



[PS 99]

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

**SCHOOL: (21/ BROOKLYN/ 21K099)
ADDRESS: 1120 EAST 10 STREET
TELEPHONE: 718-338-9201
FAX: 718-951-0418**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 99 **SCHOOL NAME:** The Isaac Asimov School

SCHOOL ADDRESS: 1120 East 10 street

SCHOOL TELEPHONE: 718-338-9201 **FAX:** 718-951-0418

SCHOOL CONTACT PERSON: Gregory Pirraglia **EMAIL ADDRESS:** gpirrag@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Ciappetta

PRINCIPAL: Gregory Pirraglia

UFT CHAPTER LEADER: Susan Deasy

PARENTS' ASSOCIATION PRESIDENT: Lisa Wadler

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** Empowerment 22

SSO NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Ann Marie 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.*

Name	Position and Constituent Group Represented	Signature
Gregory Pirraglia	*Principal or Designee	
Susan Deasy	*UFT Chapter Chairperson or Designee	
Lisa Wadler	*PA/PTA President or Designated Co-President	
Diana Pardilova	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Ciappetta	Member/Teacher/Chairperson	
Jennifer Impoco	Member/Parent	
Patricia Paradiso-Dakin	Member/Parent	
Alexandria Rivera	Member/Parent	
Santina Scarlino	Member/Teacher	
Sara Schenker	Member/Teacher	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision

We envision our school as a community of learners where all members, students, staff and parents are actively engaged in the educational process. Staff and parents at PS 99 are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible contributing members of society. Students will develop important decision-making, critical thinking, technological skills and the ability to communicate effectively. All members of our school community will share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.

Mission Statement

We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students so that they will become critical thinkers, active problem solvers, inquisitive readers, effective workers, diligent researchers and technologically savvy. We will create a community of life-long learners through high quality standards- driven instruction, a nurturing environment and the development of civic, social and technological skills.

PS 99, a pre-kindergarten to eighth grade neighborhood school, is a central part of the community to many of the students and their families. We are proud of all of our students, many of whom come from culturally diverse backgrounds whose first language is not English. The home language surveys indicate that our student body comes from homes that speak over 27 different languages. Members of our elementary school population (grades Pre-K to 5) live in our community. English language learners, special needs children as well as high achieving students will all excel in a stimulating and challenging learning environment. Many of our students in grades 6, 7 and 8 did not attend PS 99 for grades K-5 and come from other schools.

PS 99 houses a gifted SIGMA program for exceptional students in grades K-5 with one homogeneous class on each grade. It is our goal to recognize and develop the diverse abilities and talents of each student and to provide an educational program and differentiated curriculum which will improve creativity and higher level thinking skills. Our goal is to enable each student to develop his abilities to the fullest.

The Arts is a special initiative that we are committed to. Our Arts program is aligned with NYC Blueprint for Teaching and Learning in the Arts. A full time certified music teacher, a certified art teacher and a full- time certified drama teacher service all learners in grades prek-8.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 099 Isaac Asimov								
District:		21	DBN:		21K099	School BEDS Code:		332100010099		
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7	√	11			
	K	√	4	√	8	√	12			
	1	√	5	√	9		Ungraded			
	2	√	6	√	10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	29	37	42		91.6	92.2	93.5			
Kindergarten	51	58	62	Student Stability - % of Enrollment:						
Grade 1	85	68	65	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	68	84	68		92.8	93.2	92.3			
Grade 3	76	78	70	Poverty Rate - % of Enrollment:						
Grade 4	74	78	70	(As of October 31)	2006-07	2007-08	2008-09			
Grade 5	87	72	72		76.2	76.2	76.2			
Grade 6	98	90	65	Students in Temporary Housing - Total Number:						
Grade 7	119	96	88	(As of June 30)	2006-07	2007-08	2008-09			
Grade 8	122	116	94		2	7	3			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		28	19	23			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09			
Total	809	770	708							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	20	13	10	Principal Suspensions	109	94	82			
# in Collaborative Team Teaching (CTT) Classes	12	24	15	Superintendent Suspensions	23	17	7			
Number all others	55	45	46	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	177	181	150	Number of Teachers	56	61	63			

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	2	0	9	Number of Administrators and Other Professionals	9	10	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	0	0	% fully licensed & permanently assigned to this school	98.2	100.0	100.0
				% more than 2 years teaching in this school	64.3	72.1	79.4
				% more than 5 years teaching anywhere	50.0	47.5	57.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	80.0	79.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.8	92.2	97.5
American Indian or Alaska Native	0.0	0.0	0.1				
Black or African American	18.0	17.3	15.4				
Hispanic or Latino	19.9	21.2	23.3				
Asian or Native Hawaiian/Other Pacific Isl.	35.8	37.4	35.7				
White	26.2	24.2	25.1				
Male	48.6	49.2	50.6				
Female	51.4	50.8	49.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	7	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	▶		
Overall Score:	92.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	▶		
School Environment:	13.3			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:	18.2			Quality Statement 4: Align Capacity Building to Goals	▶		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	Δ		
Student Progress:	55.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

A summary of spring 2009 ECLAS results by grade indicates the need to improve the application of phonemic awareness skills to reading, writing and spelling, and that most K-2 students are having specific difficulty with spelling and vocabulary. The large number of ELLs who are new to this country not having had any previous school experience may contribute to the negative results in student performance.

- Kindergarten- 92% of students were on or above level. 1% of the students are approaching level 2. 17% of all kindergarten students are ELL's.
- Grade 1- 72% of grade 1 students scored on or above Level 4. 15% of the students are approaching grade level. 27% of the grade 1 students are ELL's.
- Grade 2- 65% of grade 2 students scored on or above Level 6. 19% of the students are approaching grade level. 25% of the grade 2 students are ELL's.

An analysis of Grade 3 NYS ELA Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 5% decrease (from 6% to 1%) of students performing at Level 1, and a significant 33% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 4% decrease (from 5% to 0%) in the number of students performing at Level 1 and a significant 37% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate an 11% decrease (from 11% to 0%) in the number of students performing at Level 1 and a significant 40% increase in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a 1% decrease (from 2% to 1%) in the number of students performing at Level 1 and a significant 22% increase in the number of students performing at or above Level 3.

- Results for **Special Education students** indicate a 5% decrease (from 14% to 9%) in the number of students performing at Level 1, and a significant 12% increase in the number of students performing at or above Level 3.

An analysis of Grade 4 NYS ELA Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 5% decrease (from 8% to 3%) in the number of students performing at Level 1, and a significant 11% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate an 8% decrease (from 8% to 0%) in the number of students performing at Level 1 and a significant 14% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 28% decrease (from 33% to 5%) in the number of students performing at Level 1 and a very significant 40% increase in the number of students performing at or above Level 3.
- Results for **English Proficient students** indicates that the percent of students performing at Level 1 stayed the same, and that there was a 7% increase in the number of students performing at or above Level 3.
- Results for **Special Education students** indicates that although there was a 9% increase (from 0 to 9%) in the number of students who scored a Level 1, there was a significant 47% increase in the number of students who scored at or above a Level 3.

