



**THE HIGHLAWN SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 21K097**  
**ADDRESS: 1855 STILLWELL AVENUE, 11223**  
**TELEPHONE: 718-372-1800**  
**FAX: 718-372-3842**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 21K097      **SCHOOL NAME:** The Highlawn School

**SCHOOL ADDRESS:** 1855 Stillwell Avenue, Brooklyn, NY 11223

**SCHOOL TELEPHONE:** 718-372-1800      **FAX:** 718-372-3842

**SCHOOL CONTACT PERSON:** Kristine Mustillo      **EMAIL ADDRESS:** KMustil@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>JUDY RAIHOFER</u>
<b>PRINCIPAL:</b>	<u>KRISTINE MUSTILLO</u>
<b>UFT CHAPTER LEADER:</b>	<u>PATRICIA MARTUCCI</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>DOROTHY DIBBS</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u></u>

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

**DISTRICT:** 21K      **SSO NAME:** Empowerment Schools Organization

**SSO NETWORK LEADER:** Neal Oppramala

**SUPERINTENDENT:** AnnMarie Lettieri-Baker

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Kristine Mustillo	*Principal or Designee	
Patricia Martucci	*UFT Chapter Chairperson or Designee	
Dorothy Dibbs	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marie Reich	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maria Famoso	Assistant Principal	
Judy Raihofer	PreK-5 <sup>th</sup> Gr. Teacher	
Diane Kasdan	Member/Funded Teacher	
Angela Cisternino	Member/Cluster Teacher	
Fatima Cabrera	Member/Parent	
Dorothy Dibbs	Member/Parent	
Lea Mui	Member/Parent	
Kelly Gambella	Member/Parent	
Enrica Perfetto	Parent	
Theresa Petito	Parent	
Lisa Addeo	Parent	

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

- Core (mandatory) SLT members.

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

### SECTION III: SCHOOL PROFILE

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

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

PS 97, the Highlawn School, creates a learning environment that is caring, safe, thoughtful, and innovative. Students sense the values in the school through motivational signs around the building, warm greetings from staff and friends, a rich academic atmosphere, and a secure domain for new ideas.

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Students find academic, personal, and social growth through varied approaches from home and school connections. Teachers share their knowledge and expertise delivering a standards-based curriculum using data to drive instruction in a collaborative learning environment. Formal and informal assessments ensure that teachers know their students well and differentiate instructional needs based on this data. Parents and staff members are in continuous communication with the classroom teachers to support the needs of the student; academically, personally, and socially. Our strengths also lies in our professional development best described as laboratory of teaching and learning. Within this framework staff members are encouraged to learn from colleagues, peers, and experts through co-teaching, teacher intervisitation, observations of other schools, and professional support in all areas of implementation of best practices throughout the classroom landscape.

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Students are also responsible for education at PS 97. They help drive the instruction by being encouraged to share their curiosity and inquiring minds. They are also expected to make the learning environment equally welcoming for other students. This means maintaining a clean physical environment and a respectful and tolerant academic atmosphere. The school community is able to create and share this atmosphere through the implementation of a rigorous, balanced approach to the English Language Arts and Math curriculum to bridge the connections across literature, social science, math, science, technology, and the arts. They make connections across subject areas in ways that help them not only to grow academically, but to grow as people. Students participate with their families in activities that demonstrated the interconnectedness of all the subjects, of all the roles of people in the school community and the community at large. They examine how all things are related, and nothing stands in isolation.

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The school is able to do all this by aligning resources and building partnerships. A long standing collaboration with the Federation of Italian-Americans Organization, along with Beacon Program, Project Arts, and Title III funding help us to provide a broad spectrum of after school programming to provide support and enrichment for our students and their families. The successes of our students and staff are highlighted through various activities throughout the year. The celebration of each accomplishment builds an academically rigorous school culture and nurtures a respect for inquiry and the path to understanding. The school embraces the innovation of technology tools to maintain communication links to the various constituents of the community and uses them to build capacity inside and outside the building.

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Increasingly, the school community is the center of discourse for the neighborhood because it has become the reflection of many parts of the greater community life.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

**CEP Section III: School Profile**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>	P.S. 97 The Highlawn								
<b>District:</b>	21	<b>DBN:</b>	21K097	<b>School BEDS Code:</b>	332100010097				
<b>DEMOGRAPHICS</b>									
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>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	67	72	54		94.7	95.7	95.6		
Kindergarten	113	102	118						
Grade 1	135	102	97	<b>Student Stability - % of Enrollment :</b>					
Grade 2	122	129	109	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 3	120	121	130		95.3	94.9	94.0		
Grade 4	132	121	130						
Grade 5	141	136	121	<b>Poverty Rate - % of Enrollment :</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 7	0	0	0		58.2	57.6	57.6		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 11	0	0	0		3	2	15		
Grade 12	0	0	0						
Ungraded	2	8	2	<b>Recent Immigrants - Total Number :</b>					
Total	832	788	767	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					18	11	16		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	36	32	30	Principal Suspensions	10	1	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	3		
Number all others	34	39	45						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	12	8	8						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	209	200	175	Number of Teachers	48	51	51		

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	17	1	2	Number of Administrators and Other Professionals	5	10	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.3	84.3	90.2
				% more than 5 years teaching anywhere	62.5	64.7	72.5
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	88.0	88.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.8	100.0	98.7
American Indian or Alaska Native	0.5	0.6	0.7				
Black or African American	1.2	1.3	1.0				
Hispanic or Latino	14.5	14.7	16.6				
Asian or Native Hawaiian/Other Pacific Isl.	50.8	52.9	51.8				
White	32.9	30.5	29.9				
<b>Male</b>	50.8	49.2	48.1				
<b>Female</b>	49.2	50.8	51.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√			√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			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
<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		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		<b>7</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</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>	79.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	50.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3.8						

<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			
				NR = No Review Required			

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

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

#### **SECTION IV: NEEDS ASSESSMENT**

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

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

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
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Public School 97 conducts a number of qualitative and quantitative reviews to identify school trends and needs. We use the rubric for the Quality review, the data from the Progress Reports and the School Environment Survey along with school-based rubrics and assessments to focus the work of the school and develop a culture of improvement.

In 2008-2009 we were exempt from the DOE Quality Review, but conducted in-house rubric-based walkthroughs with our Instructional Team and the assistance of our Achievement Facilitator, Ann Marie Letteri-Baker, a trained quality reviewer. Her feedback and the work of the Instructional Team indicated a need to build capacity in our building by improving professional relationships and formalizing communication systems for instructional planning, goal setting, and curriculum alignment in keeping with state standards.

The 2008-2009 Progress Report showed improvements in our School Environment, Student Performance, and Student Progress increasing our overall school from a 74.9 in 2007-2008 to a 79.8 in 2008-2009. Where we made exemplary progress in earlier years in closing the achievement gap; in 2008-2009 we made consistent gains in school-wide performance and more modest gains in our School Environment and Student Progress pieces. Despite the growth in the larger school-wide context the progress report reveals several areas that are in need of attention.

Over the last two years we have had an ELA median proficiency level of 3.33, looking back at the 2006-2007 Progress Report our ELA median proficiency was 3.31. This negligible change indicates the need for improvement. This work must address both our lowest and highest performing populations to institutionalize the improvement.

