing the ELA standards of listening, speaking, reading and writing – across the curriculum
 4. Understanding strategy instruction
 5. Reading strategies –components of Balanced literacy
 6. Strategies for math
 7. Accountable talk
 8. Strategies and learning tools – task, checklist, rubrics
 9. Using assessments to inform instruction
 10. Questioning to develop higher order thinking
 11. How to read your IEP
 12. What you can do to help the ELLs in your class
 13. What is the purpose of the PPT?
 14. Strategies to help Parents help their children (ELA, Math, Science, Social Studies)
 15. Help with homework for our parents
- Professional development provided at the start of the school year will be targeted to deepen the areas of curriculum we have already introduced and to plan and implement future instruction. Special attention will be given to include ways for teachers to provide strategies that allow students to become independent learners. Staff development will focus on supporting teachers in the components of Balanced Literacy. Attention will be given to teachers in teaching strategies that extend comprehension, independent learning and cross-checking. Further development will aid teachers in selecting leveled books and materials that children read and comprehend on their independent reading level. In applying the writing process, support and instruction will focus on using quality children's literature

to provide models for the children of the elements of good writing such as, story structure, characterization, memoir, etc.

- Professional development will also focus on providing teachers with an understanding of the use of strategies in the writing process
- Professional development will focus on effective management and strategies that allow for quality talk, comprehension and independent learning within the structure of the literacy block.
- Literacy professional development will focus on supporting teachers in developing the tools and knowledge necessary to meet the individual needs of their students and assist them in meeting the ELA standards. This professional development will provide teachers with a review of the basics of guided reading, writer's workshop (and 4 Square), Read Alouds, Shared Reading and content area literacy while at the same time focusing on strategy development and application across the curriculum
- Content area instruction will support literacy efforts in several ways. The school has increased its integration of writing into content area instruction and will continue to develop writing as a method of performance based assessment in this area. In addition, there will be an increased focus on the use of literacy skills in the development of content understandings. Use of such activities as text-mapping, study guides, read alouds, note-taking, graphic organizers and vocabulary development will simultaneously assist students in accessing the content material and developing literacy skills
- The Science and social studies instruction will incorporate literacy skills by involving the students in a variety of writing activities that include note-taking, gathering information, 4 Square, summarizing information and report writing. Science instruction will also support the development of skill in drawing conclusions, making predictions and recognizing cause and effect.

7. Provide strategies to increase parental involvement; and

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development
- *Learning Leaders* Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school's parents at district-wide parent forums and training sessions.

Ongoing workshops will be provided to enhance parent leaders ability to develop socialization and operational skills necessary to effectively run a parent organization

Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.

Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums

Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, academic performance.

8. Coordinate and integrate Federal, State and local services and programs.

The funding will be coordinated to allow us to supplement the SWP focus on extended day programs which have been described within. This will enable the school to support all students with services in Literacy and Mathematics and will include all students (including Special Needs and ELL). To promote a stronger and more effective effort in providing ongoing, differentiated staff development, it is anticipated that substantial money will be allocated from all sources for books and materials, teacher compensation, as well as per session funds required for staff development after school and on Saturdays. We will continue to maximize our initiative to offer technology in the classrooms. Computers have been purchased and will continue to be purchased using all sources in a plan that will compliment instruction. Meaningful time will be spent on the computer as part of the writing process, as well as an independent learning in literacy and math.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT
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.

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? N/A

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.

Description of Proposed Instructional Strategies for English Language Arts (that are based on scientifically based research):

We will continue full implementation of the KNLSO balanced interactive learning model based on the citywide literacy core curriculum, including providing the supporting interim assessments, literacy pacing calendars, classroom libraries, appropriate professional development for all staff (based on scientifically based research). This approach offers substantial promise of improving educational achievement for low-achieving students and enabling our school to attain its AMO. The citywide core curriculum and KNLSO delivery prototype will allow each student to experience and develop the literacy skills necessary to raise his/her literacy achievement level. Intensive professional development will support the new Literacy core

curriculum, KNSLO balanced interactive learning model, data interpretation and the differentiating of instruction. Students will be given 3 interim assessments from Acuity in Literacy. Each student will further receive 2 practice standardized tests in literacy under testing conditions.

Students in grades 4,5,7, and 8 will have a 90-minute literacy block which includes time for word work each day. The block generally consists of: read aloud, shared reading, independent reading, guided reading, modeled writing or shared writing and independent writing. Students will also participate in Literature Circles/Project Groups where they will focus on a particular book or topic. Students who do not meet benchmarks may receive up to twenty-six weeks of additional instruction using various programs, these students will be re-assessed every three weeks. In addition, students will continue to be assessed using periodic assessments throughout the year on additional skills.

