



**P.S. 081 THADDEUS STEVENS**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 081 THADDEUS STEVENS**  
**ADDRESS: 990 DEKALB AVENUE**  
**TELEPHONE: 718-574-2365**  
**FAX: 718-919-9872**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION III: SCHOOL PROFILE</b> .....	Error! Bookmark not defined.
<b>Part A. Narrative Description</b> .....	Error! Bookmark not defined.
<b>Part B. School Demographics and Accountability Snapshot</b> .....	Error! Bookmark not defined.
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	Error! Bookmark not defined.
<b>SECTION VI: ACTION PLAN</b> .....	Error! Bookmark not defined.
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> ..	Error! Bookmark not defined.
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)</b> .....	Error! Bookmark not defined.
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS</b> .....	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS</b> .....	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)</b> .....	Error! Bookmark not defined.
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS</b> .....	Error! Bookmark not defined.
<b>Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</b> .....	Error! Bookmark not defined.

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 16K081      **SCHOOL NAME:** P.S. 081 Thaddeus Stevens

**SCHOOL ADDRESS:** 990 DEKALB AVENUE, BROOKLYN, NY, 11221

**SCHOOL TELEPHONE:** 718-574-2365      **FAX:** 718-919-9872

**SCHOOL CONTACT PERSON:** Cheryl Ault      **EMAIL ADDRESS** cault@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Ruth Russell

**PRINCIPAL:** Cheryl Ault

**UFT CHAPTER LEADER:** Camille Eaddy

**PARENTS' ASSOCIATION PRESIDENT:** Ladeeta Smith

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 16      **SSO NAME:** CEIPEA      Partnership Support Organization

**SSO NETWORK LEADER:** Ramos, Nancy

**COMMUNITY SCHOOL DISTRICT SUPERINTENDENT** Evelyn Santiago

**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/RulesPolicies/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
Cheryl Ault	Principal	Electronic Signature Approved.
Camille Eaddy	UFT Chapter Chair	Electronic Signature Approved. Comments: member approved
Kyesha Jackson	UFT Member	Electronic Signature Approved. Comments: member approved
Aurelia Morgan	UFT Member	Electronic Signature Approved. Comments: member approved
Ruth Russell	UFT Member	Electronic Signature Approved. Comments: member approved
Heather Barfield	UFT Member	Electronic Signature Approved. Comments: member approved
Ladetta Smith	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: member approved
Leon Bowers	Parent	
Shameeka Gray	Parent	
Mildred Singleton	Parent	
Nicole Pinkney	Parent	
Harry Williams	Parent	

**Signatures of the members 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.**

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

-

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

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

**P.S. 81 has adopted the motto: "TeamWork makes the Dream Work at P.S. 81". We so believe that students can achieve when teachers take ownership of teaching and students take ownership of their learning. We are located in the historic Bedford Stuyvesant Community, and serve a population that is culturally, racially and linguistically diverse, along with students with special needs that are physically and /or developmentally challenged.**

**Our students are African-American, Latino, Asian, Caribbean and/or Caucasian. With this diversity, comes a large limited English Proficient (LEP) student population. Our staff is fully committed to employing techniques and programs to help our English Language Learners as well as all of our students obtain the highest level of achievement. Our initiatives include: collaborative planning across grades, semantic planning using the Teachers College units of study for writing, lunch and learn, turn and talk, 37 ½ minutes extended time is mandated for all students that received a levels 1 and 2, book fairs, parent leaders, family literacy and math nights. Our committees are designed to foster shared leadership and responsibilities. Extracurricular activities include: Family Dynamic's extended day program, Pre-K Even Start extended day, Learning Leaders, Peer Meditation, Newsletter Committee, Interpretation Services for Parents of English Language Learners, Penny Harvest Drive, Honor, Society, cultural celebration programs, field trips and multi-layered dance, Incentive Program for attendance and uniforms.**

**Our PTA is an integral part of our daily operation. Parents are fully represented on our School Leadership Team and are essential to helping us reach our vision and achieve our goals. Additional parent roles include Learning Leaders and Parent Patrol during morning line-up/dismissal, Parent/Teacher Computer classes and Open Access Thursdays from 9:00am – 12:00pm.**

**Our school organization is as follows:**

- [2] Pre-Kindergarten Class
- [2] Kindergarten Classes
- [1] K Intergrated Co-Teaching(CTT) Class
- [1] Kindergarten/First Grade Self-Contained Sp. Ed. Class
- [2] First Grade Classes
- [1] First Grade Intergrated Co-Teaching(CTT) Class
- [3] Second Grade Classes
- [1] Second Grade Self-Contained Sp. Ed. Class
- [2] Third Grade Classes
- [1] Third Intergrated Co-Teaching(CTT) Class

- [1] **Third Grade Self-Contained Sp. Ed. Class**
- [3] **Fourth Grade Classes**
- [1] **Fourth/Fifth Grade Sp. Ed. Class**
- [3] **Fifth Grade Classes**

- [5] **Cluster Teachers: Science Prek – 2, Science 3-5, Art, Physical Education, Literacy Coach**
- [1] **Math Coach/ Testing Coordinator/**
- [1] **K-2 Literacy Coach**
- [1] **3-5 Literacy Coach/ Testing Coordinator/ Intervention**
- [1] **SETSS Teacher**
- [1] **Testing Coordinator/ Intervention**
- [1] **ELL Teacher**
- [1] **Speech Provider**
- [1] **Guidance Counselor**
- [1] **.5 Special Education Guidance Counselor**
- [1] **School Psychologist**
- [1] **Social Worker**
- [3] **School Aides**
- [1] **Family Worker**
- [10] **Paraprofessionals**
- [1] **Secretaries**
- [4] **Custodial Staff**
- [2] **School Safety Officers**
- [5] **Cafeteria Workers**
- [1] **Principal**
- [1] **Assistant Principal**

### **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 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 081 Thaddeus Stevens							
<b>District:</b>		16	<b>DBN:</b>		16K081	<b>School BEDS Code:</b>		331600010081	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	27	34	32		88.8	89.6	TBD		
Kindergarten	64	62	60	<b>Student Stability - % of Enrollment :</b>					
Grade 1	75	75	76	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	65	77	80		90.4	88.5	TBD		
Grade 3	80	69	65	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	69	77	68	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	50	60	63		86.0	86.6	TBD		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		9	43	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	3	0		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	1	0	3	(As of June 30)	2007-08	2008-09	2009-10		
Total	431	454	447						
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	35	31	41	Principal Suspensions	1	6	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	16	21	Superintendent Suspensions	1	6	TBD		
Number all others	14	20	22	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
					CTE Program Participants	0	0	0	
					Early College HS Program Participants	0	0	0	
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	37	36	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	32	35	38						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	7	Number of Administrators and Other Professionals	11	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	81.1	77.8	TBD
				% more than 5 years teaching anywhere	73.0	69.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	76.0	78.0	TBD
American Indian or Alaska Native	0.5	0.4	0.4		95.5	76.2	TBD
Black or African American	72.6	70.5	70.0				
Hispanic or Latino	25.1	26.4	26.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	0.7	1.3				
White			0.0				
<b>Male</b>	50.8	51.1	51.7				
<b>Female</b>	49.2	48.9	48.3				
<b>2009-10 TITLE I STATUS</b>							
√	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			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	68.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	11			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	17.6			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	37.6			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	2.3			Quality Statement 5: Monitor and Revise			
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?

A review of the 2009 student achievement data revealed that the percentage of students who made at least one year of progress on the New York State English Language arts assessment was 67%, an increase of 12.65% from the previous year. 61.7% of our students are performing at proficiency (Level 3 and 4). Our median proficient rating is 3.12, a .08 increase in median score from the previous year.

In the area of mathematics, 52.2% of our students made at least one year of progress on the New York State Mathematics assessment, an increase of 8.7% from the previous year. 85.9% of our students are at proficiency (level 3and4). Our median proficiency rating was 3.40, a .13 decrease from the previous year.

### Accomplishments

There has been a steady increase in our students' performance on the ELA and Mathematics state assessments. Students in the lowest third citywide have improved remarkably, putting the school in good standing and removing us from SINI status. The Inquiry Team focused on reading comprehension, developing a change strategy targeting the lowest third of our population. In addition to instructional strategies being implemented during literacy workshop, the school offered intervention services during after school and Saturday programs. The school also offered tutorial in English Language Arts during the winter recess. Read 180 and Reading Plus have been used to support children identified as at risk in ELA. Our Community Based Organization (Family Dynamics) provided homework assistance for students daily. Support from Regional Supplemental Service Center coach, and Reading First District Coordinator provided training for teachers on "Thinking Maps" Reading Work Stations. Teachers also participated in the New York State Reading Academy. In the area of Mathematics, teachers received additional, support from one (AUSSIE) consultant who models, plans and views mathematics lessons with specific teachers on an ongoing basis.