Additionally, our most recent Progress Report indicated a reversal in progress within the subcategory of the *Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress*.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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**Public School 97 has identified three goals based on our needs assessments.**

### **Goal 1**

**By June 2010 third, fourth, and fifth grade students will increase the median student proficiency from a 3.33 to a 3.5 (3.7%) in ELA based on the NYS ELA Assessment.** Students' performance and progress will be carefully monitored through qualitative and quantitative assessments. Teachers will use predictive and diagnostic data as well as classroom assessments to set goals and provide differentiated instruction to meet student needs. Students will be offered academic support or enrichment based on previous performance in a Tuesday and Thursday extended program and other intervention and enrichment opportunities.

### **Goal 2**

**By June 2010 students in grades four and five will demonstrate an increase in the percentage of students making one year of progress in ELA as measured by the Fountas and Pinnell reading levels and according to the WRAP formative assessment.** Student's initial WRAP formative assessment will be used as the starting point and an increase of four letters, through the school year, will indicate more than one year of growth in ELA proficiency.

### **Goal 3**

**By June 2010 we will develop professional learning communities as an internal, sustainable form of professional development by having 100% of our staff members participate in professional learning communities focused on effective use of data and best practices.** The schedule has been modified to include one hour per week during the extended day session for data analysis, instructional planning, and reflection. This will be carried out by initiating a school-wide professional development program using professional learning communities to advance the achievement of school goals for student learning. Approximately, ten communities will operate with a commitment to the norms of continuous improvement and experimentation while providing a forum for colleagues to articulate on topics such as data-driven instruction implementation, curriculum alignment, differentiated instruction, and other pertinent strategies to improve student learning.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA - GOAL 1

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 third, fourth, and fifth grade students will increase the median student proficiency from a 3.33 to a 3.5 (3.7%) in ELA based on the NYS ELA Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Grades three, four, and five student performance and progress indicators in ELA will be carefully monitored through long and short term data analysis. The data specialist, Louis Bruschi and the data coach, Lisa Ginetto will develop a correlation analysis between the State ELA Proficiency Levels and the Fountas and Pinnell reading levels. Teachers will use Acuity predictive and diagnostic data as well as classroom assessments to set goals and provide individualized instruction to meet student needs. Students at both ends of the academic spectrum will be offered remediation and enrichment activities based on student needs through AIS and extended day.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Data Inquiry Team and the Instructional Team will lead the rest of the staff in the extended day program to provide school-wide data support and strategies for instruction. Teachers and AIS providers will meet with students as needed in the course of the school day and with students identified for remediation or enrichment in the extended day.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The WRAP/ DRA reading levels will be used throughout the year to monitor interim progress.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** ELA - GOAL 2

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 students in grades four and five will demonstrate an increase in the percentage of students making one year of progress in ELA as measured by the Fountas and Pinnell reading levels and according to the WRAP formative assessment. We plan to have 66% of our fourth and fifth grade students make one year of progress in this school year.</p>
<p><b>Action Plan</b> <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>Student performance and progress indicators in ELA for grades four and five will be carefully monitored through long and short term data analysis.</p> <p>Data specialist, Louis Bruschi and data coach Lisa Ginetto will develop correlation analysis between the State ELA Proficiency Levels and the Fountas and Pinnell reading levels to create one year progress goals.</p> <p>Teachers will use predictive and diagnostic data as well as classroom assessments to set goals and provide individualized instruction to meet student needs.</p> <p>Students at both ends of the academic spectrum will be offered remediation and enrichment activities based on student needs through AIS and extended day.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Data Inquiry Team and the Instructional Team will lead the rest of the staff in the extended day program to provide school-wide data support and strategies for instruction. Teachers and AIS providers will meet with students as needed in the course of the school day and with students identified for remediation or enrichment in the extended day.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The WRAP reading levels will be used throughout the year to monitor interim progress.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** ELA - GOAL 3

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 we will develop professional learning communities as an internal, sustainable form of professional development by having 100% of our staff members participate in professional learning communities focused on effective use of data and best practices.</p>
<p><b>Action Plan</b> <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>The core data inquiry team, made up of Lori Bernstein, Louis Bruschi, Danielle Dunne, Lisa Ginetto, Lisa Hopkins, Louise Lombardo, Patricia Martucci, And Irene Spence, will initiate a school-wide professional development program using professional learning communities to advance the achievement of schools goals for student learning.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school schedule has been modified to include one hour per week during the extended day session for data analysis, instructional planning, and reflection. Approximately, ten learning communities will assembly to advance school goals. They will function within the norms of continuous improvement and experimentation, while providing a forum for colleagues to articulate on topics such as data-driven instruction implementation, curriculum alignment, differentiated instruction, and other pertinent strategies to improve student learning.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher Attendance during Session Times Formal and Informal Classroom Observations Reflection of Outcomes on Curriculum Mapping Option A Projects</p>

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	18	N/A	N/A	0	0	1	1
1	18	18	N/A	N/A	0	0	1	1
2	18	18	N/A	N/A	0	0	0	0
3	19	15	N/A	N/A	4	0	0	4
4	19	16	8	6	5	0	1	2
5	22	20	8	6	5	0	2	1
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<p><b>Teacher/Student</b>            Conferencing is a one <u>to</u> one service between the student and classroom teacher. The classroom teacher gains insight into the student needs. Conferencing takes place once a month during the school day.</p> <p><b>At-Risk Program</b>            At-risk students are those whose performance is at the lowest levels (1 and 2) on standardized tests as well as those showing deficiencies as determined by Acuity assessments. These students are seen during the school day for six week cycles.</p> <p><b>ELA Afterschool Program</b>            These academic services are offered to grades two through five. These services offer intense after school remediation. The teachers articulate with the classroom teachers to track the child's progress. These programs run approximately 2 months for one and one half hours a day, two days a week.</p> <p><b>Summer School</b>            This service is provided to students who score a Level 1 and are retained. A balanced literacy program is used which incorporates shared reading, guided reading, silent reading and read aloud, etc. Children are exposed to quality literature. They are assessed and receive progress reports. Children are tested at the end of summer. Summer school lasts for six weeks.</p> <p><b>AIS Programs</b>            A push-in model is being utilized where AIS providers work with small groups of students in grades K through 5. In collaboration with the classroom teachers, students are selected based on performance level (scores of a level 1 or 2 on state tests, acuity assessments, DRA, WRAP).</p>
<b>Mathematics:</b>	<p><b>Teacher/Student</b>            Conferencing is a one <u>to</u> one service between the student and the classroom teacher. The classroom teacher gains insight into the student needs. Conferencing takes place once a month during the school day.</p> <p><b>At-Risk Program</b>            At-risk students are those who are performing at the lowest levels (1 and 2) on state tests as well as those showing deficiencies as determined by Acuity assessments.</p> <p><b>Mathematics Afterschool Program</b>            These academic services are offered to grades two through five. These services offer intense afterschool remediation. The teachers articulate with the classroom teachers to track the child's progress. These programs run approximately 2 months for one and one half hours a day, two days a week.</p> <p><b>Summer School</b>            This service is provided to students who score a level <u>1</u> and are retained. A balanced mathematics program emphasizing the development of critical thinking and problem solving skills using investigative activities and manipulative materials is utilized.</p> <p><b>AIS Programs</b>            A push-in model is being utilized where AIS providers work with small groups of students in grades K through 5. In collaboration with the classroom teachers, students are selected based on performance level (scores of a level 1 or 2 on state tests, acuity assessments).</p>