Four Square Writing Organizational methodology will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills.

To reduce student to teacher ratio, a smaller class size model will be employed. With fewer children the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs.

Morning tutoring, as well as mid-winter and spring recess programs will offer additional targeted instruction to Level 1 and 2 students in Literacy and math. Each program will be implemented to support skill acquisition for low performing students. The programs will provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills. Literacy teachers will work to provide students with Literacy skills and test prep on planned sessions.

The KNLSO will train and support the needs of a Literacy Coach assigned to the school. The coach will support the professional development needs of the literacy teaching staff. The Literacy Coach will provide professional development (via class demonstrations, workshops, text-based discussions) for all teachers, including teachers of ELL, special education self-contained classes, as well as Resource Room in all areas of ELA instruction.

Improved literacy instruction for Special Needs students will be achieved through the implementation of best educational practices and the Wilson Reading Program which utilizes the Orton-Gillingham approach. Wilson Reading program is a multi-sensory approach to reading, writing and spelling for students not responding to traditional instruction. Training and ongoing support for school specific personnel in the implementation of Wilson Reading will be conducted by the region on a regular monthly basis.

A Special Education Specialist will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.

The philosophy of ELL instruction, for grades 4, 5, 7 and 8 is best articulated in the “CALLA” approach. This approach focuses on academic and linguistic development of the target language and is used during the school day, extended day and Saturday Academies.

The NYSESLAT (New York State English as a Second Language Achievement Test) in grades 4, 5, 7 and 8 will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency.

Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach.

All ELL classrooms will be provided with highly motivating leveled classroom libraries. ESL in-service courses are being offered by the region to all teachers of immigrant students.

An ELL specialist will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

KNLSO monthly ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of the KNLSO ESL prototype.

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.

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?

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.

Description of Proposed Instructional Strategies for Mathematics (that are based on scientifically based research):

Continue full implementation of the Region 5 balanced mathematics prototype core curriculum, including providing interim assessments, mathematics pacing calendars, appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to attain its AMO. Current strategies for improving instruction and student performance in mathematics include an increase of instructional time to a minimum of 75 minutes per day (eight periods of mathematics instruction), the implementation the Region 5 mathematics prototype which incorporates the Everyday Mathematics/Impact Math Program with its experiential approach. The proposed mathematics program for grades 7 and 8 will be Impact Mathematics Course I. This program is also research based.

The math prototype utilizes the Grade Specific Mathematics Program with its experiential approach, which consists of: Problem of the Day, modeled, strategic problem solving, guided practice, full outfitted mathematics classrooms which included manipulatives, graphing calculators and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving, mathematics word walls, and teacher/ student mathematics conferences. This program, supplemented with Math Steps to support basic computational skills to support mathematical test sophistication, will provide students with a “balanced” approach to mathematics. In addition, this comprehensive approach, along with interim assessments, the Region 5 mathematics pacing calendars, and the reduction of class size, will enable the school to achieve its instructional mission. Students will be given ITA and Predictive assessments. Each student will further receive 2 practice standardized tests in mathematics and 2 under testing conditions. In addition there will also be unit assessment and teacher generated assessments.

The ISC and LSO-Knowledge Network will train and support the needs of a Mathematics Coach assigned to the school. The coach will support the professional development needs of the math teaching staff. Math coaches will provide professional development (via class demonstrations, workshops, text-based discussions) for all teachers, including teachers of ELL, AIS, special education self-contained classes, as well as Resource Room teachers in all areas of mathematics.

Students in grades 4, 5, 7, and 8 will have 75 minutes of mathematics instruction each day.

Students in grades 4 and 5 will use the *Everyday Mathematics* program. *Everyday Mathematics*, developed by the University of Chicago School Mathematics Project, is a standards based hands on mathematics program. Grade 7 and 8 will use Impact Mathematics.

Implement Kaplan K12 Learning Services Program (English and Spanish formats) for mathematics (immersed in the regional prototypes and math block). Through extensive professional development, teachers deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of numeracy skills.

After-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in mathematics. A Saturday Math Institute to support skill acquisition for low performing students will be implemented on Saturdays. The Saturday Institute will provide small group and individualized instruction to students for developing and strengthening identified Mathematics skills. Teachers will work to provide students with Math skills and test prep on planned Saturdays.