An analysis of Grade 5 NYS ELA Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 5% decrease (from 6% to 1%) in the number of students performing at Level 1, and a 6% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 4% decrease (from 6% to 2%) in the number of students performing at Level 1 and a significant 12% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate an 8% decrease (from 18% to 10%) in the number of students performing at Level 1 and a 19% decrease in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a 2% decrease (from 2% to 0%) in the number of students performing at Level 1, and a 14% increase in the number of students performing at or above Level 3.
- Results for **Special Education** students indicate that although the percent of students performing at Level 1 stayed the same, there was a 50% increase in the number of students scoring at or above a Level 3.

An analysis of Grade 6 NYS ELA Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 1% decrease (from 1% to 0%) of students performing at Level 1, and a very significant 58% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 1% decrease (from 1% to 0%) in the number of students performing at Level 1, and a very significant 55% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 6% decrease (from 6% to 0%) in the number of students performing at Level 1 and a very significant 71% increase in the number of students performing at or above Level 3.

- Results for **English Proficient** students indicate that there were no students who scored a Level 1 (the same as last year) and a very significant 53% increase in the number of students performing at or above Level 3.
- Results for **Special education** students indicate that there were no students who scored a Level 1 (the same as last year) and a very significant 68% increase in the number of students performing at or above Level 3.

An analysis of Grade 7 NYS ELA Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 3% decrease (from 3% to 0%) of students performing at Level 1, and a significant 20% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate that there were no students who scored a Level 1, (the same as last year) and a 20% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 5% decrease (from 5% to 0%) in the number of students performing at Level 1, and a significant 28% increase in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a 3% decrease (from 3% to 0%) in the number of students performing at Level 1 and a significant 17% increase in the number of students performing at or above Level 3.
- Results for **Special education** students indicate a significant 20% decrease (from 20% to 0%) in the number of students performing at Level 1, and a very significant 33% increase in the number of students performing at or above Level 3.

An analysis of Grade 8 NYS ELA Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All Tested** students indicate a 7% decrease (from 8%to 1%) of students performing at Level 1, and a very significant 41% increase in the number of students performing at or above Level 3.
- Results for **General Education** students indicate a 5% decrease (from 6% to 1%) in the number of students performing at Level 1, and a very significant 41% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 25% decrease (from 29% to 4%) in the number of students performing at Level 1, and a significant 22% increase in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a 5% decrease (from 5% to 0%) in the number of students performing at Level 1, and a very significant 51% increase in the number of students performing at or above Level 3.
- Results for **Special education** students indicate a 25% decrease (from 25% to 0%) in the number of students performing at Level 1, and a 19% increase in the number of students performing at or above Level 3.

An analysis of Grade 3-8 ELA Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a significant 31% increase in the number of students performing at Levels 3 & 4.
- Results for **General education** students indicate a significant 33% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a significant 24% increase in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a significant 31% increase in the number of students performing at or above Level 3.
- Results for **Blacks or African American Americans** students indicate a significant 38% increase in the number of students performing at or above a Level 3.
- Results for **Hispanic or Latino** students indicate a significant 33% increase in the number of students performing at or above a Level 3.
- Results for **Female** students indicate a significant 32% increase in the number of students performing at or above a Level 3.
- Results for **Male** students indicate significant 30% increase in the number of students performing at or above a Level 3.
- Results for **Special education** students indicate a very significant 30% increase in the number of students performing at or above Level 3.

The overall results indicate a positive trend in the performance of **All students** including **General Education, Students with Disabilities, Black and Hispanic, Male and Female and ELL's**. The overall performance for all grades improved and racial performance gaps have narrowed, even though these groups scored lower than the general education students. Significantly, the academic performance of Students with Disabilities and ELLs in all grades is still of concern as both groups represent a disproportionately high percentage of students performing at the lowest levels.

The performance levels for middle school students are even more severe for the same groups. As students move up the grades, achievement declines and the achievement gaps widen. To address this problem, all middle school students are mandated for AIS services. Intensive AIS initiatives are being provided for all students, (including ELL and Special education, and all sub-groups) especially those who are targeted and are "at risk". The intensity of the services provided will vary based on the individual needs of each student.

Further examination of the current implementation of instructional programs for special education and ELL students indicates a need for continued alignment between the instructional programs for general education, ESL, and special education, and the continued use of differentiated instructional strategies and mainstreaming opportunities for special education students in self-contained classes.

An analysis of Grade 3 NYS Math Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate that no students scored a Level 1 (same as last year), and a 7% increase in the number of students performing at or above Level 3. All (100%) of the students scored at or above a Level 3.
- Results for **General education** students indicate that no students scored a Level 1, and a 3% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate that no students scored a Level 1, and a 3% increase in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate that no students scored a Level 1, and a 4% increase in the number of students performing at or above Level 3.
- Results for **Special Education** students indicate that no students scored a Level 1, and there was a significant 29% increase in the number of students scoring at or above a Level 3.

An analysis of Grade 4 NYS Math Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 4% decrease (from 5% to 1%) of students performing at Level 1, and a 5% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 4% decrease (from 4% to 0%) in the number of students performing at Level 1, and an 11% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a significant 22% decrease (from 22% to 0%) in the number of students performing at Level 1, and a very significant 35% increase in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a slight 2% increase (from 0% to 2%) in the number of students performing at Level 1, and a 4% decrease in the number of students performing at or above Level 3.
- Results for **Special Education** students indicate a significant 26% decrease (from 33% to 7%) in the number of students scoring a Level 1, and no change in the number of students scoring at or above a Level 3.

An analysis of Grade 5 NYS Math Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 3% decrease (from 4% to 1%) of students performing at Level 1, and a 1% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 4% decrease (from 4% to 0%) in the number of students performing at Level 1 and a 4% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 2% decrease (from 11% to 9%) in the number of students performing at Level 1 and a significant 23% decrease in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a 2% decrease (from 2% to 0%) in the number of students performing at Level 1 and a 2% increase in the number of students performing at or above Level 3.

An analysis of Grade 6 NYS Math Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 5% decrease (from 5% to 0%) in the number of students performing at Level 1, and a significant 20% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 4% decrease (from 4% to 0%) in the number of students performing at Level 1, and a 16% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 6% decrease (from 6% to 0%) in the number of students performing at Level 1, and a very significant 33% increase in the number of students performing at or above Level 3.
- Results for **English Proficient students** indicate a 4% decrease (from 4% to 0%) in the number of students performing at Level 1, and a 15% increase in the number of students performing at or above Level 3.
- Results for **Special education** students indicate a 8% decrease (from 8% to 0%) in the number of students performing at Level 1, and a very significant 46% increase in the number of students performing at or above Level 3.