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<b>Science:</b>	<p><b>Science Afterschool Program</b>  These academic services are offered to <u>ELL students in grades four and five to provide support to the science curriculum using ELA content area instruction, 2 days a week for 6 weeks.</u></p> <p><b>AIS Programs</b>  A pull out model is being used where the Science teacher works with small groups of students who have been targeted in 4<sup>th</sup> and 5<sup>th</sup> grade to work on hands-on experimental approaches to science during the school day on a weekly basis and in the extended day.</p>
<b>Social Studies:</b>	<p><b>AIS Programs</b>  A pull out model is being used to help students in targeted areas of need in social studies. Small groups of students in 4<sup>th</sup> and 5<sup>th</sup> grade are selected based on deficient performance levels and receive services weekly. Another group has been targeted for instruction in civics and government on a weekly basis.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><u>The</u> Guidance Counselor focuses on the social and emotional needs of the students to empower them to better cope in the school setting. These students receive services during the school day 30 minutes a week; individually and/or group.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The School Psychologist's role it to administer psycho educational evaluations for students K-5. These children have been considered by staff as possible qualifying for special education services. Once the tests are administered, reports are written and educational planning conferences are held to determine whether or not special education services are appropriate to serve the need of the student.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>The Social Worker is a member of the school assessment team and is responsible for meeting parents to obtain a student's developmental history to place a student's issues within a developmental framework. Additionally, the social worker provides individual and clinical counseling to students in order to deal with issues (behavior, isolation, interactions with peers, teachers, etc.) which impact on their scholastic performance. The social worker is also able to identify crisis and provide appropriate community service when needed.</p>
<b>At-risk Health-related Services:</b>	<p>School nurses provide the following services to all students. These services enable them to determine and assess the needs of the students.</p> <ul style="list-style-type: none"> <li>- Monitoring the health status of and records of the students.</li> <li>- Administering and supervising students in self administration of medication.</li> <li>- Approving requests for special services for students.</li> <li>- Conferences with parents and teachers ton health issues of students.</li> <li>- Teaching open air way classes for students diagnosed with asthma.</li> <li>- Health lessons to students in the classroom.</li> <li>- Emergency and first-aid interventions to students and teachers.</li> <li>- Assisting doctors in medical services and follow up on medical examinations as needed.</li> <li>- Collaborating with the administration, teachers and school assessment team for services to students.</li> </ul> <p>Following up and reporting communicable diseases to the appropriate agencies.  Assisting in school safety and emergency evacuation plans.</p>

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

*NCLB/SED requirement for all schools*

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

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**Public School 97**  
**1855 Stillwell Avenue**  
**Brooklyn, New York 11223**  
Phone (718) 372-1800 Fax (718) 372-3842

**Mrs. Kristine Mustillo**  
*Principal*

**Maria Famoso**  
*Assistant Principal*

**Miriam A. Bachman**  
*Assistant Principal*

### **PS 97 2009-2010 Language Allocation Policy (LAP)**

#### **Background**

PS 97 is located in the Gravesend section of Brooklyn. The school serves an ethnically diverse population of children in grades Pre-K through 5. The student population reflects the multicultural nature of the community. According to the latest available data, our students are 29.9% white, 1.0% black, 16.6% Hispanic, 51.8% Asian and others. There are 75 special education children, both full time and part time, representing 9.8% of the population. With a poverty rate of 57.6%, we remain slightly higher than the city average.

There are approximately 202 ELLs, representing 25.4 % of the school's population. Over the past year, our ELL population has increased by approximately 15%. Our main source of immigration during the last three years is China. We also have students from Russia, Mexico and Pakistan as well. Four of our ELLs are in a self-contained bilingual special education class.

There are approximately 4-5 classes on every grade. To meet the needs of our Special Education population, we offer Collaborative Team Teaching classes on every grade level. We also have a Special Education 12:1:1 Spanish Bilingual class serving students in grades 3 and 4 and a 12:1:1 Special Needs class with students in grades 4 and 5. Grades One and Four have one class taught by a Lead Teacher Team. They assist in mentoring the teachers within the early childhood and upper grades respectively. Teachers meet regularly at Grade Conferences and work to build capacity to develop and implement a seamless curriculum. In an effort to maximize English language development and content area learning for ELLs, the ESL teachers regularly attend grade meetings to collaborate with classroom teachers and plan supportive instruction.

#### **ELL Identification**

In order to quickly identify potential ELLs and ensure services are provided within mandated timelines, the ELL teachers are notified of all new admits. They have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute required paperwork to parents/guardians in their native language. Once home language has been identified, the LAB-R is administered by an ELL teacher, within 10 days of admission to the school. The results are hand-scored to determine entitlement. Continued entitlement is based on the NYSESLAT, administered annually to all ELLs.

Once entitlement is determined, parents/guardians of ELLs are invited to a Parent Orientation Workshop. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include a video, as well as brochures, and are available in a variety of native languages. Materials are sent home to those parents that are unable to attend the meeting. In an effort to ensure that entitlement letters and Parent Survey and Program Selection forms are returned, this is closely monitored. After the initial distribution of materials, the return rate is assessed, with materials redistributed as necessary. For those forms still not returned, The ELL teachers will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents. Completed Parent Survey and Program Selection forms are placed in the child's cumulative record card, with copies on file in the main office.

For parents that select Freestanding ESL, students are placed in the school's program immediately. For those that select TBE or Dual Language, parents are given information about other schools that offer the programs. Written materials are provided in native languages, and in some instances, school staff is available to translate as well. Placement into the Special Education Spanish TBE class is IEP driven. A review of Parent Survey Selection forms for the past three years indicate a majority of parents prefer ESL over Dual Language and Transitional Bilingual Education Programs. Therefore, the program offerings at the school are in alignment with the trend in parent choice.

### **Programming and Scheduling**

The school's licensed ESL teachers provide instruction to English Language Learners through a freestanding ESL program. All eligible students in grades K-5 participate, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores). Students scoring at the Beginner or Intermediate level receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. The ESL program is aligned with, and supports, the comprehensive core curriculum in literacy and mathematics. All classroom teachers have had required training in ESL methodologies and prepare differentiated content area lessons with ELL strategies in mind.

The school utilizes the "push in" model of ESL instruction. Instruction is content-based and centers on the Workshop Model. Curriculum mapping has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students.

The school makes use of a data-driven approach to improving student performance, using item skills analyses, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Teachers maintain *Assessment Binders*, a central location for all types of assessment data. Ongoing assessments are both formal and informal. For students in grades 3-5, item skills analysis generated from Interim Assessments help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. In the lower grades, assessments such as DRA-2 and other informal assessments help teachers make appropriate decisions as they select reading materials, plan activities, and structure literacy programs for all students, including ELLs. Teachers also use this assessment data to set both long term and short term goals with their students. Progress towards these goals is monitored regularly and new goals are set as warranted.

A review of Home Language Information Surveys indicates most students enter the school with some degree of literacy in their native language. Further, there are no SIFE enrolled at the school (Students with Interrupted Formal Education).

Students just arriving into an English Speaking School System are supported in a variety of ways. “Newcomers” are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks.

In addition to the mandated ESL instruction, ELLS with 4-6 years of service are supported at the school. Instruction in Literacy, Math, Science and/or Social Studies is differentiated to meet the needs of these students. They are mandated to attend the additional 37.5 minutes of instruction. We also recommend that they attend the After School ELL Academy, funded through our Title III program.