To reduce student to teacher ratio, a smaller class size model will be employed. With fewer children, the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs.

Additional support will be provided to at-risk students in the early grades through the services of a full-time AIS provider in Math. Fourth grade students will continue developing Mathematics concepts through hands-on experiences and real world connections.

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.

Components of the Comprehensive Instructional Approach for Reading And Writing

Grades K-3:

Instructional Material: Classroom Libraries, supplemented by *Month-to-Month Phonics* and *Voyager's New York City Passport Program*
Planning Guide – Pacing Calendar

120 Minute Literacy Block (Balanced Literacy, Reading First including daily writing activities).

Intensive Professional Development, including:

- School – Based Professional Development Team, which includes the Principal, a full-time Reading Coach and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches and school administrators.

Additional Support for Students (when necessary)

Grades 4-8:

Instructional Materials: Classroom Libraries

Planning Guide – Units of Study in Reading and Writing

90 Minute Literacy Block (Balanced Literacy, Core Knowledge including daily writing activities)

Intensive Professional Development Including:

- School – Based Professional Development Team, which includes the Principal, a full-time Reading Coach and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches and school administrators.

Additional Support for Students (when necessary)

Components of a Balanced Literacy Program:

1. **Independent Reading:** Students read a book at their independent level. The teacher confers with students during this time.

(Approximately 30 minutes)

2. **Independent Writing:** Students maintain work folders, Writer's Notebooks or Portfolios which reflect their ideas and insights.

through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces.

(Approximately 45 minutes).

3. **Shared Reading:** Short Text (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on over head transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies (Approximately 10-15 minutes)

4. **Interactive Writing:** In the lower grades the teachers invite students to take risks in recording their oral sentences into written text.

(Approximately 10-15 minutes)

5. **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies and habits of good readers. (Approximately) 15-20 minutes).
6. **Word Study:** Depending upon the grade phonics or word study would include prefixes, suffixes, root words, word families, etc.(Approximately 20 minutes)
7. **Guided Reading:** The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes)
- Classroom Libraries** will consist of children’s literature including fiction, poetry and non-fiction books that appeal to a variety of different interests to better engage students in reading and writing.

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?

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.

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 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.

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?

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.

Mathematical Instructional Program:

Grades 4 and 5 *Everyday Mathematics* and Grades 7 and 8 *Impact Math*

Instructional Materials /Text: *Everyday Mathematics* supplemented by *Math Steps*

Planning Guide – Pacing and Alignment Calendar

Math Block: 75 minutes Grades 4, 5, 7, and 8:

- Warm Up
- Teaching Lesson
- Ongoing Learning and Practice/Math Journal
- Extra Practice / Enrichment /Minute Math
- Games/ Skills Practice/Test Prep
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at student work; Periodic Assessment – Unit/mid-year/end of year assessment

Intensive Professional development includes:

- School-based Professional development Team which includes the principal, full-time Math Coach and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches and school administrators.

Additional Support for Students (when necessary)

Everyday Mathematics (Grades 4 and 5) is a comprehensive, research-based mathematics curriculum which promotes repeated exposure to new concepts and skills to foster mastery.

Impact Mathematics (Grades 7 and 8) is a research-based, standards based math curriculum compatible to Everyday Mathematics. Impact Mathematics is an interactive, investigation-driven mathematics program which consists of structured learning, direct instruction and creative problem solving.

Schoolwide Mathematical Considerations:

1. Continuation of instructional strategies that have contributed to overall improved student achievement, including 75 minute math block and daily problem of the day activity.
2. Continued provision of intensive Academic Intensive Services to all students who are not meeting State Standards.
3. Intensive Professional Development in the understanding and use of specialized instructional strategies to meet the needs of all populations including special education and English Language Learners.
4. Provide additional Professional Development related to the collection, analysis and use of classroom data both to improve instruction and to support comprehensive education planning.
5. Provide and support teachers of grades 7 and 8 in Impact Math Program.
6. Continue to recruit and involve new parents in PS/IS 72. Provide parent workshop to disseminate the schools math programs Everyday Mathematics and Impact Mathematics.
7. Provide intensive Professional Development to all classroom teachers involve in the teaching of ELL students.
8. ESL Teacher and Math Coach will work together providing parent/teacher workshops for the parents of the ELL student.
9. Increased opportunities for mainstreaming of special education students into general education classes, and provide support for special needs students in the general education setting.
10. Provide opportunities for differentiated learning.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

- Teachers are encouraged to continue their education.
- Our mentor assists and includes all new teachers who may not be highly-qualified.
- A buddy system is used for best practices.
- The school funds outside professional development classes for those interested
- The school invites organizations to take advantage of having their professional development here in order to provide for our teachers.