Specific and measureable interim and long-term learning goals were generated for all students. Students were able to articulate specified goals, and plan of actions. The implementation of a school-wide enrichment model positively impacted academic performance among higher achievers. Family Literacy and Math nights provided opportunities for parents to learn alongside their children in a nonthreatening environment.

This year the Inquiry Team's focus is on ELA, targeting students in the lowest third that did not make one year of progress. In addition to the work of the Inquiry Team, all classroom teachers will be involved in inquiry work. This will be accomplished through grade articulation, cross grade articulation, inter-visitation, and data meetings. The weekly schedule facilitates grade-wide articulation. Other structures supporting our school's progress are:

- School-wide six weeks benchmark assessment to monitor student progress

- Professional development decisions strategically based on data, to help meet the improvement goals of students and teachers.
- Scheduled classroom observations and inter-visitations
- An increase in the number of students targeted by the Inquiry Team, and also the number of service providers for these students

One of the greatest barriers to the maintenance of student growth is the high percentage of students in temporary housing. Their mobility rate continues to affect our overall attendance average.

## 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
1. By June 2010, 75% of students will make at least one year of progress in English Language arts as measured by the New York State English Language Arts assessment.	<ul style="list-style-type: none"> <li>• In the year 2009 - 2010 school year, 67% of our students made at least one year of progress on the New York State ELA assessment. In 2009-2010 school year, we will increase the rate of students making one year of progress in ELA by 8%.</li> </ul>
2. By June 2010, 62% of students will make at least one year of progress in Mathematics as measured by the New York State math assessment.	<ul style="list-style-type: none"> <li>• In 2008-2009 school year, 52.2% of students made one year of progress on the New York state math assessment. In the 2009-2010 school year, we will increase the rate of students making at least one year of progress in math by 10%.</li> </ul>
3. 95% of teachers will be participants in the Inquiry work of the school by June 2010.	<ul style="list-style-type: none"> <li>• During the year 2008-2009, only 15% of teachers were involved in inquiry work (Inquiry Team). This year 95% of teachers will engage work inquiry work, analyzing data, and using data to target individual students in an effort to address the needs of students at varying levels.</li> </ul>
4. 95% of teachers will engage in professional development on the use of differentiated instruction.	<ul style="list-style-type: none"> <li>• 95% of teachers will engage in professional development around differentiated instruction that addresses the needs of students with varying abilities including IEP's, ELLs, as well as student with varying learning styles and reading levels.</li> <li>• 90% of classrooms will reflect evidence of differentiated instruction.</li> </ul>
5. 95% of teachers will engage in professional development on the use of data.	<ul style="list-style-type: none"> <li>• During the school year 2009-2010 we will continue to refine our professional development with a focus on the use of data; improving teachers' expertise in utilizing data effectively in order to expand their teaching repertoire.</li> <li>• Teachers will continue to participate in ongoing professional development in differentiated instruction to meet the needs of ELLs, students with IEPs, and varying learning styles and needs.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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**

**English Language Arts**

**(where relevant) :**

---

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>1. By June 2010, 75% of students will make at least one year of progress in English Language arts as measured by the New York State English Language Arts assessment.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Students in kindergarten thru grade 5 will receive targeted literacy instruction through a scientifically based reading program, starting September 2009 through June 2010, daily for at least 90 minutes. Daily reading and writing workshop model instruction will be aligned to state standards. Classroom activities will be planned that are appropriate for students’ instructional level, and instruction will be differentiated to meet individual academic needs. In addition to establishing class goals, teachers will conference with individual students to set attainable short term and long term goals. Homework will be planned for reinforcement of concepts and strategies learned in school. Students will be selected for academic intervention services according to their predictive assessment scores in ECLAS-2 and Acuity.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>The principal, literacy coaches, classroom teachers, intervention specialists, and regional support staff will support the school’s goal through on-site demonstration lessons and workshops and training in supplemental programs and instructional strategies and data analysis. Classroom teachers will also schedule monthly grade meetings to plan, share best practices, and articulate goals between grade levels. Staff will also attend Department of Education professional development workshops that are identified to support the literacy program. Off-site professional development will be funded with available budgetary allocations.</b></p> <p><b>The funding source used to support the implementing of the action plan is:</b></p> <ul style="list-style-type: none"> <li>• TL Fair Student Funding</li> <li>• Title I ARRA SWP</li> </ul>

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

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

**Screening and diagnostic tools and core curriculum reading assessments will be used to measure students' reading progress. By the end of the year, K-3 students will be reassessed in DIBELS to see if the school met its annual goal for increasing benchmark levels to 80%. Aggregated performance on the 2010 NYS ELA will reflect a minimum increase of 8% in the number of students scoring levels 3 and 4. Student progress will also be determined by performance on the spring predictive and ITA in Acuity. Evidence of growth in writing will be determined by the length of writing pieces, the correct use of language conventions, variety of genre, and achievement of personal goals as measured by monthly portfolio review and weekly conferences.**

**Subject Area**

**Mathematics**

(where relevant) :

---

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>2. By June 2010, 62% of students will make at least one year of progress in Mathematics as measured by the New York State math assessment.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Students will solve problems at or near their ability level using manipulatives to help build the visualization structures to comprehend a problem and advance to landmark problems. Students will use a variety of strategies to complete open-ended response questions, making connections to personal knowledge of “real world” problems. Math notebooks will be used to write problems and record mathematical thinking, so as to reinforce reflection and checking strategies used during the solution process.</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Math coach, staff developer, academic intervention teachers, classroom teachers.</b> <b>The funding source used to support the implementing of the action plan is:</b></p> <ul style="list-style-type: none"><li>• TL Fair Student Funding</li><li>• Title I SWP</li></ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Students scoring below level 3 in problem solving will be targeted for academic intervention services and offered additional instruction during daily intervention period.</b></p>

**Subject Area**

**Professional Development**

(where relevant) :

---

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>3. Ninety five percent (95%) of teachers will be participants in the Inquiry work of the school by June 2010.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>We will meet our goal through Professional Development, targeted to transition teachers into using data and facilitate their use. This will be accomplished during team meetings, common planning time, and after school staff meetings. Tools will include Acuity, State Exams, School-wide Benchmark exams (every six weeks) and in-house assessments.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>The funding sources used to support the implementing of the action plan are:</b></p> <ul style="list-style-type: none"><li>• TL Children’s First Inquiry Teams</li><li>• TL Fair Student Funding</li></ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Teacher planning for and implementing differentiated instruction, conferencing notes of individual students (reviewed with teachers 2 times monthly), student projects/writing/math journals, attendance statistics (RISA and RCUA Reports), data will be measured comparatively to past performance and similar schools, and discussions with students about their performance.</b></p>

**Subject Area**

**Differentiated Instruction**

(where relevant) :

---

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>4. Ninety five percent (95%) of the teachers will engage in professional development on the implementation of differentiated instruction.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Faculty will review student self-assessments and goal writing on a weekly basis during content area instruction, common prep periods and grade level meetings. Workshops will be conducted to inform parents about the self-assessments and goal writing. A monthly newsletter will be printed to facilitate the transmission of information to parents. Inquiry based learning will be extended to Grades 3, 4 and 5.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>The funding sources used to support the implementing of the action plan are:</b></p> <ul style="list-style-type: none"><li>• TL Children’s First Inquiry Teams</li><li>• Title I Translation Services</li></ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Research projects-Writing/Math journals Student work folders/portfolios, review teacher lesson plans for alignment of instructional practices based on student needs, item analysis of assessments, enrichment clubs, and the development of individual student goals (with on-going review/editing/revisiting)</b></p>

**Subject Area**

**Inquiry Team/Instruction**

(where relevant) :