An analysis of Grade 7 NYS Math Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 4% decrease (from 4% to 0%) of students performing at Level 1, and a significant 18% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 4% decrease (from 4% to 0%) in the number of students performing at Level 1, and a significant 23% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate an 8% decrease (from 8% to 0%) in the number of students performing at Level 1, and a very significant 35% increase in the number of students performing at or above Level 3.
- Results for **English Proficient students** indicate a 3% decrease (from 3% to 0%) in the number of students performing at Level 1, and an 11% increase in the number of students performing at or above Level 3.
- Results for **Special education** students indicate a 8% decrease (from 8% to 0%) in the number of students performing at Level 1, and a 15% increase in the number of students performing at or above Level 3.

An analysis of Grade 8 NYS Math Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 4% decrease (from 6% to 2%) of students performing at Level 1, and a 17% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 1% decrease (from 3% to 2%) in the number of students performing at Level 1, and a 15% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 3% increase (from 5% to 8%) in the number of students performing at Level 1, and a 2% increase in the number of students performing at or above Level 3.
- Results for **English Proficient** students indicate a 6% decrease (from 6% to 0%) in the number of students performing at Level 1, and a significant 23% increase in the number of students performing at or above Level 3.
- Results for **Special education** students indicate a very significant 31% decrease (from 31% to 0%) in the number of students performing at Level 1, and a very significant 32% increase in the number of students performing at or above Level 3.

An analysis of **Grades 3-8** Math Assessment results, over a two-year period from **2008 to 2009**, indicates the following:

- Results for **All tested** students indicate a 12% increase in the number of students performing at or above Level 3.
- Results for **General education** students indicate a 12% increase in the number of students performing at or above Level 3.
- Results for **ELLs** indicate a 13% increase in the number of students performing at or above Level 3.
- Results for **Blacks or African American Americans** students indicate a significant 26% increase in the number of students performing at or above a Level 3.
- Results for **Hispanic or Latino** students indicate a significant 16% increase in the number of students performing at or above a Level 3.
- Results for **Female** students indicate a significant 15% increase in the number of students performing at or above a Level 3.

- Results for **Male** students indicate significant 11% increase in the number of students performing at or above a Level 3.
- Results for **English Proficient** students indicate a 12% increase in the number of students performing at or above Level 3.
- Results for **Special education** students indicate a very significant 24% increase in the number of students performing at or above Level 3.

The overall Math results for grades 3-8 indicate a positive trend and much improved scores for **All Tested Students, General Education Students, Black and Hispanic, Male and Female and ELL's**. The overall performance for all grades has improved and the racial performance gaps have narrowed, even though these groups scored lower than the general education students. Significantly, the academic performance of Students with Disabilities and ELLs in all grades is of concern as both groups represent a higher percentage of students performing at the lowest levels.

As students move up the grades, achievement declines and the achievement gaps widen. To address this problem, all middle school students are mandated for AIS services. Intensive AIS initiatives are being provided for all students, (including ELLs , Special education and all sub-groups) especially those who are targeted and are "at risk". The intensity of the services provided will vary based on the individual needs of each student.

Further examination of the current implementation of instructional programs for special education and ELL students indicates a need for continued alignment between the instructional programs for general education, ESL, and special education.

What have been the greatest accomplishments over the last couple of years?

- PS 99 is a Title 1 School in good standing.
- We made Adequate Yearly Progress in English Language Arts, Mathematics and Science in all grades.
- Our students met State Standards in ELA, Math and Science on the Elementary level as well as the Intermediate level.
- ELA 2009 NYS score-Overall student performance increased across the grades.
- Math 2009 NYS score- Overall student performance increased across the grades.
- An increase in student performance on the 2009 E-CLAS when compared to 2008 results
- In spring 2009, 100% of our 8th grade accelerated class passed the Earth Science Regents.
- In spring 2009, 100% of our 8th grade accelerated class passed the Mathematics Regents.
- PS 99 houses a gifted SIGMA program for exceptional students in grades K-5 with one homogeneous class on each grade.

What are the most significant aids to the school's continuous improvement?

- Empowerment School Organization provides us with the flexibility to make academic and budgetary decisions based on school needs.
- AIS Reading and Math teachers.
- Full time Literacy Coach and part time Math Coach.
- Built in time for teachers to meet for planning, professional development and data interpretation.
- Establishment of Inquiry Team to analyze data, track student progress regularly, identify trends and make school-wide decisions.
- Provide parents with current information regarding attendance, lateness, school events and other important matters.
- Our Parent Coordinator serves as a liaison between the school and the parents.
- We have increased the number of parental involvement opportunities.

- Supplemental Programs for targeted students after school and Saturday Academy

What are the most significant barriers to the school's continuous improvement?

- Declining enrollment.
- Many students in our large ELL population come to PS 99 without prior schooling.
- The loss of our neighborhood 6th graders to other schools.
- Each year we are faced with a large new middle school population. Our 5th graders leave PS99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with low academic scores and are in need of Academic Intervention Services.
- Parent involvement, while improving, is still quite limited. The home-school connection is vital to the educational success. There is a small core group of dedicated parents that are involved in many of the school's activities. Despite efforts to increase involvement opportunities including distribution of translated versions of meeting notices, providing translators as well as notification to parents in native languages, attendance at PTA meetings continues to remain low.

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.

1. By June 2010 there will be an increase in parent involvement as measured by a 15% increase in attendance and participation of school events.

We will make additional efforts to engage family and community by promoting shared responsibility for student learning. We are committed to meaningful parent involvement in our efforts to improve student performance. There will be an increase in communication between parents and the school as well as between parents and teachers to further encourage an increase in parent, student and teacher engagement, student attendance and safety in the school.

2. By June 2010 there will be an increase student performance in literacy and mathematics for all students K-8, as follows:

- To increase by 15% the number of students achieving mastery in literacy and math on secure goals across the curriculum, as evidenced by classroom assessments, interim assessments and school-wide benchmarks.
- To increase by 20% the number of level 1 and 2 students in grades 3-8, scoring at or above a level 3 on the 2010 ELA NYS test. There were 65 students who scored a level 1 and 2 on the 2009 NYS ELA exam. Therefore, we expect 13 additional students to score at or above a level 3.
- To increase by 20% the number of level 1 and 2 students in grades 3-8, scoring at or above a level 3 on the 2010 Math NYS test. There were 23 students who scored a level 1 and 2 on the 2009 NYS Math exam. Therefore, we expect an additional 5 students to score at or above a level 3.

Attention will focus on accelerating academic achievement for all students in grades Pre-K to grade 8 (including the ELLs , the Special Needs Students and all sub-groups), for setting rigorous academic goals in which The New York Standards drive instruction. School instructional practices will continually be revised, updated, and improved so that they increasingly reflect goals pertaining to student outcomes.

3. By June 2010, the staff will demonstrate progress in utilizing technology toward supporting student improvement as measured by a 15% increase in the number of teachers accessing/effectuating and interpreting data(for all students including sub-groups), based on collaboration of feedback from the grade and faculty conferences, and workshops.