Long Term ELLs, students in an ESL Program for more than six years, (currently 0 students) are targeted for small group instruction to support their individual needs. Further, if adequate progress is not made, students are looked at on an individual basis by the PPT in an attempt to determine if a referral for a special education evaluation is necessary. Special Education ELLs, in addition to their IEP mandated services, are also supported at the school. They are mandated to attend the additional 37.5 minutes of instruction. Instruction for these students is differentiated based on individual student needs. We also recommend that they attend the After School Program.

Targeted Intervention Services are provided to all students, including ELLs, by AIS Literacy and/or AIS Math through the push-in model. Teachers work together to support student learning.

Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math.
- Academic Intervention Services during the school day.
- 37.5 minutes

Services offered to transitional students are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on City and State Standardized Assessments.

The school improved instruction for ELLs by scheduling a full "push-in" model for ESL instruction. Under this model, the ESL teacher and classroom teacher collaborate to provide language acquisition and vocabulary support while working in small groups, retaining content instruction. Also, there is an increased emphasis on setting short and long term goals and objectives.

### **Professional Development**

Professional development, for the ESL Teacher as well as all classroom teachers, continues to be a focus for the school. The ESL teachers attend a wide variety of professional development workshops through BETAC and have begun to successfully implement its theories at the school. They also attended Catherine Brown's Sheltered Instruction for ELLs, offered by our Network, Empowerment Support Organization 22. Teachers of ELLs include instructional approaches and methods in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well. We plan on continuing our work in this area.

### **Parent Involvement**

Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer a series of supportive and informative workshops. We offer a series of workshops including teaching English to parents. These workshops are designed to assist parents and enable them to be effective partners at home. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings.

### **Data Analysis**

2009 NYSESLAT results show that most students scored in the advanced category, indicating significant growth. Students generally enter the ELL program by scoring in the Beginner category. A further breakdown of those results by skill indicate that ELLs scored lower in the Reading/Writing subtests than the Listening/Speaking subtests, with the middle school students also demonstrating weakness in the Reading subtest.

An analysis of student assessment results for 2009 shows that overall, 83.1% of students in grades 3-5 scored at or above Level 3 on the State English Language Arts exams while only 54.2% of ELLs scored at or above Level 3. In Mathematics, 94.7% scored at or above Level 3 on State Mathematics exams, while 86.7% of ELLs scored at or above level 3. EClas-2 results show ELLs underperforming across all literacy strands. The academic performance of ELLs is of particular concern as the group represents a disproportionately high percentage of below level scores, specifically in ELA.

Results for the Grade 4 State Science Exams and the Grade 5 Social Studies Exams also indicate weakness in the ELL population when compared to the English Proficient population. For Science, 30 students were tested and 73.3% scored at Level 3 or Level 4. For Social Studies, 26 students were tested and 30.7% scored Level 3 or Level 4.

The school has met its Annual Yearly Progress (AYP) target in Grade 4 Reading, Math, and Science for all applicable subgroups. Our State Accountability Status for the 2009-2010 school year is *Title 1 School in Good Standing*.

### **Implications for Instructional Program for ELLs**

Based on our analysis of the data, and all relevant findings, the following are implications for our instructional program for ELL students:

- The continued implementation of a school-wide literacy and mathematics curriculum, with parallel instruction in all classes (curriculum mapping), including freestanding ESL classes.
- Providing all students, including ELLs, equal access to the standards-based curriculum in Literacy Mathematics, Science and Social Studies.
- Implementing a Data Driven instructional approach to focus on students' strengths and weaknesses and to assist in the grouping of students.
- Focus on content area instruction, and the infusion of ELL methodologies in the content area lesson. (e.g. Sheltered Instruction, CALLA, visual aides)
- Provision of Academic Intervention Services to all ELL students who are not meeting State standards, including programs during the school day as well as extended school day programs.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of ELLs.

The success of the ELL program will be evaluated regularly by school leaders, in conjunction with the ESL teachers. Further, the school will conduct a thorough examination of all available data as it becomes available. Instructional decisions will be made based on that data.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>21</b>	School <b>PS 97</b>
Principal <b>Kristine Mustillo</b>	Assistant Principal <b>Miriam Bachman</b>
Coach <b>Lisa Ginetto</b>	Coach
ESL Teacher <b>Mei Jung Wang</b>	Guidance Counselor
Teacher/Subject Area <b>Nancy Torelli</b>	Parent
Teacher/Subject Area <b>Amy Lee/Katerina Zajacova</b>	Parent Coordinator
Related Service Provider	SAF
Network Leader	Other

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</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	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>794</b>	Total Number of ELLs	<b>202</b>	ELLs as Share of Total Student Population (%)	<b>25.44%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## 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.

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	0	0	1	1	0	0	0	0	2
<b>Dual Language</b> (50%:50%)										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In/Pull-Out</b>	4	3	3	2	4	2	0	0	0	18
<b>Total</b>	4	3	3	3	5	2	0	0	0	20

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

<b>All ELLs</b>	202	<b>Newcomers (ELLs receiving service 0-3 years)</b>	158	<b>Special Education</b>	4
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	44	<b>Long-Term (completed 6 years)</b>	0

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	3	0	3	1	0	1	0	0	0	4
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	155	0	1	43	0	4	0	0	0	198
<b>Total</b>	<b>158</b>	<b>0</b>	<b>4</b>	<b>44</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>202</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	0	0	2	2	0	0	0	0	4
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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 \_\_\_\_\_)

Number of third language speakers: \_\_\_\_\_

languages): ____	
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	9	11	4	4	10	4	0	0	0	42
Chinese	21	16	19	14	21	18	0	0	0	109
Russian	2	5	0	2	2	0	0	0	0	11
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	1	3	0	1	2	2	0	0	0	9
Arabic	2	0	2	1	1	1	0	0	0	7
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	2	1	3	1	1	1	0	0	0	9
Other	1	1	0	1	7	1	0	0	0	11