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5). <b>Ninety five percent (95%) of teachers will engage in professional development on the use of data.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>The 2009-2010 Inquiry Team is working with the bottom third students in the 4th grade classes. In an effort to expand this work, the current fifth graders who were targeted during the 2008-2009 school year will continue to be a focus group. Strategies developed by the Inquiry Team will be implemented to improve student outcomes within this population. The data will be analyzed to help align it with the school’s Academic Intervention Plan, and provide structured support for teachers by: Calibrating data and looking at student work, creating diagnostic, formative and summative assessment in-house, creating opportunities for the selection of curriculum based on alignment with student needs, following up and monitoring last year’s targeted group to identify trends. The Inquiry Team will conduct a minimum of six Professional Development workshops for the entire faculty.</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>The funding source used to support the implementing of the action plan is:</b></p> <ul style="list-style-type: none"> <li>• TL Children’s First Inquiry Teams</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Item analysis of major assessments, Interim Assessment, sWriting Folders/PortfoliosConferences/interviews/conferencing notes/accountable math talk: Student to Teacher conferences; Teacher to Parent conferences, and the results of assessments from ARIS and ACUITY with strategies to remediate.</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

*Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	
		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
<b>K</b>	24	30	N/A	N/A	1				
<b>1</b>	34	35	N/A	N/A	8		1		
<b>2</b>	36	36	N/A	N/A	4	2			
<b>3</b>	48	48	N/A	N/A	4	2		10	
<b>4</b>	47	47	47	47	2		1		
<b>5</b>	32	32	32	<b>32</b>					
<b>6</b>									
<b>7</b>									
<b>8</b>									
<b>9</b>									
<b>10</b>									
<b>11</b>									
<b>12</b>									

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>Delivery is in small groups or 1:1. Differentiated instruction is provided daily by the classroom teacher. The Coaches, Mentor Teacher, and Inquiry Team members provide additional instruction/strategies to help meet the needs of students as well as the use of the following programs. Wilson, Kaplan, Voyager, Passport, Small Group Strategy lessons, Guided Reading, Reading Plus and Read 180.</b></p>
<p><b>Mathematics:</b></p>	<p><b>Delivery: See Above (ELA) Computer Assisted Math Intervention; ST Math (Grades 2, 3 and Special Ed) Kaplan, Everyday Mathematics Re-teaching Manual; Small Group Strategy lessons.</b></p>
<p><b>Science:</b></p>	<p><b>Delivery: See Above (ELA) Access to computer based intervention programs. Kaplan</b></p>
<p><b>Social Studies:</b></p>	<p><b>Delivery: See Above (ELA) PSO Social Studies Consultants: Provides Services in the area of Social Studies to AIS students; creation of Social Studies manual by teachers of P.S. 81</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>Services are provided to students in temporary housing, students who receive “promotion in doubt” Small group and individual counseling is provided as needed.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>Consultation with teachers. Counseling with students: the School Psychologist is limited in contact without parental consent.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>Provides at risk counseling for students with low academic performance and behavioral problems. Meets with parents to prepare social histories and writes up for the evaluation.</b></p>
<p><b>At-risk Health-related Services:</b></p>	<p><b>The school Nurse facilitates Asthma workshops for students with asthma. Students and parents are informed on methods to deal with asthma which leads to better attendance. Meets with injured students, and evaluate student illnesses Complies with Department of Health Policies for Safe Schools</b></p>

**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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-8 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

**Part I: School ELL Profile**

**A. Language Allocation Policy Team Composition**

SSO/District <b>16K</b>	School <b>PS 81 Thaddeus Stevens</b>
Principal <b>Cheryl Ault</b>	Assistant Principal <b>Brenda Cumberbatch</b>
Coach <b>Norma McPherson, Susan Molholm (ELA)</b>	Coach <b>Camille Eaddy (Math)</b>
ESL Teacher <b>Hsiu-Na Wang</b>	Guidance Counselor <b>Angela Kirton</b>
Teacher/Subject Area	Parent <b>Wanda Guzman</b>
Teacher/Subject Area	Parent Coordinator <b>Judith Daniels</b>
Related Service Provider <b>Heather Hunte (IEP/Resource Room)</b>	SAF <b>Madelene Chan</b>
Network Leader <b>Nancy Ramos</b>	Other

The following staff members at PS 81 are part of the Language Allocation Team: Cheryl Ault ( Principal), Brenda Cumberbatch ( Assistant Principal), Hsiu-Na Wang (ESL Teacher), Norma McPherson (Literacy Coach), Susan Molholm (Literacy Coach), Angela Kirton (Guidance Counselor), Heather Hunte (IEP & Resource Room Teacher), and Camille Eaddy (Math Coach).

**B. Teacher Qualifications**

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

**There is only one certified ESL (Hsiu-Na Wang) teacher in the school who provides services to the ELL population.**

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions 0	<b>N/A</b>	Number of Special Ed. Teachers with Bilingual Extensions 0	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

There are 452 students enrolled in PS 81. Of this number, 35 are ELLs, representing 7.74% of our school population.

Total Number of Students in School	452	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	7.74%
------------------------------------	-----	----------------------	----	---	-------

## Part II: ELL Identification Process

When registering a child in the school, parents complete a Home Language Identification Survey (HLIS). This survey that includes the informal oral interview in English and in the native language is administered by Ms. Hsiu-Na Wang, a licensed ESL teacher. Within ten (10) days of admission, students identified are given the LAB-R, and the formal initial assessment. The New York State English as a Second Language Achievement Test (NYSELAT) is administered annually in May. In the fall, the results of this assessment is evaluated to determine the students' progress, and also to organize groups for instruction.

Early in September of the school year (usually by the second week), a Parent Orientation Workshop facilitated by the ESL teacher and the Parent Coordinator is held for new parents whose children are identified as ELLs. Parents were notified in writing of this workshop within 5 to 8 days from the start of school. At this workshop, the parents are introduced to the different programs that are available for ELLs in the city. This is done through Video presentation and explanation by the facilitators. Parents are given the option to choose the program they prefer for their children. New parents complete a program selection form at the workshop. For continuing students, parents are notified. Entitlement letters are sent home with the students. The completed program selection forms are returned to the school, and stored in student's cumulative record folder that are kept by classroom teachers.

New parents who do not attend the orientation are contacted via telephone by the parent coordinator, who is bilingual. These parents are again invited to another meeting at a time convenient for them. Every effort is expended to communicate with parents in this initial process. Currently, PS 81 offers only Freestanding ESL as there are not enough students on any two contiguous grades to accommodate the formation of other second programs.

To ensure that parents understand all three program choices, entitlement letters, parent surveys and program selection forms are sent home to parents with the children. These forms are produced in different languages. The parent coordinator usually follows up with a telephone call to the parents to ensure that forms are returned in a timely matter.

After the students have been identified, the parents are then notified, and invited to a consultation meeting with the ESL teacher. Other bilingual pedagogues in the school are on hand to assist with interpretation during consultation. At this meeting, the ESL teacher outlines the program (pull out), the duration, and the frequency of the instruction the students will receive.

After reviewing the parent surveys and the program selection forms for the past two years, it was discovered that 72.4% of the parents of ELLs selected an free-standing ESL program for their children, 10.34% selected a bilingual program, none selected a dual language program, and 17.24% made no selection. There is only one program model currently offered at this school - ESL. This is because there are not enough students across any contiguous grades to facilitate the introduction of a bilingual or dual language program.

## Part III: ELL Demographics

**A. ELL Programs**

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

In the free standing ESL pull-out program, there are 8 students in kindergarten, 9 students in first grade, 9 students in second grade, 2 students in third grade, 4 students in fourth grade, and 3 students in fifth grade.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0
<b>Dual Language</b> (50%:50%)										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In/Pull-Out</b>	8	9	9	2	4	3				35
<b>Total</b>	8	9	9	2	4	3	0	0	0	35

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	N/A

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	29		2	4						35
<b>Total</b>	<b>29</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	8	8	2	4	3				33
Chinese		1								1
Russian										1
Bengali			1							0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information										
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	35

In order to meet the linguistic needs of our ELL's, parental choice and Part-154 mandates, PS 81 language allocation policy will be as follows: The ESL program follows the pull-out model. ELL students will be grouped according to their grade and their level of language proficiency in NYSESLAT test. The RNMR (NYSESLAT combined Modality Report) indicates the proficiency level of each student from different grade in the areas of listening/speaking and reading /writing. This report allows the ESL teacher place the students in the appropriate group and setting. Students are grouped for instruction based on their proficiency levels. This means that some students receive instructions in groups on grade level as well as cross-grade level. Students of Beginners and Intermediate level will receive 360 minutes of ESL instruction weekly, and Students of Advanced level will receive 180 minutes of ESL instruction. Various methodologies and approaches will be used to meet the language needs of English Language Learners. These approaches are as follows:

- The **Language Experience Approach** helps students learn to develop all of the four language skills- listening, speaking, reading, and writing- from story telling, story writing, and story acting.
- **Integrating ESL in the content area** is used in thematic learning activities. Students work through each unit, which will enable them to master both language and the concepts.
- **Cooperative Learning-** Students participate in different activities, like role playing, and grouping, which enable them to develop not only academic skills for cognitive development, but also social cooperative and critical thinking skills. They have assigned roles when working on groups.
- **Total Physical Response-** This approach creates an environment relatively free of anxiety, in which students will show comprehension through action, and students will speak when they are ready.
- **Hands on Activities-** Students will have the opportunity to do scientific experiments, which will enable them to better understand concepts. They will also work on projects which involve construction and design.
- **Authentic Assessment-** the ESL teacher uses observation, self-assessment, peer assessment, performance assessment, formative assessment, summative assessment, individual conferences and portfolio assessment to enable students to communicate their strengths and educational needs successfully. The results from these assessments can be used to improve classroom instruction, based on accurate knowledge of student's progress.
- **Classroom Technical Support-**The classroom has four computers, a large television monitor connected to the computer. Students are given the opportunity incorporate the classroom computers into many of their learning activities. Programs like Power Point, Hyper Studio; Apple Work will be used to enhance students' creativity. Students have access to the Internet so that they can research classroom projects. Students can also use a variety of CD-ROM programs to enhance their content area learning. Audiotapes and videotapes are also used to expand the students learning experience.

In an effort to raise learning standards, the ESL teacher uses a variety of literature, new readers, workbooks, word wall with pictures, audio cassettes, realia, manipulatives and strategy charts related to current units of study to allow concepts to be taught in concrete. These students also have access to a multicultural library in the classroom, where they can check out books and read them at home. These books are ranged from levels K-5. This library also provides newly arrived ELL students, with bilingual books (English/Spanish/Chinese). Each student also has his or her own homework folders, in which they keep their reading logs and journal notebooks. Students take home at least one book every day. They either write a response to their reading or write about anything they like to express, i.e. short stories, poems, and daily incidents. Students can also use books with cassettes in the listening center to enhance their listening and reading skills.

To ensure that ELLs meet the standards and pass the required State assessments (ELA), the ESL teacher uses a **Balanced Literacy Approach**. This approach will allow students to read age appropriate materials with understanding and to select books on a variety of genres. It also enables students to participate in an accountable book talk, and read for information. ELL students will also participate in an After-School Literacy Program. We will use monthly classroom assessments and results from the Acuity report to ensure that students are making adequate gains. Finally, students are able to write for a variety of purposes with proper use of language and convention. The ESL teacher will collaborate with all the classroom teachers, the Literacy Team, and Intervention Team to develop and facilitate Professional Development Plans, workshops, study groups and focus groups focusing on providing teachers with practical strategies for teaching and assessing ELL students in their classrooms. This collaborative plan will be done in the monthly intervention meeting. An ELL articulation form which indicates the pace of the lesson and the needed aspects in the learning of the ELL students is distributed to classroom teachers to fill out monthly in order to coordinate the ESL instruction plan collaboratively with the classroom teachers.

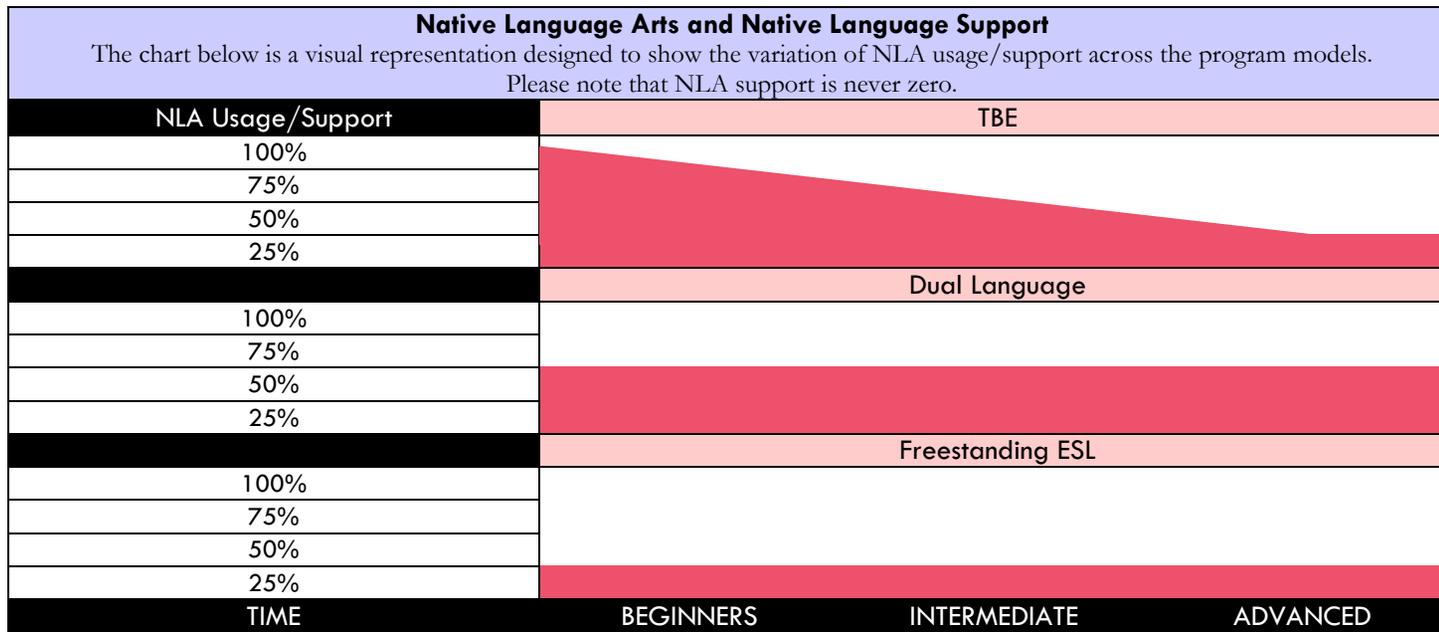
The SIFE students will be placed in a small group setting. These students will receive additional services. Another intervention team member will provide instructional service for these students. The ESL teacher will also provide a tutorial class for these students. These students will also attend an after-school program.

For ELL students in US schools less than three years (new comers), the ESL teacher will provide these students with additional 180 minutes per week instruction. These students will be placed in groups according to their language proficiency levels and needs. They will also attend the extension program, i.e. Thirty-seven and half minutes program and after school program. In order to prepare these students for the required ELA test, different test strategies will be introduced and practiced during instruction.

For ELL students receiving more than 4 years, the ESL teacher will use data analysis and consult with Pupil Personnel Team to identify these students' areas of difficulties and needs. Differential strategies will be used for these students to achieve proficiency on the NYSESLAT.

For alternative Placement in special Education, small group settings, differential instruction, peer-tutoring, and an after-school program will be provided to ensure these students' needs are met.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



**Programming and Scheduling Information--Continued**

Our Intervention Team consisting of Literacy Coaches, Math Coach, Resource Room Teacher, Speech Teacher, and Read 180 Teacher will push into the classroom or pull out ELL students who have received level 1 or 2 on the ELA and Math test with additional services. The Intervention Team will meet monthly to review students' progress and discuss the varied strategies to help improve these targeted students' skills needed in the content areas of ELA, Math, Science and Social Studies.

To ensure that ELL students reaching proficiency on the NYSESLAT receive continuing transitional support for 2 years, the ESL in collaboration with classroom teachers tracks these students' work. The ESL teacher will articulate with the classroom teachers on a monthly basis. If the students' progress is not consistent, they will again be pulled out for ELL instruction. These students are tested in a separate location when taking state assessments. They are given additional time (time and a half) for each examination, and instructions and questions are read to students on the Math, Science, and Social Studies tests.

A new program, ***Ticket to Read***, will be used for all students to improve their reading skills. This online reading program teaches and builds reading skills for individual students with adaptive instruction in the areas of phonics, fluency, vocabulary and comprehension. The program is differentiated based on the student's individual reading level. Students have access to the program both in school and at home, and can monitor their progress online. Another computer program, ***Gigi***, will also be used for grade 2, 3, and 4 students to enhance students' math skills.