All teachers will participate in weekly in-house meaningful professional development opportunities to build capacity, gain better content knowledge to enhance the delivery of instruction, and be trained to effectuate data driven instructional practices in order to support student improvement.

Middle School Addendum- MS “Success Initiative”

4. To achieve annual yearly progress for all students (grades 6-8) with 50% of the targeted population (ELLs, Special Education, Black and Hispanic, overage, male and female) reaching grade level proficiency; making gains of .5 proficiency levels in all subjects by June 2010.

To improve student achievement for all middle school students with a focus on reducing the achievement gap for targeted students (ELLs Special Education, Black and Hispanic, overage, male and female) so that they are prepared to succeed in high school.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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): All subject areas

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 there will be an increase in parent involvement as measured by a 15% increase in attendance and participation of school events.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Principal, in conjunction with the Inquiry/Instructional team, the Administrative cabinet, the School Leadership Team and the PPT will effectively communicate access and disseminate information, educational goals, student performance and behaviors to parents.</p> <p>The parent coordinator, administration, and staff will respond to parent concerns and inquiries, offer assistance in parent outreach efforts at parent workshops, meetings and school functions.</p> <p>The Inquiry team will be involved in providing workshops to parents regarding data.</p> <p>Parents will be invited to their child’s classroom for instructionally-based celebrations, orientations and field experiences.</p> <p>Parents will receive written notification in their own native language.</p> <p>Workshops will be provided for parents to assist them in the completion of surveys</p> <p>At regular intervals throughout the year professional development workshops will be provided for parents to assist them in their child’s education and in the completion of surveys.</p> <p>Beginning in September 2009, monthly special recognition will be given to students with</p>

	improved attendance.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Funding will come from Title I, Title111, TL Fair Student Funding, C4E
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal There will be a 15% increase in the number of surveys submitted by parents when comparing 2009 to 2010 survey results. There will be a15% increase in the number of parents attending PTA meetings, workshops, school events as measured by attendance sheets. Increased participation at workshops, PTA meetings, Family nights and open school visits. There will be 100% attendance at professional development workshops, faculty conferences and grade meetings as evidenced by feedback sheets/surveys.

Section VI: Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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): Literacy in all content areas/
Math

<p>Annual Goal 2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 there will be an increase student performance in literacy and mathematics for all students K-8, as follows:</p> <p>To increase by 20% the number of level 1 and 2 students in grades 3-8, scoring at or above a level 3 on the 2010 ELA NYS test. There were 65 students who scored a level 1 and 2 on the 2009 ELA exam. Therefore, we expect 13 additional students to score at or above a level 3.</p> <p>To increase by 20% the number of level 1 and 2 students in grades 3-8, scoring at or above a level 3 on the 2010 Math NYS test. There were 23 students who scored a level 1 and 2 on the 2009 NYS Math exam. Therefore, we expect an additional 5 students to score at or above a level 3.</p> <p>To increase by 15% the number of students achieving mastery on secure goals across the curriculum, as evidenced by formative as well as summative classroom assessments, interim assessments and school-wide benchmarks.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Principal and his administrative cabinet in collaboration with the Instructional and Inquiry teams will gather and analyze data by identified groups and subgroups to identify trends and focus on specific areas for improvement, during bi-weekly meetings throughout the school year.</p> <p>Teachers regularly analyze data and develop and set goals based on assessment data. Students in greatest need of improvement are identified and targeted for AIS. Progress is monitored on a regular basis and teachers collaborate at weekly grade meetings throughout the</p>

	<p>year to adjust long and short term student goals.</p> <p>Instructional practices will continuously be revised and updated in order to improve student outcomes for all students (including ELLs, Special Education, male and female, and Black and Hispanic).</p> <p>The reading teachers, math funded teachers, reading intervention teacher, ESL teachers and Special Education teachers provide daily AIS and small group instruction to targeted students. Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically.</p> <p>AIS services to identified students will be implemented on a push-in/pull-out mode during the school day, during the mandated 371/2 minutes before the school day, in an after-school program, and during Saturday Academy.</p> <p>At the beginning of the school year, teachers will work with students to develop short term as well as long term reasonable SMART goal targets across the curriculum.</p> <p>Focus will be on providing an effective AIS plan for all students K-8 (including ELLs and Special Education).</p> <p>High expectations are set, and teachers incorporate higher order thinking into meaningful academic goals which are regularly reassessed and revised according to hard and soft data.</p> <p>Periodic formal and informal assessments/ teacher conferencing is ongoing throughout the year.</p> <p>Professional Development for parents is ongoing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding is provided by Title 1 and TL Fair Student Funds, C4E</p>

Indicators of Interim Progress and/or Accomplishment

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

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal

We expect at least 13 additional students to score at or above a level 3 on the 2010 ELA NYS test.

We expect at least 5 additional students to score at or above a level 3 on the 2010 Math NYS test.

An increase in student performance on the 2010 E-CLAS when compared to the Fall 2009 E-CLAS. 90% of the students will be emergent readers by June 2010.

An increase in the number of students passing ELA and Math Acuity Predictives and interim assessments as measured by ARIS.

An increase in student performance when comparing the October 2009 Predictive to the June 2010 Predictive.

Report cards distributed to parents in November, February and June for the elementary school, and in November, February, April and June for the Middle School will show a 15% increase in the number of students improving by at least 1 level on classroom benchmarks.

Exit projects for grade 8 students in June 2010 will exemplify mastery on classroom goals.

Growth in reading in all core subjects -fluency, decoding segmenting, listening, comprehension as determined by conferencing, informal and interim assessments throughout the school year.

Growth in math- problem solving and differentiating strategies as evidenced by informal, interim assessments throughout the school year.

Flexible small groups will change periodically (mid-year, Spring,) and will be data driven.

Work folders and student portfolios will include personal intervention plans which will be updated and revised regularly throughout the school year, developed to target the specific needs of the student, as well as evidence of specific intervention strategies.

To maintain a "Good Standing" Accountability Status as determined by NYS as part of the NCLB for 2009-2010

Section VI: Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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.