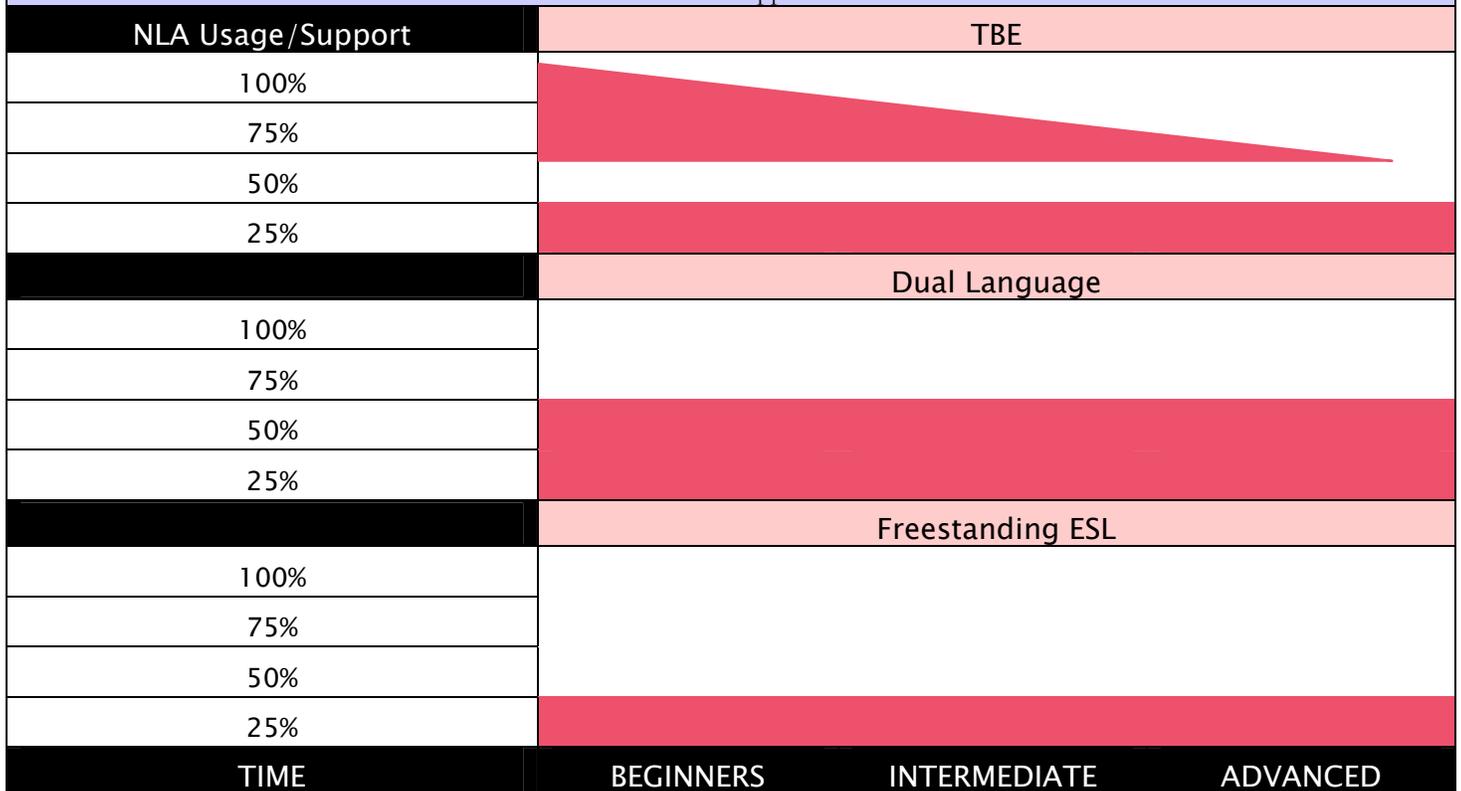
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</li> <li>What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>										
<b>TOTAL</b>	<b>38</b>	<b>37</b>	<b>28</b>	<b>24</b>	<b>44</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>198</b>

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



## Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	21	12	2	2	9	6	0	0	0	52
Intermediate(I)	1	13	8	16	10	9	0	0	0	57
Advanced (A)	16	12	18	8	27	12	0	0	0	93
Total Tested	38	37	28	26	46	27	0	0	0	202



4	1		7		12		10		30
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	
4	13	0	5	0	6	0	2	0	26
8									0
NYSAA Bilingual Spe Ed									0

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

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**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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

Filename: 21K097 LAP Worksheet 2009-10\_Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_K097\_Over  
Template: C:\Documents and Settings\partha\Application  
Data\Microsoft\Templates\Normal.dot  
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS  
Subject:  
Author: rbellis  
Keywords:  
Comments:  
Creation Date: 1/4/2010 5:04:00 PM  
Change Number: 2  
Last Saved On: 1/4/2010 5:04:00 PM  
Last Saved By: NYC Department of Education  
Total Editing Time: 0 Minutes  
Last Printed On: 3/8/2010 7:28:00 PM  
As of Last Complete Printing  
Number of Pages: 10  
Number of Words: 5,719 (approx.)  
Number of Characters: 32,600 (approx.)

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**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)** 1-5    **Number of Students to be Served:**    App. 125 LEP    App. 15 Non-LEP

**Number of Teachers** 5            **Other Staff (Specify)** One Supervisor, One Secretary

**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.

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The goal of PS 97's Title III Program is to provide a rigorous, standards-based, data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards and increase in the number of ELLs testing out and/or making adequate yearly gains in English on the NYSESLAT.

A review of standardized test scores, including the NYC and State ELA and math exams and the NYSESLAT, demonstrate that ELL students are scoring below their English-speaking peers in Reading and Writing. ELLs have also lagged behind their peers on the NYS content area Science and Social Studies exams.

Based on student need, PS 97 will offer an after school supplemental program for ESL students in grades 1-5 that covers a wide range of content area support. The program will be taught by content area specialists with training in ESL methodologies. It will be taught in English, with native language support as necessary, and includes the following topics:

- A 6 week ELL Social Studies Academy for students in grades 2 - 5. The Academy will meet 3 hours per week from October 6, 2009 through November 12, 2009.
- A 10 week NYSESLAT Academy for students in grades 1 - 5. The Academy will meet 3 hours per week from November 17, 2009 through January 28, 2010.
- A 10 week Academics Academy for students in grades 2 - 5. The Academy will meet 3 hours per week from February 28, 2010 through April 22, 2010.
- A 4 week Science Academy for students in grades 2 - 5. The Academy will meet 3 hours per week from May 11, 2010 through June 3, 2010.

Supplemental materials will include *Time for Kids - Exploring Writing*, a research driven program that is aligned with writing standards. *Exploring Writing* is a supplementary writing program designed to support students in becoming proficient writers of both nonfiction and fiction. *Exploring Writing* features professional writing from TIME for Kids Magazine. The engaging writing selections correspond to lessons that teach writing skills modeled in the article. The program covers four main categories of writing; Narrative Fiction, Poetry and Fiction, Expository, and Persuasive. The program extensively supports literacy in the content areas, including Science and Social Studies. Students will also engage in activities designed to improve performance on the NYSESLAT.

**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.

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Well-planned, ongoing professional development sessions will support language development for ELLs through the following topics:

- New York State ESL Standards
- ESL Methodologies
- Integrating ESL Strategies into Content Area Instruction
- Data Driven Instruction

**Form TIII – A (1)(b)**

School: 21K097

BEDS Code: 332100010097

**TITLE III LEP PROGRAM 2009-2010**

## School Budgeting Summary

**Allocation: \$29,840**

BUDGET CATEGORY	BUDGETED AMOUNT	EXPLANATION OF PROPOSED EXPENDITURE
PROFESSIONAL STAFF PER SESSION Teachers	\$3579.84	<b>6 week ELL SS Academy, 3 hours per week Tuesday, October 6, 2009 through Thursday, November 12, 2009 4 Teachers, Grades 2, 3, 4 and 5 at \$49.72 per hour including fringe x 4 teachers x 18 hours = \$3579.84</b>
Teachers	\$7458.00	<b>10 week NYSESLAT Academy, 3 hours per week Tuesday, November 17, 2009 through Thursday, January 28, 2010 5 Teachers, Grades 1, 2, 3, 4 and 5 at \$49.72 per hour including fringe x 5 teachers x 30 hours = \$7458.00</b>
Teachers	\$5966.40	<b>10 week ELL Academics Academy (Literacy/Mathematics), 3 hours per week Tuesday, February 2, 2010 through Thursday, April 22, 2010 4 Teachers, Grades 2, 3, 4 and 5 at \$49.72 per hour including fringe x 4 teachers x 30 hours = \$5966.40</b>
Teachers	\$2386.56	<b>4 week ELL Science Academy, 3 hours per week Tuesday, May 11, 2010 through Thursday, June 3, 2010 4 Teachers, Grades 2, 3, 4 and 5 at \$49.72 per hour including fringe x 4 teachers x 12 hours = \$2386.56</b>
Supervisor	\$4619.70	<b>1 Supervisor, 3 hours per week \$51.33 per hour including fringe x 90 hours = \$4619.70</b>
Secretary	\$2757.60	<b>1 Secretary, 3 hours per week at \$30.64 per hour including fringe x 90 hours = \$2757.60</b>
PURCHASED CURRICULUM MATERIALS	\$2067.96	<b>Time For Kids – Exploring Writing Level 2 - \$516.99 Level 3 - \$516.99 Level 4 - \$516.99 Level 5 - \$516.99</b>
SUPPLIES	\$1003.94	<b>Paper (30 cartons) x \$30.50 = \$915.00 General Supplies = \$88.94</b>
TOTAL	\$29,840.00	\$ 29,840.00

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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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.