In order to prepare ELL students for the ELA test, ***Reading Express*** is used to support ELL students. Reading Express is a complete resource kit for helping teachers meet the specific standards-based reading needs of the students in grade 3, 4, and 5. The lessons begin with teacher modeling followed by sharing reading, guiding reading and applying as the degree of control gradually shifts from the teacher to the students. Each grade level contains approximately 60 lessons. Each lesson is focused on a particular reading skill. The kit includes Teacher's Guide, Teacher support binder, and Assessment Resource with Exam software, ELL resource, and Teacher Too kid CD. Differentiated instruction is an integral part of the daily instruction for students

To prepare ELL students for the State-wide Math test, the ***Language of Math*** is also used to support ELL students in enhancing their math skills. This program is developed especially for ELL students, teaching the essential academic language of the math curriculum. It included Student learning System, and the Teacher Toolkit. The Student Learning System includes Students Work Text and Student Vocabulary Cards. The Teacher toolkit includes Student Worksheets, Teacher Transparencies, Teacher CD-Rom, Assessment handbook, and ELL Best Practice Audio CD. The workshop model is used in instruction, and content is differentiated for students at varying levels.

Students have the opportunity to participate in field trips to different places in New York City. This gives them the opportunity to experience first-hand different topics in social studies and science already studied in class. Grade 3, 4, and 5 students will participate in enrichments clubs on Fridays. They will discover what people involved in the cluster topic and develop the skills related to the cluster topic. They will also develop a real-world product which they can present to the audience. Title III after school program will be provided for all the ELL students. Thirty-seven and half minutes program is scheduled before the first period. The ELL students will be pulled out by the ESL teacher or other teacher according their language proficiency levels to enhance their reading and math skills.

The native language plays a crucial role in the second language acquisition. Even though the ESL teacher uses only English for instruction, students are encouraged to use their native language. They can read the books in Spanish with their parents at home. They can also read the books in Spanish during the Independent Reading period. They can also write in their journals in Spanish. Math text books in Spanish are used for the new comers in grade 3, 4 and 5 to support these students.

In accordance with New York State Education Department Standards, ELL will be required to meet the new educational standards in English Language Arts, Social Studies, Mathematics, Science, Technology and the Arts. The program ***Into English*** incorporates Science and Social Studies in thematic units in the curriculum. This provides the ELL students with a wide variety of activities in these content areas. The ESL teacher will continue to receive ongoing staff development from the Office of English Learners and other outside educational organizations to provide the highest quality of instruction. ESL teachers will visit other schools in order to observe ESL programs in these schools. This will give each teacher the opportunity to observe colleagues' classrooms and teaching strategies in order to expand their own professional growth. The ESL teacher will attend a monthly math and literacy staff development meeting at PS 81. All teachers will receive professional development in Language Acquisition, Scaffolding Instruction in Literacy and Math, and Balanced Literacy: Considerations in ELLs and using the Native language to support English Language Acquisition.

In June of each school year, teachers prepare welcome letters for new students and their parents. This letter is written in English and Spanish, and is given to students along with a list of age appropriate books for reading, summer activities, and a supply list. This packet is also given to new parents at registration. The main office keeps additional packets for parents who register children at the end of the summer.

The ESL programs at PS 81 provides a nurturing environment that promotes effective teaching and learning, provides rich learning environments with equitable opportunities for learning, encourages and respect the diversity of students, staff and community and meets the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy and therefore all ELLs are provided with the same high quality instruction that monolingual students receive.

1.

#### **Schools with Dual Language Programs**

NOT APPLICABLE

#### **Professional Development and Support for School Staff**

The ESL teacher attends regular professional development in Language Arts and Mathematics offered

through the Office of English Language Learners. She also attends the Annual Reading, Mathematics, Science, ESL and Special Leadership Institute offered through the Department of Education. Classroom teachers and coaches are also given opportunities to attend ELL workshops. The literacy coach attends LAP, and NYSELAT administration workshops, and other ELL workshops offered through the Integrated Service Center. The literacy coach also attends classroom workshops, as well as workshops offered by OELP (Office of English Language Proficiency). Handouts from workshops are kept on file in the main office, and a copy is placed in teachers' file.

## Part IV: Assessment Analysis

**A. Analysis**  
Enter the for each test, modality. If your school uses below, attach the results to this

As a support for ELLs transitioning from elementary to middle school, fifth grade teachers are provided with workshop to enable them to assist students and their parents with the process. The ESL teacher facilitates four workshops for classroom teachers annually to provide them with effective strategies for working with ELLs in their classroom.

### Parental Involvement

Parents are actively involved in the school through various activities such as: parent workshops in Math, Social Studies and ELA, Curriculum Night, annual Family Literacy Night, Family Games Night, Math Night, Mother/child and Father/child breakfast, Poetry Slam, and the School Leadership

Parents' needs are evaluated through surveys and evaluations that are given during workshops, and through conversations on visits to school.

At all school events mentioned above, school personnel and other volunteers who are bilingual are on hand to provide translation services for ELL parents who are not English speakers.

**Assessment**  
number of ELLs category, and there is a test that is not listed your analysis of worksheet.

### OVERALL NYSELAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	1	1	1	1	1	1				6
Intermediate(I)	6	1	1	0	0	0				8
Advanced (A)	1	5	0	5	2	5				18
Total Tested	8	7	2	6	3	6	0	0	0	32

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		2	1			5
4					1	1	1		3
5			1		5				6
6									0

7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							3		3
8									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					5		1		6
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	5	3				
1	0	0	3	3	1	
2	1			1		
3	1					4

EL SOL						
--------	--	--	--	--	--	--

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

At PS 81, 32 ELL students took the 2009 NYSESLAT test. For grades K-1, 15 students took the listening and speaking part of this test. Of these 15 students, 6% tested at the beginning level, 80% tested at the intermediate level, while 66% tested at the advanced level. In grades K-1, 15 students took the reading and writing part of this test. Of these 15 students, 13% tested at the beginning level, 46% tested at the intermediate level, while 40% tested at the advanced level. For grades 2-4, 11 students took the listening and speaking part of this test. Of these 11 students, 18% tested at the intermediate level, 0% tested at the advanced level, while 82 % tested at the advanced level. In grades 2-4, 17 students took the reading and writing part of this test. Of these 17 students, 27% tested at the beginning level, 9% tested at the intermediate level, while 54% tested at the advanced level. For grades 5, 6 students took the listening and speaking part of this test. Of these 6 students, 16% tested at the beginning level, and 0% tested at the intermediate level, while 83% tested at advanced level. In grades 5, 6 students took the reading and writing part of this test. Of these 6 students, 16% tested at the beginning level, 0% tested at the intermediate level, while 83% tested at the advanced level. For all 32 ELL students who took the 2009 NYSESLAT test at PS 81, for the listening and speaking subtest, 12% tested at the beginning level, 13% tested at the intermediate level, while 75% tested at the advanced. For all the above students who took the reading and writing part of this test, 18% tested at the beginning level, 25% tested at the intermediate level, while 53% tested at the advanced level.

After reviewing and analyzing the assessment data, we can see that some ELL students in grade 1 and 2 seem to be progressing nicely through the NYSESLAT proficiency levels (Beginning, Intermediate & Advanced) for 2009. Some students in grade 3, 4 and 5 remain at advanced level over 2 years and 3 years. Some students are not able to test out of NYSESLAT, showing achievement of proficiency in listening and speaking, but not in reading and writing. Some students in Kindergarten have difficulties in the areas of

reading and writing. The newcomers in 2008 especially have difficulties in the areas of reading and writing while they show improvement in the areas of listening and speaking.

The above pattern across NYSESLAT modalities will give the ESL teacher guidance for the instructional decision. From the data, we can see Further analysis of the NYSELAT revealed that while some students are proficient or advanced in listening and speaking, they are at either the beginning or intermediate levels in reading and writing. ELL students in grade 1 and 2 need more practice in the areas of phonics and reading fluency. They also need more practice in the area of writing. ELL students in grade 3, 4 and 5 need to sharpen their reading and writing skills in order for them to reach proficiency level. The new comers for 2008 especially need the basic skills, i.e. phonics, fluency, and vocabulary and comprehension in the area of reading.

An analysis of last spring's ECLAS-2 scores found that most ELL students scored within benchmark levels for their respective grade level. 5 of the 8 kindergarten students achieved level I in phonemic awareness, alphabet recognition activities, and concepts of print. By the time ELL students matriculate from first through third grade, they catch up to their peers in reading accuracy and comprehension. Two second and third grade students who entered school in the United States for the first time performed more than one year below benchmark. Two of the first graders performing at benchmark level also reached proficiency on the NYSESLAT.