**Literacy in all content
areas(science, social studies,
health, technology)**

Subject/Area (where relevant): Math

<p>Annual Goal 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the staff will demonstrate progress in utilizing technology toward supporting student improvement as measured by a 15% increase in the number of teachers accessing/effectuating and interpreting data(for all students including sub-groups), based on collaboration of the feedback from the grade and faculty conferences, and workshops.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>At weekly grade conferences and professional development workshops, data will be gathered and analyzed by The Principal and his Cabinet, The Inquiry and Instructional Teams and teachers to identify trends and focus on specific areas for improvement and to adjust long and short term student goals.</p> <p>The literacy and math coaches will model and implement the literacy and math standards-based programs; help teachers unfamiliar with standards based instruction and content, and provide professional development to the staff and/or parents at weekly grade conferences.</p> <p>Teachers will have opportunities for intervisitations and study groups, visit model classrooms, and take responsibility for their own personal reflections.</p> <p>Model classrooms selected in September and mid-year will exemplify best practices and create a learning environment that encourages success for a broad range of students and learning styles.</p> <p>Weekly professional development will be ongoing. All staff will be trained in looking at student work, the use of rubrics and self-assessing, setting and revising goals, the use of technology,</p>

	<p>and interpreting data. ESL strategies and following IEP mandates for Special Education as well as differentiated learning strategies. A more rigorous and scheduled approach to analyzing data by identified groups and sub- groups will be emphasized in order to identify trends and focus on specific areas for improvement.</p> <p>Professional Development is ongoing for parents.</p> <p>Parental involvement is ongoing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding is provided by Title 1 and TL Fair Student Funds, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal</p> <p>Focused walkthroughs by the Principal, Assistant Principals</p> <p>Use of survey/reflections and self evaluations for parents and staff members will increase the capacity and content of professional development.</p> <p>100% of the staff will be trained to utilize technology and be able to access hard data by June 2010.</p> <p>Attendance will be monitored during grade meeting, faculty conferences, and workshops.</p> <p>Collection of Plan Books</p> <p>100% of the staff will have in place professional goals which will be updated mid-year and at the end of June 2010.</p>

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.

Literacy, Math, Science, Social

Subject/Area (where relevant): Studies, Technology

Middle School Addendum - MS Success Initiative

<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement for all middle school students with a focus on reducing the achievement gap for targeted students (ELLs Special Education, Black and Hispanic, overage, male and female) so that 50% of the targeted population reaches grade level proficiency; making gains of .5 proficiency levels in all subjects, by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Programs of study will build through the grades and cycle from year to year culminating with 8th grade exit projects. Teachers will work with partners to develop detailed programs of study based on their expertise and the New York State Standards, which will be incorporated into the curriculum.</p> <p>After school programs will be developed to address the needs of our target populations, as well as Read 180, Tabula Digita, My Skills Tutor and other challenging and fun technology-based remediation tools. Additional after school programs will be designed to challenge our higher achieving students through exposure to advanced study and give them an introduction to above-grade level curriculum (Laser Academy).</p> <p>Effective use of SMART Boards and use of technology in the classrooms to provide engaging techniques and innovative methods of delivery.</p> <p>Mini laptops for all middle school students and their teachers. Students will use various computer programs such as Word and Powerpoint and will interact with their teachers through blogging and a multitude of web-based activities.</p> <p>The creation of virtual Professional Learning Communities whereby teachers will interact via message boards in regard to specific issues, specific data, strategies and techniques.</p> <p>The creation and development of “standards of excellence”, as well as critical feedback.</p> <p>A Lead Teacher .5 position to provide necessary support for</p>

	<p>teachers, to ensure effective monitoring and facilitation of PLC's, to create, collect and analyze data from surveys and to facilitate monthly assemblies. These assemblies will provide teachers time to further share strategies and findings, provide students with enriching and engaging out-of classroom learning, and will build upon relationships with partner organizations (Urban Advantage, QCC Laser Academy, TD Bank, The Jewish Museum, Dunn's Karate School).</p> <p>The AIS program will be expanded to address students' needs as expressed by the students themselves. Older middle school students will have the opportunity to serve as peer mentors, and at-risk students will be given priority to assist with laptop care and security as part of our "i-Squad".</p> <p>There will be a more rigorous and scheduled approach to analyzing data by identified groups and sub groups in order to identify trends and focus on specific areas for improvement.</p> <p>Handbooks will provide students and families with detailed outlines of expectations, a timeline for the coming year and a framework of what students and families will need.</p> <p>Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically.</p> <p>Professional development from partner organizations is ongoing.</p> <p>Build upon our current anti-violence program.</p> <p>Provide buses for field trips for families and students.</p> <p>Institute Honor and Service Societies based on grades and school service.</p> <p>There will be ongoing consistent communication with parents to support student progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Provide buses for field trips for families and students.</p> <p>Funding is provided by CMSS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly monitoring of work folders/portfolios will show improved, updated and revised work.</p> <p>Ongoing weekly professional development.</p>

Professional development from partner organizations is ongoing.

There will be fewer suspensions, fewer students on short-term behavioral progress sheets, less frequency of teacher complaints and reports of behavior issues.

Flexible grouping.

Report cards will be distributed to parents in November, February, April and June for the Middle School.

Progress reports between marking periods.

Exit projects for grade 8 students in June.

An increase in family involvement as evidenced by attendance at Family Nights and Parent/Teacher Conferences.

Teacher, parent and student surveys regarding progress of programs.

Check plan books regularly.

Intervisitations will be ongoing.

Results of the 2010 NYS ELA exam will show increased performance.

There will be a 3-5% rise in attendance (from 91% to 94%)

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0			
1	10	10	N/A	N/A	0			
2	10	10	N/A	N/A			1	
3	13	10	N/A	N/A	2		0	
4	20	10	3	4	2		0	
5	20	18	5	6	77		0	
6	75	37	30	29	4		0	
7	67	30	67	35	12		0	
8	98	50	98	35	98		4	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>37 ½ minutes mandated small group Grades 1-8 Coach Workout- grades 3-8 Skills Tutor- grades 6-8 Chall-Popps Phonics Grades 1,2,3 Small group instruction, one-to-one Before school Monday-Thursday</p> <p>Funded Reading Program K-3 Voyager/Passport, Open Court Intervention Small group instruction, one-to- one, Push- in/pull-out, one period per day</p> <p>Funded Reading Program (grades 3-8) Soar to Success, Open Court Intervention The Advisory- grades 6-8 Small group instruction, one-to-one, peer tutoring Push-in/pull-out, one period per day</p> <p>After school program Grades 5-8 Book Clubs, Enrichment, The Arts, Homework Helper Tuesday and Thursday (3:00-5:00 PM) NYSESLAT Review for grades 4-8 ELLs Grades K,1,2</p> <p>Saturday Academy ELLs grades 4-8 ESL and NYSESLAT Review Inquiry Team-Small group instruction for those students identified “at risk</p> <p>Professional development is provided both during the day and after school to refine school based best practices to update and strengthen content and delivery</p>

Mathematics:

37 1/2 minutes
Basic Math grades 1-3
Workout Math grades 3-5
Funded Math Program K-3
Exemplars
Small group instruction, one-to-one,
Push-in/pull-out, one period per day

Funded math Program (grades 3-8)
Exemplars, Quick Start , Ladders to Success
Small group instruction, one-to-one, peer tutoring
Push-in/pull-out, one period per day
After school program Tuesday and Thursday(3:00-5:00 PM)

ESL (grades K-8)
Skills Tutor, Cuisenaire Versatiles
Use of ESL strategies
Small group instruction
Push-in/ pull-out, 2 periods per day

Saturday Academy ELLs grades 4-8
Math and literacy instruction for ELL students

After school program
providing math instruction for ELLs (Grades K,1,2)

Professional development is provided both during the day and after school to refine school based best practices to update and strengthen content and delivery of instruction.