At the beginning of the scholastic year, a Home Language Identification Survey is filled out for each new admit, indicating if a determination allows for the child to be tested with the LAB-R (an entrance assessment tool), and, if found to be eligible for services, (within 10 school days) is then placed in the appropriate program.

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After the child is identified as an "entitled student", the parent is then notified by written translation, in his/her native language, and invited to participate in a Parent Orientation Session.

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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.

Parents are given an opportunity to view the NYC Department of Education's Orientation Video, for newly enrolled English Language Learners; video translations are available on site. After having viewed the video and participated in a lengthy question and answer period, parents are then asked (together with the assistance of volunteer translators) to fill out a Parent Selection Form (required for the proper placement of their child). All forms are available in 'covered languages', so as to offer the parents of ELLs every opportunity to understand their child's educational needs, to be instrumental in improving their achievement, and to empower them to make meaningful decisions regarding their child's overall education.

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## 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.

With the data provided by the Language Breakdown, the school is able to assess the increasing (and decreasing) numbers of specific foreign languages, thus, enabling the E.S.L. teachers to have the appropriate and necessary forms on hand (i.e., HLIS forms, Parent Guide leaflets, and Program Selection/Consent Forms in both English and the various 'covered languages').

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The school will provide the following: written translations (i.e., Home Language Identification Surveys, Parent Guides, and Parent Selection Forms) each in 'covered language'. These translation services will be obtained through the NYC Department of Education.

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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.

The presence of on site translators will be facilitated by the E.S.L. Department via community outreach efforts, as well as "in house" recruiting). The Parent Orientation Videos will be provided to the school through the New York State Department of Education, in each of the required 'covered languages'.

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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>.

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Regarding the parent notification requirements for the translation and interpretation services, the school will:

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- a. be responsible for providing each parent, (in need of assistance, whose primary language is a 'covered language'),
- b. post in a conspicuous location, at the primary entrance, a sign in each of the 'covered languages' indicating where a copy of such notification can be obtained.
- c. provide that its safety plan contain procedures for ensuring that parents in need of language assistance services, are not hindered from communicating with the school's administrative offices as a result of their inability to read and fluently speak English.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		704,540.	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		7,045.40	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		35,227.20	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		70,454.	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
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.

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

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

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

**P.S. 97**  
**School-Parent Involvement Policy 2009-2010**

**Purpose:**

The purpose of the P.S. 97 Title I Parent Involvement Program is to encourage the parents of students receiving Title I services to take an active role in the education of their child/children. Results of educational research confirm that student achievement is linked to parent involvement and achievement increases as the level of involvement increases.

**Goals:**

- To inform parents of the criteria for their children in Title I programs and the specific instructional objectives and methods used in Title I program.
- Support the efforts of parents, including training to understand program requirements and to work with their children in the home to attain instructional objectives in the program.
- To train parents, teachers and administrators to collaborate more effectively.
- To provide opportunities for parents to become informed about the program and to consult with parents on an ongoing basis so that they can work the school to achieve the program's objectives.
- To ensure opportunities for the full participation of parents including those with limited English proficient and disabilities.

**The School Will Meet Legislative Mandates By:**

- Developing a written policy, after collaboration with all parents, to ensure that parents are involved in the planning, design and implementation of the Title I program. This policy will be made available to parents of participating children no later than December 18, 2009.
- Convening an annual meeting on November 18th, to which all eligible parents were invited.
- Providing information about the program to parents in a timely way.
- Reporting to parents on their children's progress including parent teacher conferences; making accessible other educational personnel to confer with parents to observe program activities.
- Providing opportunities for parental concerns about the program at regularly scheduled meetings.
- Providing to the fullest extent possible information, programs and activities in a language and form that parents can understand.

**Consultation with Parents:**

The school will establish a Parent-Advisory Council in accordance with Title I Requirements.

### **PROGRAM ACTIVITIES**

A needs assessment has been done by the school through distribution of a questionnaire to all parents. To meet the needs, activities are conducted under the direction of the District Parent Involvement Coordinator. Activities reflect the multiethnic, cultural and multilingual diversity of the student and parent population. These activities will include but not limited to:

**Implementing Legislative Mandates of the Title I Program** by providing opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district-wide or school by school basis during, before, or after school hours.

**Providing Outreach Services** to eligible parents including those who are not normally involved in school activities, to form a bond between home and school. These activities may provide parent workshops and phone contacts, open houses, Family Fun Nights, luncheons, guest speakers, trips, newsletters and announcements of school and community events. Bilingual staff may provide translations into parent's native languages and assist in other outreach services.

**Training Parents** to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title I and regular school programs, dealing more effectively with schools using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters to improve their self-esteem.

**Developing Instructional Resources** for use by parents and by trainers. These may include handbooks describing Title I programs, skill building materials which include enrichment skills, learning games and homework helper ideas, and school parent resource center.

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PARENT/GUARDIAN SIGNATURE

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

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

## **P.S. 97's SCHOOL PARENT COMPACT 2009-2010**

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

### **PUBLIC SCHOOL 97 AGREES**

To convene an annual meeting for parents to inform them of the school programs and their right to be involved.

To offer a flexible number of meetings with parents before, during or after the school day.

To actively involve all parents in planning, implementing, evaluating and improving the school programs and the parental involvement policy (including parents with disabilities and limited English proficient).

To involve parents in the decision-making process through participation on the School Leadership Team.

To provide parents with timely information about all school and/or district programs (instruction, after school, summer).

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction in a supportive learning environment that enables students to meet the performance standards.

To provide opportunities for ongoing communication between teachers and parents through:

- newsletters, letters to parents
- parent teas, parent-teacher conferences
- frequent reports to parents on their children's progress
- reasonable access to staff
- opportunities to volunteer and participate in their child's class
- observation of classroom activities
- conducting a minimum of five parent workshops

To provide training and educational opportunities for parents (i.e., literacy classes, workshops on reading and mathematics strategies, homework help, computer instruction, parent resource center, etc.).

### **THE PARENT/GUARDINA AGREES**

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To share the responsibility for increased student achievement by complying with the goals and expectations set forth in the school's mission statement.

To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1<sup>st</sup> grade students; and listen to and/or read to grade 2 and 3 students for 15-30 minutes per day.

To monitor his/her child's/children's:

- attendance/lateness at school
- homework
- television watching

To communicate with his/her child's/children's teachers about their educational needs.

To attend and actively participate in parent-teacher conferences and other parent meetings.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

**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.

**Refer to Needs Assessment: Section IV**

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

**Refer to Goals 1 and 2 of the Action Plan: Section VI**

3. Instruction by highly qualified staff.

**Refer to Goal 3 of the Action Plan: Section VI**

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.

**Refer to Goal 3 of the Action Plan: Section VI**

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

**N/A**

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

**Family literacy services are offered through a community based organization, Federation of Italian-Americans Organization, with whom we have a long standing relationship. We also have an ESL Adult Literacy Program.**

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.