The success rate in our ELL program is due to the combination of the school's emphasis on the core curriculum and the pull-out ELL curriculum. Both programs give the students what they need, both immersion in spoken English and systematic instruction in reading across all five components (phonemic awareness, phonics, vocabulary, comprehension, and fluency).

Administrators, the Instructional Team and Teachers can use the result of the ELL Periodic Assessment to predict how well students will do on future city-wide exams. The results can be use as a guide for instruction and grouping as well as a resource.

**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)
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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

**Form TIII - A (1)(a)**

**Grade Level(s):** K-5

**Number of Students to be Served:**

**LEP:** 35

**Non-LEP:** N/A

**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.

**In order to meet the linguistic needs of our ELL's, parental choice and part 154 mandates, PS 81 language allocation policy will be as follows: The ESL program follows the pull-out model. ELL students will be grouped according to their grade and their level of language proficiency in**

**NYSESLAT test. Students of Beginners and Intermediate level will receive 360 minutes of ESL instruction weekly, and Students of Advanced level will receive 180 minutes of ESL instruction. Various methodologies and approaches will be used to meet the language needs of English Language Learners. These approaches are as follows:**

- **The Language Experience Approach helps students learn to develop all of the four language skills- listening, speaking, reading, and writing- from story telling, story writing, and story acting.**
- **Integrating ESL in the content area is used in thematic learning activities. Students work through each unit, which will enable them to master both language and the concepts.**
- **Cooperative Learning- Students participate in different activities, like role playing, and grouping, which enable them to develop not only academic skills for cognitive development, but also social cooperative and critical thinking skills. They have assigned roles when working on groups.**
- **Total Physical Response- This approach creates an environment relatively free of anxiety, in which students will show comprehension through action, and students will speak when they are ready.**
- **Hands on Activities- Students will have the opportunity to do scientific experiments, which will enable them to better understand concepts. They will also work on projects which involve construction and design.**
- **Authentic Assessment- the ESL teacher uses observation, self-assessment, peer assessment, performance assessment, formative assessment, summative assessment, individual conferences and portfolio assessment to enable students to communicate their strengths and educational needs successfully. The results from these assessments can be used to improve classroom instruction, based on accurate knowledge of student's progress.**
- **Classroom Technical Support-The classroom has four computers, a large television monitor connected to the computer. Students are given the opportunity incorporate the classroom computers into many of their learning activities. Programs like Power Point, Hyper Studio; Apple Work will be used to enhance students' creativity. Students have access to the Internet so that they can research classroom projects. Students can also use a variety of CD-ROM programs to enhance their content area learning. Audiotapes and videotapes are also used to expand the students learning experience.**

**In an effort to raise learning standards, the ESL teacher uses a variety of literature, new readers, workbooks, word wall with pictures, audio cassettes, realia or concrete objects, manipulatives and strategy charts related to current units of study to allow concepts to be taught in concrete. These students also have access to a multicultural library in the classroom, where they can check out books and read them at home. These books are ranged from levels K-5. This library also provides newly arrived ELL students, with bilingual books (English/Spanish/Chinese). Each student also has his or her own homework folders, in which they keep their reading logs and journal notebooks. Students take home at least one book every day. They either write a response to their reading or write about anything they like to express, i.e. short stories, poems, and daily incidents. Students can also use books with cassettes in the listening center to enhance their listening and reading skills.**

**To ensure that ELLs meet the standards and pass the required State assessments (ELA), the ESL teacher uses a Balanced Literacy Approach. This approach will allow students to read age appropriate materials with understanding and to select books on a variety of genres. It also enables students to participate in an accountable book talk, and read for information. ELL students will also participate in an After-School Literacy Program. We will use monthly classroom assessments and results from the Acuity report to ensure that students are making adequate gains. Finally, students are able to write for a variety of purposes with proper use of language and convention. The ESL teacher will collaborate with all the classroom teachers, the Literacy Team, and Intervention Team to develop and facilitate Professional Development Plans, workshops, study groups**

and focus groups focusing on providing teachers with practical strategies for teaching and assessing ELL students in their classrooms. This collaborative plan will be done in the monthly intervention meeting. An ELL articulation form which indicates the pace of the lesson and the needed aspects in the learning of the ELL students is distributed to classroom teachers to fill out monthly in order to coordinate the ESL instruction plan collaboratively with the classroom teachers.

The SIFE students will be placed in a small group setting. These students will receive additional services. Another intervention team member will provide instructional service for these students. The ESL teacher will also provide a tutorial class for these students. These students will also attend an after-school program.

For ELL students in US schools less than three years (new comers), the ESL teacher will provide these students with additional 180 minutes per week instruction. These students will be placed in groups according to their language proficiency levels and needs. They will also attend the extension program, i.e. Thirty-seven and half minutes program and after school program. In order to prepare these students for the required ELA test, different test strategies will be introduced and practiced during instruction.

For ELL students receiving more than 4 years, the ESL teacher will use data analysis and consult with Pupil Personnel Team to identify these students' areas of difficulties and needs. Differential strategies will be used for these students to achieve proficiency on the NYSESLAT.

For alternative Placement in special Education, small group settings, differential instruction, peer-tutoring, and an after-school program will be provided to ensure these students' needs are met.

Our Intervention Team consisting of Literacy Coaches, Math Coach, Resource Room Teacher, Speech Teacher, and Read 180 Teacher will push in the classroom or pull out ELL students who have received level 1 or 2 on the ELA and Math test with additional service. The Intervention Team will meet monthly to review students' progress and discuss the varied strategies to help improve these targeted students' skills needed in the content areas of ELA, Math, Science and Social Studies.

To ensure that ELL students reaching proficiency on the NYSESLAT receive continuing transitional support for 2 years, the ESL in collaboration with classroom teachers tracks these students' work. The ESL teacher will articulate with the classroom teachers on a monthly basis. If the students' progress is not consistent, they will again be pulled out for ELL instruction.

A new program, *Ticket to Read*, will be used for all students to improve students reading skills. This online reading program teaches and builds reading skills at the individual level with adaptive instruction in the areas of phonics, fluency, vocabulary and comprehension. Another computer program, *Gigi*, will also be used for grade 2, 3, and 4 students to enhance students' math skills.

In order to prepare ELL students for the ELA test, *Reading Express* is used to support ELL students. Reading Express is a complete resource kit for helping teachers meets the specific standards-based reading needs of the students in grade 3, 4, and 5. The lessons begin with teacher modeling followed by sharing reading, guiding reading and applying as the degree of control gradually shifts from the teacher to the students. Each grade level contains approximately 60 lessons. The kit includes Teacher Guide, Teacher support binder, and Assessment Resource with Exam software, ELL resource, and Teacher Too kid CD.

To prepare ELL students for the State-wide Math test, the *Language of Math* is also used to support ELL students in enhancing their math skills. This program is developed especially for ELL students, teaching the essential academic language of math curriculum. It included Student learning System, and the Teacher Toolkit. The Student Learning System includes Students Work Text and Student Vocabulary Cards. The Teacher toolkit includes Student Worksheets, Teacher Transparencies, Teacher CD-Rom, Assessment handbook, and ELL Best Practice Audio CD.

Students have the opportunity to participate in field trips to different places in New York City. This gives them the opportunity to experience first-hand different topics in social studies and science already studied in class. Grade 3, 4, and 5 students will participate in enrichments clubs on Fridays. They will discover what people involved in the cluster topic and develop the skills related to the cluster topic. They will also develop a real-world product which they can present to the audience. Title III after school program will be provided for all the ELL students. Thirty-seven and

half minutes program is scheduled before the first period. The ELL students will be pulled out by the ESL teacher or other teacher according their language proficiency levels to enhance their reading and math skills.

The native language plays a crucial role in the second language acquisition. Even though the ESL teacher uses only English for instruction, students are encouraged to use their native language. They can read the books in Spanish with their parents at home. They can also read the books in Spanish during the Independent Reading period. They can also write in their journals in Spanish. Math text books in Spanish are used for the new comers in grade 3, 4 and 5 to support these students.

In accordance with State Education Department Standards, ELL will be required to meet the new educational standards in English Language Arts, Social Studies, Mathematics, Science, Technology and the Arts. The ESL teacher will continue to receive ongoing staff development from the Office of English Learners and other outside educational organizations to provide the highest quality of instruction. ESL teachers will visit other schools in order to observe ESL programs in these schools. This will give each teacher the opportunity to observe colleagues' classrooms and teaching strategies in order to expand their own professional growth. The ESL teacher will attend a monthly math and literacy staff development meeting at PS 81. All teachers will receive professional development in Language Acquisition, Scaffolding Instruction in Literacy and Math, and Balanced Literacy: Considerations in ELLs and using the Native language to support English Language Acquisition.