Science:

37 1/2 minutes mandated small group
Kaplan Coach Science, AMSCO
Small group instruction, one-to-one
Before school Monday-Thursday

ESL (grades K-8)
Use of ESL strategies
Small group instruction

	<p>Push-in/ pull-out, 2 periods per day</p> <p>Professional development is provided both during the day and after school to refine school based best practices to update and strengthen content and delivery of instruction.</p>
Social Studies:	<p>ESL (grades K-8) Great American Stories, Travels Use of ESL strategies Small group instruction Push-in/ pull-out, 2 periods per day</p> <p>Professional development is provided both during the day and after school to refine school based best practices to update and strengthen content and delivery of instruction.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Services provided during the day- to identified students (2times per week, 1 time per week) Anger management, Social Skills, Impulse Control, Bereavement</p> <p>Professional development is provided both during the day and after school to refine school based best practices to update and strengthen content and delivery of instruction.</p>
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<p>Services provided during the day- to identified students (2 times per week, 1 time per week) Anger management, Social Skills, Impulse Control, Bereavement Professional development is provided both during the day and after school to refine school based best practices to update and strengthen content and delivery of instruction.</p>
At-risk Health-related Services:	

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

All schools must complete this Appendix.

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

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 Empowerment 22/District 21	School PS 99
Principal Gregory Pirraglia	Assistant Principal Leah Diamond
Coach Denise Ciappetta	Coach
Teacher/Subject Area Sheryl Schiffman/ESL	Guidance Counselor Dr. James Donnelly
Teacher/Subject Area Tina Scarlino/Funded Math	Parent type here
Teacher/Subject Area Susan Deasy/Funded Math	Parent Coordinator Lanie Juceum
Related Service Provider Devora Mechanic/SETTS	SAF type here
Network Leader Neal Opromalla	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	690	Total Number of ELLs	146	ELLs as Share of Total Student Population (%)	21.16%
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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

This Section for Dual Language Programs Only

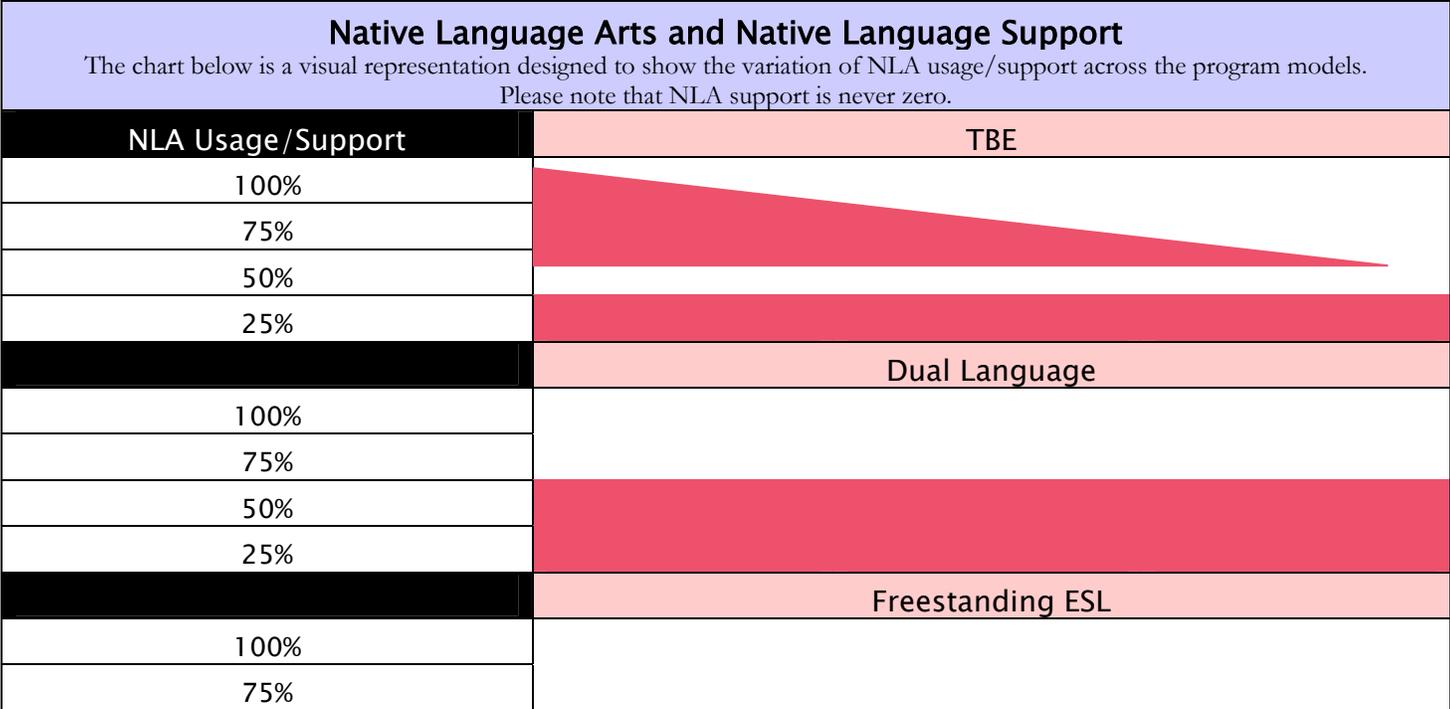
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number)		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	4	5	6	3	4	3	4	3	9	41
Chinese	1	2		2		2	1	1	5	14
Russian	2	1	3	3	3	2	2	4	4	24
Bengali				1		1				2
Urdu	4	2	6	6	9	12	4	5	5	53
Arabic										0
Haitian Creole		1					1			2
French										0
Korean										0
Punjabi										0
Polish										0
Albanian		1	1	1						3
Other			1	1					3	5

Programming and Scheduling Information										
TOTAL	11	12	17	17	16	20	12	13	26	144

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

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



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	4	5	3	3	4	4	4	8	8	43
Intermediate(I)	0	5	1	7	4	4	2	2	6	31

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		1		2		1		9
8	1		4		4		0		9
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		1		2				9
8	16		6		3				22
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: 21K099 LAP WORKSHEET 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K099_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: 12/22/2009 9:51:00 AM
Change Number: 2
Last Saved On: 12/22/2009 9:51:00 AM
Last Saved By: NYCDOE
Total Editing Time: 0 Minutes
Last Printed On: 3/8/2010 7:46:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,806 (approx.)
Number of Characters: 33,095 (approx.)

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual ___x___ESL ___Both 146 Number of LEP Students Served in 2009-2010

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc)
The ESL Program in P.S. 99 comprises approximately 20 classes from grades K-8, providing remedial language instruction to pupils in a push-in/pull-out setting. The teacher plays a key role in making instruction comprehensible, lowering the “affective filter” in classrooms to create an environment that is risk free and conducive to language learning. Several effective instructional practices and strategies utilized by teachers in the ESL program are scaffolding, mind mirrors, jigsaw, project matrix, round robin, collaborative posters, think-pair-share, bridging using anticipatory guides, contextualization, schema building using a compare and contrast matrix, metacognition, text re-presentation through poetry, narratives, playwriting and skits, reading aloud in four voices, journal entries or double entry journals and creating postcards from literacy readings. Teachers will use realia or real-world examples pictures and models to exemplify contextual references, using gestures, cues, and non-verbal language to emphasize or clarify meaning.