**N/A**

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.

**Refer to all of Section VI of the Action Plan**

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.

**Refer to Goal 1 and 2 of the Action Plan: Section VI**

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.

**Adult Education includes parent classes for ESL parents and additional resources are available through the C.B.O., FIAO. P.S. 97 is a school that falls under Title I universal school meals for breakfast, lunch and snacks are provided by FIAO.**

**Students in Temporary Housing are provided with school supplies and any other necessities.**

**Violence Prevention is done before school through Conflict Resolution. Afterschool Programs include an Arts Program coordinated with Inside Broadway.**

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT** **N/A**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

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

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) - N/A**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**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

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<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.

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

- **English Language Learners**

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

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

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

- Gaps in the Written Curriculum – Grade Level Teams were formed to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. If it is found that the maps are misaligned, said teams will update maps and training will be provided to the staff to discuss implementation requirements.
- Curriculum Maps – Grade Level meetings will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.
- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials – The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners – All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.
- CTT general and special education teachers have common planning time at grade conferences and during preps which enable them to plan for and implement the grade level curriculum in all subjects as well as modify and differentiate for those students, as required.

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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?

PS 97 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

Furthermore, our most recent test results in ELA show growth:

School	Grade	Year	Number Tested	Mean Score	Level #	1 %	Level #	2 %	Level #	3 %	Level #	4 %	Levels #	3-4 %
097	3	2007	113	666.1	8	7.1	25	22.1	70	61.9	10	8.8	80	70.8
097	3	2008	115	666.2	6	5.2	31	27.0	69	60.0	9	7.8	78	67.8
097	3	2009	133	670	7	5	19	14	93	70	14	11	107	81
097	4	2007	128	672.2	12	9.4	18	14.1	82	64.1	16	12.5	98	76.6
097	4	2008	118	670.6	9	7.6	15	12.7	80	67.8	14	11.9	94	79.7
097	4	2009	125	670	5	4	20	16	97	78	3	2	100	80
097	5	2007	136	672.8	4	2.9	34	25.0	86	63.2	12	8.8	98	72.1
097	5	2008	133	678.9	2	1.5	19	14.3	94	70.7	18	13.5	112	84.2
097	5	2009	118	677	3	3	14	12	85	72	16	14	101	86
097	Total	2007	377	-	24	6.4	77	20.4	238	63.1	38	10.1	276	73.2
097	Total	2008	366	-	17	4.6	65	17.8	243	66.4	41	11.2	284	77.6
097	Total	2009	376	-	15	.4	53	.14	275		33	.73	308	.82

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.

N/A

## 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.

PS 97 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- 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.

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This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels by incorporating Everyday Mathematics. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics. Student work is discussed at grade meetings and the math program is adjusted, as necessary, based on students' ability/inability to problem solve. Furthermore, grade level teams will review curriculum maps representing all grade levels to update content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained

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?

- PS 97 uses *Houghton Mifflin*, a research-based curriculum, throughout the grades in conjunction with Everyday Mathematics.

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The scope of the K-6 *Houghton Mifflin* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations

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Furthermore, our most recent test results are as follows:

School	Grade	Year	Number Tested	Mean Score	Level #	Level %	Levels #	3-4 %						
097	3	2007	116	695.6	5	4.3	6	5.2	56	48.3	49	42.2	105	90.5
097	3	2008	115	695.2	1	0.9	5	4.4	69	60.0	40	34.8	109	94.8
097	3	2009	134	690	1	1	9	7	90	67	34	25	124	92
097	4	2007	132	701.5	4	3.0	6	4.5	57	43.2	65	49.2	122	92.4
097	4	2008	118	693.1	7	5.9	6	5.1	50	42.4	55	46.6	105	89.0
097	4	2009	129	714	1	1	4	3	47	36	77	60	124	96
097	5	2007	142	705.4	3	2.1	9	6.3	50	35.2	80	56.3	130	91.5
097	5	2008	136	710.7	2	1.5	8	5.9	44	32.4	82	60.3	126	92.6
097	5	2009	119	699	2	2	6	5	47	39	64	54	111	114
097	Total	2007	390	-	12	3.1	21	5.4	163	41.8	194	49.7	357	91.5
097	Total	2008	369	-	10	2.7	19	5.2	163	44.2	177	48.0	340	92.1
097	Total	2009	382	-	4	1	19	5	184	48	178	47	359	94

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.

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## KEY FINDING 2: INSTRUCTION

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

### 2A – ELA Instruction

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

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

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

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

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing. Summative and formative assessment results will be used to drive small group and individualized instruction.

Informal observation will be used to assess student engagement.

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?

As stated, PS 97 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

<u>Teacher directed mini lesson</u>	<u>10-15 minutes (20%)</u>
<u>Active engagement</u>	<u>5-10 minutes (13.3%)</u>
<u>Share</u>	<u>5 minutes (6.6%)</u>
<u>Independent practice</u>	<u>30-45 minutes (depending on grade level) (60%)</u>
	<u>During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.</u>

Student engagement is informally assessed using the following student engagement checklist:

**Student Engagement Checklist 2009/2010**  
**Schoolwide Informal Observations**

<u>Category</u>	<u>Observation</u>	<u>Comments</u>
<p align="center"><b>Whole Class Instruction: Rug Area</b></p> <ul style="list-style-type: none"> <li>-All students are attentive and looking at teacher(s)</li> <li>-Students sit on rug in purposeful ways depending on task</li> <li>-Various students participate when questions are posed - not the same hands all the time</li> <li>-Student responses to queries are positively validated</li> </ul>	<p align="center"><u>_____ Yes to all</u></p> <p align="center"><u>_____ Yes to some</u></p> <p align="center"><u>_____ Not really</u></p>	
<p align="center"><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>-All students are working productively on assigned task</li> <li>-Students know what to do when "they are done"</li> <li>-Students seek the assistance of a teacher or a peer when they are confused or need direction</li> <li>-Students use environmental print for self-direction</li> </ul>	<p align="center"><u>_____ Yes to all</u></p> <p align="center"><u>_____ Yes to some</u></p> <p align="center"><u>_____ Not really</u></p>	
<p align="center"><b>Transitions</b></p> <ul style="list-style-type: none"> <li>-Are quick and smooth</li> <li>-Require little direction</li> <li>-Students go from point A to point B without interruption</li> <li>-Students are prepared with required materials</li> </ul>	<p align="center"><u>_____ Yes to all</u></p> <p align="center"><u>_____ Yes to some</u></p> <p align="center"><u>_____ Not really</u></p>	
<p align="center"><b>Organization of the Day</b></p> <ul style="list-style-type: none"> <li>-Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day</li> <li>-Children know what they will be learning / what is being taught</li> <li>-Children know what is expected of them at all times</li> <li>-Children know why they are part of a small group experience</li> </ul>	<p align="center"><u>_____ Yes to all</u></p> <p align="center"><u>_____ Yes to some</u></p> <p align="center"><u>_____ Not really</u></p>	
<p align="center"><b>Student Accountability</b></p> <ul style="list-style-type: none"> <li>-Students are held to a high standard: good is not good enough</li> <li>-Students know what work that is good enough looks like</li> <li>-Students are given opportunities to improve their work</li> <li>-Students know the behavioral expectations in the room and act appropriately</li> </ul>	<p align="center"><u>_____ Yes to all</u></p> <p align="center"><u>_____ Yes to some</u></p> <p align="center"><u>_____ Not really</u></p>	
<p align="center"><b>Metacognition</b></p>	<p align="center"><u>_____ Yes to all</u></p>	