- We utilize the professional development offered by our LSO-Knowledge Network.
- Teachers are allowed interclass visitation as well as visiting other schools for best practices.
- Teachers are asked to share their concerns about their growth, needs and continuing education.

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?

Two teachers left our school the summer of 2007-2008. We started our new school year (2008-2009) having to replace only two teachers. The additional teachers were due to our increase in grades. We added eighth grade for the 2008-2009 school year.

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.

A qualified ELL instructor will support the needs of the ELL teachers including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge-

Staff development will include training for **all** teachers in ESL methodologies. Training will be done by certified ESL teachers as well as outside vendors. All classes will have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range **teaching strategies**. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be *buddied* with non-ELLs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- *Cognitive Academic Language Learning Approach (CALLA)*: A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.
- *Quality Teaching for English Language Learners (QTEL)*: A program developed by West End that focuses on the use of graphic organizers and other support structures for ELLs in the classroom.
- *Academic Language Scaffolding*. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.
- *Realia Strategies*. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.
- *Strategies for including culture*. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. **Story-telling** is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own

experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is **Show & Tell**. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as **Misunderstandings**. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

Month	Topic of Professional Development Session
November	ESL program framework. Students' identification process. Keys to effective communication with ESL students.
December	QTEL - Content based approach: Discussion & task oriented activities to content area subjects
January	CALLA- increase thinking/study skills: integrate content area instruction with language development activities and explicit instruction in learning strategies.
February	Instructional strategies linked to appropriate language acquisition stages.
March	Establish a routine - active learning projects, teacher reflections, curriculum mapping, use portfolios to assess performance, modify assignments, provide opportunities for discussion, repeat and check for understanding, interactive word/phrase boards
April	Realia Strategies
May	Inclusion of Culture

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 Free Standing program has proved to be an intricate part of our ELL success with students showing gains in NYS examinations.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our school has weekly Instructional Team meetings where we look at test results and areas of concern. The Principal also meets with each department head weekly to address test results, findings and how to get information to all involved in our students growth.

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

Applicable Not Applicable

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

Our building coaches and teachers are made aware of the needs of all ELL students they may have. They also have conversations with the ELL teachers.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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?

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.

- By June 2010, PPT's (Pupil Personnel Teams), Individualized Educational Planning Teams (IEP), guidance counselors and related service agency providers in PS/IS 72 will identify, address and implement strategies to promote student achievement.
- PS/IS 72 will monitor student performance to determine the need and nature of Academic Intervention Services in relation to specified criteria, i.e., A-501, attendance, 407's, 504's and other compliance matters.
- A family worker will be assigned to work with students and their families on long and short term attendance intervention strategies. Individual attention to family needs will increase student attendance and thus, performance.

- The implementation of the Special Education program will expand the understanding of Special Needs Students. Improved acceptance and understanding of Special Needs students in all facets of the school community will result in an atmosphere which nurtures the growth, development and educational achievement of these students. Training and ongoing support for targeted specific personnel in the implementation of the Special Education program will be provided by consultants from ISC as well as our LSO.
- A PPT made up of representatives of administration, teaching staff, student support service providers and guidance counselor, will meet on a regular bases to assess the student support service needs of our students, target services to meet the needs of individual or groups of students, coordinate and plan for prevention and intervention programs and refer students for services as needed.
- Our Conflict Resolution Facilitator will continue to work with all students.
- AIS counseling for at-risk students will continue.
- The school safety committee will conduct an annual school safety assessment and review of the school safety plan. A school safety assessment is a strategic evaluation of the entire plan, including the associated policies, people, and process that work together to make the plan happen.

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?

1. Increased focus on identified students in need of assistance both academically and behaviorally.
2. Targeted instruction and specific behavior modification programs established
3. Professional development for teachers regarding management and teaching of students with emotional and social issues
4. Improved cooperation among Guidance Counselor, SBST, School Nurse for the identification of specific students in need and in the development of programs to address those needs.
5. Proactive attention devoted to those students evidencing behaviors that may lead to suspension

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.)
Currently there are 6 (six) students that are attending our school and in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Our STH population will receive assistance with uniforms, trips, pictures, supplies, and homework help. The needs of each student are unique and therefore we continue to monitor and revise the resources and services we have available for our 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.

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