Attention is given to a student’s background knowledge and cultural experiences.

Tapping into the student’s prior knowledge and experience is a highly effective way of developing understanding, and therefore, better language development. Teachers present materials in many ways utilizing graphic organizers, preview – review format synonyms, paraphrasing and summarizing strategies. Periodic comprehension checks and several interim assessments are additional tools utilized by the ESL teachers to verify student’s progress. The ESL program in the school is taught in the English language only.

During the Literacy Block in the classroom, English Language Learners will participate in the “Open Court” reading program, a program, which involves phonics, reading, writing, and comprehension. The “Open Court” reading program provides an instructional scaffold for English Language Learners in vocabulary, language structures, and comprehension strategies so that students can learn to read while progressing with language acquisition.

The “Every Day Mathematics” program will provide ELL’s with the necessary mathematical concepts and skills needed to progress and achieve on the New York State Math Assessments.

English Language Learners are provided with AIS services focusing on phonics and basic math skills for the lower grades, reading, reading comprehension strategies, writing process, mathematical concepts and strategies for the upper grades.

A Title III Saturday Academy will be providing math and literacy instruction to ELL students for grades 4 – 8 (pending budget allocation)

A Title III After School program will be providing math and literacy for ELL students (pending budget allocation) for grades K, 1, 2.

A Title III Saturday NYSESLAT Review for grades 4 – 8 (pending budget allocation)

II. Parent/community involvement

On going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the ESL program in the school. Videos are shown; parent guides, informational letters, and memos are distributed in the languages that are understood by the parents. Workshops will also inform parents of the school's identification process of LEP students according to the home language survey, and testing procedures.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students)

The Parent Coordinator and Family Assistant meet with family members of newly enrolled LEP students to assist them in the transition into the new school by providing necessary services and support.

IV. Staff Development (2009-2010 activities)

Training and teaching strategies will be provided by a Certified ESL teacher and Regional Staff. Educational consultants will be hired for ongoing Professional Development Workshops for all teachers in the school to introduce new strategies and materials. Below you will find a sheet of Staff Development Workshops, tentative dates, and topics.

WORKSHOP #	WORKSHOP DATE	TOPIC
I	October, 2009	"Description of ESL Program, Identification of ELL's and Testing Procedures"
II and III	November, 2009	"Working with ESL Students in the Mainstream classroom"- Turnkey Training Workshop-Catherine Brown's Intensive Institute for English Language Learners.
IV	December, 2009	"Stress-Free Homework"
V	January, 2010	"Hands On Approach to English Language Learning"
VI	February, 2010	"Using Graphic Organizers to Assist English Language Learners with Reading Comprehension"
VII and VIII	March, 2010	"Strategies to Assist LEP Students Develop Thinking Skills (using scaffolding devices, schema building, think-pair share, bridging, and text re-representation)"
IX	April, 2010	"Test Taking Strategies for The NYSESLAT Test"
X	May, 2010	"The Importance of Reading for Language Learners Assisting Students with Summer Reading"

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

Form TIII – A (1)(a)

I. Grade Level(s) K, 1 & 2 (T&Th) Number of Students to be served: 30 (T&Th)

II. Grades 4 – 8 (Sat) 30 (SAT)

Number of Teachers (3) Tuesdays and Thursdays (3) Saturdays Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

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

P.S. 99 will provide an after-school ESL enrichment program for our K, 1 and 2 grade ELL students, to increase English Language Proficiency and Academic Achievement under federal law (Title III of "No Child Left Behind Act"). Program I the students will meet two hours each session from 3:05 P.M. to 5:05 P.M. for a total of 80 hours. These students will be selected according to the greatest need of English language development. Program II will target students in grades 3 – 8 on Saturdays for 3 hours of instruction 8:30 A.M. – 11:30 A.M. for a total of 30 hours. Assessment used will be the LAB R, ECLAS 2, and the NYSESLAT. Instruction will be provided in English as a supplementary enrichment program for newcomers and long term ELLS.

To assist these students these supplementary services will have small group instruction and English as a Second Language strategies. A main focus will be to meet the educational strengths and needs of the student in order that they acquire English language skills within three years, meet age-appropriate academic achievement standards by using listening, speaking, reading, and writing skills through content area instruction, develop a positive self-esteem, and an understanding of the American culture.

The Title III program will supplement the regular mandated ESL instructional services. The teaching staff will be three NYS State Certified ESL teachers. Parents will be provided support at workshops that will be conducted by the teachers. Communications, such as informational letters and memos to parents will be in their native language. Students and parents will participate in activities to see and use both oral and written language, not only in school, and will be given easy-to-understand ideas for supporting and promoting literacy in the home. Take home hands on activities to develop a strong link between home and school will be distributed to involve families in their children's literacy learning.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development will include Early Childhood ESL strategies. The New York State ESL Standards will be addressed at faculty conferences, grade conferences and at after-school professional development sessions.

Training and teaching strategies will be provided by a certified ESL teacher and regional staff. Educational Consultants will be hired for ongoing Professional Development workshops for all teachers in the school to introduce new ESL strategies and ESL materials. ESL teachers whom have participated in the "Quality Teaching for English Language Learners" workshop (QTEL) will turnkey to all the new teachers the various strategies, methodologies, and activities learned.

¹ Buildings providing Title III services to immigrant students must also complete this form for the immigrant program.

Further Professional Development with Education Consultants will relate to writing topics, but not limited to ELL writing errors, sources of writing errors, prioritizing writing errors and searching for patterns of strength.

Language Allocation Policy

The Isaac Asimov School (P.S. 99 K) is a Pre-K to 8th grade school with an enrollment of 690 students of which there are 39 Pre-Kindergarteners, 65 Kindergarteners, 63 First Graders, 60 Second Graders, 72 Third Graders, 77 Fourth Graders, 77 Fifth Graders, 73 Sixth Graders, 67 Seventh Graders, and 97 Eighth Graders, according to the 2008-2009 School Report Card. Eighty seven of these students are in Special Education and are included in the enrollment information above. Of these, 146 students are English Language Learners and constitute 17 less (1% less than in 2008-2009). Of our school population with Urdu as the dominant language followed after with students speaking Spanish and Russian. The home language surveys indicate our student body comes from homes that speak over 28 different languages.