Since registration for the new enrollment is not confirmed until the end of August, the school cannot adequately provide activities for these new ELL students. However, each new parent is given a welcome letter (in English and Spanish), a list of age appropriate books for reading, and a supply list.

The ESL programs at PS 81 provides a nurturing environment that promotes effective teaching and learning, provides rich learning environments with equitable opportunities for learning, encourages and respect the diversity of students, staff and community and meets the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy and therefore all ELLs are provided with the same high quality instruction that monolingual students receive.

### **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.

The ESL teacher attends regular professional development in Language Arts and Mathematics offered through the Office of English Language Learners. She also attends the Annual Reading, Mathematics, Science, ESL and Special Leadership Institute offered through the Department of Education. Classroom teachers and coaches are also given opportunities to attend ELL workshops.

As a support for ELLs transitioning from elementary to middle school, fifth grade teachers are provided with workshop to enable them to assist students and their parents with the process. The ESL teacher facilitates four workshops for classroom teachers annually to provide them with effective strategies for working with ELLs in their classroom.

**Form TIII – A (1)(b)**

-  
-  
**School: P.S. 81**  
**BEDS Code: 33-16-00-01-0081**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$7,000	<b>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</b>  <b>ESL Teacher will provide 2 hour s a day and 2days per week of after-school instruction to those students that would benefit from the extended help. The targeted group of students would be those are in the beginning and intermediate levels. Workshops will be provided for the parents on Saturdays or after school to enrich the parent’s knowledge of what their child is learning in the program and ways that they may be able to assist them.</b>
<b>Purchased services</b>	\$3,000	<b>Purchased services such as curriculum and staff development</b>

- High quality staff and curriculum development contracts		<b>contracts</b>  <b>Each student will have main curriculum program and supplemental materials to use in class and at home to reinforce specific skills learned in the classroom. Books for study group will be purchased to provide teachers with practical strategies for teaching and assessing ELL students in their classroom.</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,000	<b>Supplies and materials</b>  <b>For use of the purchase of technological resources that will individualize instruction for each student. Also to purchase supplemental computer programs that will enrich the students' knowledge.</b>
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>	N/A	N/A
<b>Other</b>	N/A	N/A
<b>TOTAL</b>	<b>\$15,000</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

*During the admittance process of a new student the parent/guardian is briefly interviewed about the child's parent has to complete a Home Language Survey. This information informs the school with pertinent information about the primary language spoken in the home. The forms are reviewed and those students/families requiring translation services are referred to the Parent Coordinator and the ESL Teacher.*

*The Parent Coordinator receives a copy of all school documents and translates them into Spanish for our Hispanic population, the ESL teacher translate all material for our Chinese family and our Bengali parent is partnered with a translator. All DOE documents are translated in the appropriate languages.*

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.

*Many of our Hispanic parents do not speak English and must rely on the services of a translator to explain what is being said and to speak for them. Notices need to be in their native language in order for them to understand and an interpreter must be present at every meeting to translate. Notices are sent home in English and Spanish informing parents of our translation services.*

## **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.

*Translation services will be provided by our in-house staff. All documents that are sent home will include the Spanish translation.*

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.

*An interpreter, a member of the school staff, will attend all scheduled meetings and workshops.*

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>.

*Each parent receives a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services during Parent Orientation. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>*

*Signs indicating the availability of interpretation services, in the covered languages, are posted in a conspicuous location at or near the primary entrance.*

*If more than 10% of our parents speak a language that is not English, we shall obtain from the Translation and Interpretation Unit signage and forms required pursuant to this section and shall post and provide such forms in accordance with section VII.*

*We will provide parents with information about The Department's website and the resources provided.*

**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:	\$492,115	\$76,714	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,921		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$672	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,605		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,929	
6. Enter the anticipated 10% set-aside for Professional Development:	\$49,210		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

**The School Report Card indicates that the percentage of High-Quality Teachers teaching in core academic subjects is 76.2%. A review of the BEDS Survey indicates that the teachers labeled not Highly-Qualified were the SAPIS Worker, the Speech Teacher, and the Art Teacher.**

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 will participate in on-site Professional Development workshops as well as those offered by our network. They are also encouraged to participate in the workshops offered by the DOE.**

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

**P. S. 81's goal is to increase parental participation in school events by 30% of the school population. More parents will join the Learning Leaders program; so we can increase the number of parents who volunteer in classrooms and offer assistance in the school. We will increase the number of parents who attend parent meetings, curriculum meetings, parent teas / orientations etc.**

**We will facilitate workshops to inform parents about the schools curriculum. Special events such as family game night, poetry slam, mother/daughter and father/son breakfast etc. will be coordinated to encourage parents to get involved with the school community. We will provide community outreach-distribution of flyers, in all major languages, in the buildings. Public relations teams will attend CEC meetings and other public meetings as a voice for the parents of the school.**

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

**P. S. 81's responsibility towards the school's parent compact is:**

- **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Scheduling time for teachers to plan as a department and analyze student work, by providing.**
- **Hold parent-teacher conferences (at least annually in elementary school) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November 2009 and March 2010.**
- **Provide parents with frequent reports on their children's progress, promotion in doubt letters in February, and a progress report in April.**
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents must contact their Parent Coordinator to advise them of the time and dates.**
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: On Thursdays the Principal has an open door policy and parents are welcome to sit and observe their child's classroom from 9:00am – 12 noon. The parents are also offered training to become Learning Leaders and volunteer in a classroom.**

**School Parent Compact**

**School Responsibilities**

**The Thaddeus Steven School (PS 81) will:**

1. **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:  
Scheduling time for teachers to plan as a department and analyze student work, by providing intervention for struggling students and holding workshops for parents focusing on academic achievement.**
2. **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, those conferences will be held:**

Conferences will be held on .....

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will receive a progress report in October, progress and promotion in doubt letters in February, a progress report in April.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent must contact their Parent Coordinator to advise them of the time and dates.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: On Thursdays the Principal has an open door policy and the parents are welcome to sit and observe their child classroom from 10 am to 12 noon. The parents are offered training to become Learning leaders
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.
7. Involve parents in the joint development of any School wide Program plan (SWP)
8. Hold an annual meeting to inform parents to be involved in the Title 1, Part A programs, and to explain the Title 1 Part A requirements, and the right of parents to be involved in Title 1 programs. The school will call a meeting at a convenient time for parents and offer additional parental involvement meetings, such as in the mornings or evening, so as many parents can attend.

#### **Parent Responsibilities:**

We as parents will support our children in the following ways:

Supporting my child's learning by making education a priority in our home by:

- Making sure their child is on time and prepared for school everyday.
- Monitoring attendance
- Talking with their child (ren) about his/her activities.
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that all homework is completed
- Monitor the amount of television their child(ren) watch
- Volunteering in my child's classroom
- Participate, as appropriate, in decisions relating to their child(ren)'s education
- Participate in school activities on a regular basis
- Stay informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences' for negative behavior;
- Being aware of and following the rules and regulations of the school and the district
- Supporting the school's discipline policy
- Express high expectation and offer praise and encouragement for achievement

## **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.

**See section IV (Needs Assessment)!**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

*P.S. 81 school policy states that 95% of classroom teachers will use differentiated instruction in all academic areas to meet the needs of every student.*

*To accommodate the higher functioning students we have the Read 180 program. Read 180 is an intensive reading intervention program that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.*

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

*All students will receive targeted literacy instruction for at least 90 minutes daily. During this time teachers will differentiate instruction ensuring that all students needs are met.*

*All students scoring below level 3 are mandated to attend an additional 37 1/2 minutes of instruction four days a week. This instructional time focuses on intensive small group instruction in English Language Arts and Mathematics.*

o Help provide an enriched and accelerated curriculum.

*PS 81 will target student learning needs through a continuum of enrichment services, which will lead to academic improvement. Enrichment clusters will be formed based on student interests. Teachers will incorporate instructional strategies that will expose students to all possibilities of real world applications.*

*Read 180 is an intensive reading intervention program that we use to directly address individual needs of students in grades 3 -5. The program uses adaptive and instructional software, high-interest literature, and direct instruction in reading skills to improve student achievement.*

- o Meet the educational needs of historically underserved populations.