<ul style="list-style-type: none"> <li>-Students are given opportunities to share their thinking</li> <li>-Students are held accountable for their learning - they are asked to articulate or write what they know and understand</li> <li>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</li> </ul>	<p><u>_____ Yes to some</u></p> <p><u>_____ Not really</u></p>	
<p style="text-align: center;"><b><u>Self Esteem - Building Toward Intrinsic Motivation</u></b></p> <ul style="list-style-type: none"> <li>-Children are self-directed and self-motivated</li> <li>-Children who need to be "pushed" are pushed in subtle, nurturing ways</li> <li>-Children do not sit next to peers who disrupt or interrupt learning (including friends)</li> <li>-Children feel good about their learning and are excited to share new experiences</li> <li>-Children who need behavioral plans have them and these are used in consistent ways</li> <li>-There is never a "why should I?" attitude - children perform because they understand that learning is important</li> </ul>	<p><u>_____ Yes to all</u></p> <p><u>_____ Yes to some</u></p> <p><u>_____ Not really</u></p>	

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.

NA

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 has or will engage in to assess whether this finding is relevant to your school's educational program.](#)

[Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.](#)

[A student engagement checklist will be used to assess teachers' awareness of student intrinsic motivation and metacognition.](#)

[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?](#)

[This finding is not relevant to PS 97 for the following reasons:](#)

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<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.

PS 97 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%)
During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.	

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

Student engagement is informally assessed using the following student engagement checklist:

**Student Engagement Checklist 2009/2010 Schoolwide Informal Observations**

Category	Observation	Comments
<p><b>Whole Class Instruction: Rug Area</b></p> <ul style="list-style-type: none"> <li>-All students are attentive and looking at teacher(s)</li> <li>-Students sit on rug in purposeful ways depending on task</li> <li>-Various students participate when questions are posed - not the same hands all the time</li> <li>-Student responses to queries are positively validated</li> </ul>	<p><u>Yes to all</u></p> <p><u>Yes to some</u></p> <p><u>Not really</u></p>	
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>-All students are working productively on assigned task</li> <li>-Students know what to do when "they are done"</li> <li>-Students seek the assistance of a teacher or a peer when they are confused or need direction</li> <li>-Students use environmental print for self-direction</li> </ul>	<p><u>Yes to all</u></p> <p><u>Yes to some</u></p> <p><u>Not really</u></p>	
<p><b>Transitions</b></p> <ul style="list-style-type: none"> <li>-Are quick and smooth</li> <li>-Require little direction</li> <li>-Students go from point A to point B without interruption</li> <li>-Students are prepared with required materials</li> </ul>	<p><u>Yes to all</u></p> <p><u>Yes to some</u></p> <p><u>Not really</u></p>	
<p><b>Organization of the Day</b></p>	<p><u>Yes to all</u></p>	

<ul style="list-style-type: none"> <li><u>-Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day</u></li> <li><u>-Children know what they will be learning / what is being taught</u></li> <li><u>-Children know what is expected of them at all times</u></li> <li><u>-Children know why they are part of a small group experience</u></li> </ul>	<p><u>_____ Yes to some</u></p> <p><u>_____ Not really</u></p>	
<p style="text-align: center;"><b><u>Student Accountability</u></b></p> <ul style="list-style-type: none"> <li><u>-Students are held to a high standard: good is not good enough</u></li> <li><u>-Students know what work that is good enough looks like</u></li> <li><u>-Students are given opportunities to improve their work</u></li> <li><u>-Students know the behavioral expectations in the room and act appropriately</u></li> </ul>	<p><u>_____ Yes to all</u></p> <p><u>_____ Yes to some</u></p> <p><u>_____ Not really</u></p>	
<p style="text-align: center;"><b><u>Metacognition</u></b></p> <ul style="list-style-type: none"> <li><u>-Students are given opportunities to share their thinking</u></li> <li><u>-Students are held accountable for their learning - they are asked to articulate or write what they know and understand</u></li> <li><u>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</u></li> </ul>	<p><u>_____ Yes to all</u></p> <p><u>_____ Yes to some</u></p> <p><u>_____ Not really</u></p>	
<p style="text-align: center;"><b><u>Self Esteem - Building Toward Intrinsic Motivation</u></b></p> <ul style="list-style-type: none"> <li><u>-Children are self-directed and self-motivated</u></li> <li><u>-Children who need to be "pushed" are pushed in subtle, nurturing ways</u></li> <li><u>-Children do not sit next to peers who disrupt or interrupt learning (including friends)</u></li> <li><u>-Children feel good about their learning and are excited to share new experiences</u></li> <li><u>-Children who need behavioral plans have them and these are used in consistent ways</u></li> <li><u>-There is never a "why should I?" attitude - children perform because they understand that learning is important</u></li> </ul>	<p><u>_____ Yes to all</u></p> <p><u>_____ Yes to some</u></p> <p><u>_____ Not really</u></p>	

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.

NA

**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

Year-to-year teacher turnover rate is evaluated by the school's administration. To date, this school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization each year.

If the turnover rate becomes high, i.e., more than 10%, over a three-year period, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

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?

Over the past three years, the school has welcomed the following number and percent of new teachers:

<u>2008</u>	<u>3</u>	<u>Add percent</u>
<u>2007</u>	<u>3</u>	<u>Add percent</u>
<u>2006</u>	<u>2</u>	<u>Add percent</u>

These numbers are insignificant. New teachers at this school receive professional development and support from the school's internal coaches, external staff developers as well as from their UFT mentors.

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.

NA

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

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?

PS 97 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, this school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers. PS97 has moved to an ESL Push In Model. ESL teachers, classroom teachers, general education/special education collaborative team teaching classes and lead teachers participate in intervisitation to observe "Best Practices." One to one mentoring for ESL teachers is also available.

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.

NA

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

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

Please respond to the following questions for Key Finding 5:

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

The school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS 97 received an overall score of well-developed for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of proficient for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

IF YOU WERE PROFICIENT, MAKE THE NECESSARY CHANGES ABOVE

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.

NA

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS 97 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of proficient for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge." Schoolwide data review with access to all teachers in the building. Data binders are evident in each classroom. Special education teachers go to grade level meetings in order to modify instruction. Teacher receives support from SETTS EIP teacher for goal setting as well as support from lead teacher in curriculum planning and differentiation. All teachers who service students with IEPs are provided with the IEPs as they are updated. Our special service manager offers professional development to all teachers who are teaching collaboratively.

IF YOU WERE PROFICIENT, MAKE THE NECESSARY CHANGES ABOVE

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.

NA

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

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

Please respond to the following questions for Key Finding 7:

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

The school's Assessment Team, along with the IEP Teacher, will review all IEPs in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the school Assessment Team and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEPs and that **annual** goals were aligned to the performance/promotional outcomes.

Finally, the school Assessment Team and IEP Teacher will review IEPs for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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?

PS 97 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEPs. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

**FOR PBIS SCHOOLS ONLY**

Finally, PS 97 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. All students at PS 97 know what is expected of them behaviorally and academically and also know the consequences for not being prepared, safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

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.

NA

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.)

PS 97 has two (2) students in Temporary Housing in attendance.

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

The services that are provided to the students in Temporary Housing who are attending PS 97 are school supplies, clothing and any necessities that the children require.

### **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.