*Our ESL program will support and enhance classroom instruction, the program will provide students with authentic opportunities to use language in a variety of contexts. The ESL teacher will work closely with classroom teachers in order to support the work being done in the classroom.*

*The intervention team consisting of literacy coaches, Math coach, Resource room teacher, speech teacher and Read 180 teacher will push in the classrooms or pull out students.*

*All students identified as at risk receive academic intervention services. These services include mandated counseling, intensive small group instruction during 37 1/2 minutes and differentiated instruction by classroom teachers.*

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

**See Above**

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

**Seventy two % (76.2%) of the teachers are highly qualified.**

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.

*All staff members have on going on site professional development before school, after school and during lunch. We also encourage teachers to attend professional development offered by our network and the Department of Education .*

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

*\*Distribute school brochures to job fairs, libraries and regional offices.*

*\*Encourage our teachers to provide professional development in their area of expertise.*

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

**\*Family Literacy Night**

**\*Family Math Night**

**\*Poetry Slam**

**\*Educational Parent Trips**

**\*Learning Leaders**

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.

**\*Open house for parents and children to visit classrooms and meet teachers**

**\*1/2 day schedule for the first two or three days of school**

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.

**\*Schoolwide six week benchmark assessments to monitor student progress**

**\*Grade meetings scheduled to discuss formative and summative assessment data and plan instruction based on student needs**

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.

**\*Schoolwide six week benchmark assessments to monitor student progress**

**\*The intervention team consisting of literacy coaches, Math coach, Resource room teacher, speech teacher and Read 180 teacher will push in the classrooms or pull out students.**

**\*Intensive small group instruction during 37 1/2 minutes.**

**\*Differentiated instruction by classroom teachers.**

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.

\*Wellness Council

\*Violence Prevention Program

\*Healthy Snacks Program

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

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

*All schools must complete this appendix.*

### **Background**

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

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

## **CURRICULUM AUDIT FINDINGS**

### **KEY FINDING 1: CURRICULUM**

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

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

### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of

expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

#### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

#### **-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.

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

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

During the school year, school administrators and coaches engaged in learning walks throughout the building during the instructional literacy block. During our June planning sessions, teachers worked on aligning the Teachers' College Units of Study writing curriculum to the New York State English Language Arts standards. The speaking and listening standards have been supplemented by rubrics for accountable talk and active listening strategies. The Reading First district office orders supplemental and intervention materials according to the needs. Teachers and coaches go outside of the building to professional development at other schools within our network. Grade conferences are held monthly so that horizontal alignment is articulated among the teachers. At the beginning the year, meetings were held so that kindergarten and first grade, first grade and second grade, etc. could articulate vertically about end of year expectations for each grade.

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?

During the inquiry walkthroughs, classroom observations found that teachers were using appropriate materials to address student needs within the seven areas of reading, five areas of writing, and speaking and listening. Supplemental materials are used in the areas of vocabulary, fluency, word recognition and decoding, and comprehension. Professional development opportunities gave teachers the research basis to ground their instruction and meet students at their area of need. Literacy center activities are in the process of being developed to give students remediation and challenge.

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

The finding is not applicable. The school will continue to develop teacher and student expertise in the use of Thinking Maps, supported by trainings offered by the Reading First coordinator and interschool visits.

## ***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.

**Administrators, coaches, and teachers have conducted walk throughs, informal math observations, low inference observations (in math) which indicate this finding is relevant. Curriculum mapping and June Planning have exposed weaknesses and gaps in the Everyday Mathematics curriculum (K-5) aligned to the New York State process strands that teachers have had to fill in and supplement.**

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?

*Teachers at P. S. 81 have found that making the traditional word problems found in Everyday Mathematics curriculum the sole emphasis of the types of Math problems children face is not sufficient. Often, the textbook problems are repetitive applications of the same algorithms. Assigning word problems does little more than testing student abilities to solve such problems.*

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.

*P. S. 81 will address this issue by reducing the amount of time teachers spend on paper and pencil drill, with students practicing computational*

*skills in isolation from problem solving situations. Teachers will focus on providing Math instruction where children learn mathematical concepts and make connections and see relationships between these concepts. Instruction must also be directed in helping students learn how to interpret a problem, apply computational skills to problem solving situations, choose appropriate strategies, analyze what needs to be done and evaluate the solution.*

*Additionally, teachers and the Math Coach will attend appropriate workshops offered by the ISC, in service workshops offered by the ISC, in-service workshops from the PSO, and grade level planning meetings.*

## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

*The literacy coaches and grade leaders will examine the current curriculum alongside state standards to determine alignment. Assessment of the curriculum will also be done through classroom observations (low inference, and formal observations), walk-throughs, teacher conferences, and student activities will be examined to determine alignment with state standards and competencies.*

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?

*Although the workshop model of instruction is in effect in most classrooms, direct instruction is still the dominant style. The timeframe given for completion of reading and writing units is unrealistic, and there is not enough material to support the content of the curriculum. Also, because of the emphasis placed on the state ELA exam that is given so early in the school year, teachers tend to focus mainly on the skills and standards that are applicable.*

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.

*The school will research several ELA curricula in an effort to find and implement a curriculum, or a combination of curricula that is relevant, and is aligned to the state standards. The school may need budgetary support from central to address this need.*

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

*The administrators, coaches, and support network personnel conduct walk-throughs, team teach, demonstrate lessons, informal/formal observations, and low inference observations and monitor student progress to determine whether Mathematics academic rigor is in evidence. At P.S. 81, a balanced approach to Math is mandatory.*

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?

*We have a fully equipped computer lab which is primarily used for Spatial-Temporal Mind Institute Program. This program utilizes spatial reasoning to teach math concepts aligned to state standards, focusing on the process strands. Additionally, each classroom is equipped with working computers, where students are scheduled time to use on a daily basis.*

Classes practice with standard-based assessment questions from ARIS and interim assessments.

*Our teachers' content knowledge in math continues*

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.

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

### **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.

Each year, the principal compiles the BEDS survey on how many staff members meet the criteria of highly qualified teachers. Except in the case of hiring for a new class, teachers are assigned classes according to their preference sheet selections. Consequently, we have a low turnover rate this year.

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?

*New or transferred teachers were hired for collaborative team teaching assignments only.*

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.

*Our school generated a professional development survey to assess whether this finding is relevant to our school. The principal will interviewed teachers individually to ascertain whether they are aware of the QTEL training available to them, and whether they have taken advantage of this training. A list was compiled, and teachers were sent to training. The ELL teacher uses a combination of push in/pull out model of instruction and shares teaching strategies with teachers.*

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?

*From observations made of the staff, our teachers are familiar with the best instructional support and different strategies for ELL students. Teachers have been exposed to ELL workshops both internally and externally.*

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

## KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

*On the school report card State ELA and Math test scores are disaggregated for specific sub-group and highlight the academic performance of ELL students. This data has been shared with the classroom teachers, coaches and administrators. The data specialist and inquiry team will use ARIS and ACUITY to further analyze the data of ELL students.*

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

Applicable    Not Applicable

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

*Our school has been using the teacher designed remedial tests based on Acuity formative assessments. These formative assessments help teachers identify students who would benefit from corrective instruction and/or enrichment activities. Acuity helps educators target instruction and improve student learning by:*

- *Delivering detailed insight on student strengths and weaknesses*
- *Providing an easily integrated and useful formative assessment tool*
- *Assigning personalized instruction activities based on assessment results*

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.

*Teachers log in and use ARIS data to determine which of their students receive mandated services. There is frequent articulation between the special and general education teachers. All special education teachers and related providers articulate during in-house training meetings.*

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?

*Teachers have attended training in writing and implementing IEPs, the new Standard Operating Procedures Manual (SOPM), behavioral issues, and promotional criteria.*

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.

*All individual educational plans are reviewed by the IEP teacher at the beginning of the year for appropriate recommendations made for environmental and instructional modifications. When behavioral plans are included, a social/emotional performance plan must be included. Goals and progress are measured by the city and state assessments for the given grade.*

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?

*Modified promotional criteria are reevaluated when IEPs are due for annual review. Students are not promoted if they do not meet these criteria. Students who need a more restrictive learning environment are transferred to a more appropriate setting.*

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 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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.)

*Twenty (20) students*

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

*Uniforms and school supplies are be purchased for students in temporary housing. The guidance counselor meets with family members and makes sure that each student has the necessary items to perform well in school.*

### **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.