When parents first enroll their child in school it is the responsibility of the Pupil Personnel Secretary who is trained in student intake procedures to discuss home language with the family and provide assessments to determine eligibility for English Language support services. This process is completed through a Home Language Identification Survey (HLIS) translated in nine (9) languages that parents complete to show what language the child speaks at home. Once an ELL teacher collects the Home Language Survey from the parent and determines that a language other than English is spoken in the child's home, then the child is given a LAB-R by a certified ELL teacher, which is a test that establishes English proficiency level. Students going below proficiency according to their grade, become eligible for mandated ELL services.

PS 99 makes every effort to stay in close association with ELL parents from distributing the Home Language Survey to telling them of their child's eligibility for ELL services, to the collection of the appropriate forms that indicate the parent's program choice for their child. PS 99 provides parents of newly enrolled ELLs within 10 days of enrollment with a parent orientation with information on the ELL program that is available at the school, so that ELLs are placed in the appropriate program within the 10 days of enrollment and the appropriate parent selection forms are received. PS 99 uses translated materials such as memos, notices, brochures, parent selection forms and DVDs given by the office of ELLs and services offered by the Translation and Interpretation unit, including document translation and interpretation services. PS 99 plans to provide the availability of a teacher and a paraprofessional during, after-school, and Saturdays to meet the identified needs for the parent selection forms. These parent selection forms will be monitored throughout the year in a main location with easy accessibility.

School staff members such as teachers, paraprofessionals and parent coordinator may conduct an informal interview in the family's native language.

In the Spring, each ELL is administered the NYSESLAT by a certified ELL teacher to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

According to the latest ethnic data student population 27% are of white ethnicity, 13% are of black ethnicity, 22% are of Hispanic ethnicity and 38% are of Asian and other ethnicity. The community is home to new immigrants from Pakistan, China, Russia, Mexico and the Middle East.

Currently, there are 11 kindergarten students, 12 first graders, 17 second graders, 17 third graders, 16 fourth graders, 20 fifth graders, 12 six graders, 15 seventh graders, and 26 eighth graders who are on register in our ESL program. Two students included in our first grade one in the seventh grade and six in the eighth grade are Special Education students.

The following chart indicates the current number of students by grade in each language group:

NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP

	K	1	2	3	4	5	6	7	8
Spanish	4	5	6	3	4	3	4	3	9
Chinese	1	2	--	2	--	2	1	1	5
Russian	2	1	3	3	3	2	2	4	4
Bengali	-	--	--	1	--	1	--	-	-
Urdu	4	2	6	6	9	12	4	5	5
Arabic	--	--	--	--	--	--	--	2	--
Haitian Creole	--	1	--	-	-	--	1	-	--
Hebrew	--	--	--	-	-	--	--	--	-
Turkish	--	--	--	--	--	--	--	--	--
Punjabi	--	--	--	-	--	-	--	--	-
Bosnian	--	--	--	-	--	--	--	--	--
Albanian	--	1	1	1	-	--	--	-	-
Georgian	--	--	--	1	--	--	-	--	--
Other/	--	-	1	--	--	--	--	--	3
TOTAL	11	12	17	17	16	20	12	15	26

LAP Allocation Narrative

The ESL program in P.S. 99 comprises of approximately 20 classes from grades K-8, providing remedial language instruction to pupils in a push-in/pull-out setting. The teacher plays a key role in making instruction comprehensible, lowering the “affective filter” in classrooms, so that the environment is risk-free, and conducive to language learning. Several effective instructional practices and strategies utilized by teachers in the ESL program are using realia of real-world examples, pictures, and models to exemplify contextual references, using gestures, cues, and non-verbal language to emphasize or clarify meaning. Attention is given to a student’s background knowledge and experience. Tapping in the student’s prior knowledge and experience is a highly effective way of developing understanding and, therefore better language development.

Teachers present material in many ways, using the preview-review format, synonyms, paraphrasing, and summarizing strategies. Periodic comprehension check is an additional strategy utilized by the ESL teachers. The ESL program in the school is taught in the English language only.

On-going orientation workshops for parents of newly arrived LEP students are represented within 10 days of arrival. These workshops inform parents of the ESL program in the school. Videos are shown; parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Workshops will also inform parents of the school's identification process of LEP students according to the home language survey, and testing procedures.

The Parent coordinator and Family Assistants meet with family members of newly enrolled LEP students to assist them in the transition into the new school, providing necessary services and support when possible.

The ESL Program implemented in our school is aligned with parent requests on the Parent Survey Selection Forms for supplementary services to increase English Language Proficiency and academic achievement under Title III of the "No Child Left Behind Act". Certified ESL teachers focus on listening, speaking, reading and writing skills. LAB - R and NYSESLAT testing results target and identify the children in need of instruction. ESL teachers have a push-in/pull-out program and work with small groups. ESL teachers provide staff development to instruct teachers in ways to help the ELL student. Parent workshops are scheduled.

Analysis of Lab R/or NYSESLAT results for the school scoring at the Beginner, Intermediate, and Advanced levels by grade using the ATS Roster exam report for this information indicates the following:

Students at Different Proficiency Levels for May 2009

	K	1	2	3	4	5	6	7	8	
	4	5	3	3	4	4	4	8	8	
Number of those scoring at the Beginners (B) level:	--	5	1	7	4	4	2	2	6	
Number of those scoring at the Intermediate (I) level:	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
Number of those scoring at the Advanced (A) level:8		7	2	10	6	8	11	6	5	10
		11	12	14	16	16	19	12	15	24

Performance of English Language learners taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the measure of English Language Arts Achievement scored the following in the four modalities of Listening, Speaking, Reading, and Writing within the grade levels:
For Spring 2009

Patterns in Proficiency Levels and Grades in the Four Modalities	Number Tested	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (Grades K-1)					

<i>All Students</i>	23	3%	8%	51%	38%
<i>Special Ed.</i>	2				
Reading and Writing (Grades K-1)					
<i>All Students</i>	23	22%	27%	22%	30%
<i>Special Ed.</i>					
Listening and Speaking (Grades 2-4)					
<i>All Students</i>	50	6%	3%	39%	52%
<i>Special Ed.</i>					
Reading and Writing (Grades 2-4)					
<i>All Students</i>	50	11%	17%	44%	29%
<i>Special Ed.</i>					
Listening and Speaking (Grades 5-6)					
<i>All Students</i>	32	11%	0%	50%	39%
<i>Special Ed.</i>					
Reading and Writing (Grades 5-6)					
<i>All Students</i>	32	14%	31%	33%	22%
<i>Special Ed.</i>					
Listening and Speaking (Grades 7-8)					
<i>All Students</i>	41	2%	23%	37%	37%
<i>Special Ed.</i>					
Reading and Writing (Grades 7-8)					
<i>All Students</i>	41	30%	33%	30%	7%
<i>Special Ed.</i>					

After analyzing the pattern in students' results in the four modalities across proficiency levels and grades the implications for the school's LAP and instruction are that P.S. 99 will emphasize instruction and lessons pertaining to the writing modality, and various skills to promote reading comprehension.

ELA Results for January 2009

Grade 3 – Three students scored Level 2, seven students scored on Level 3.

Grade 4 – One student scored Level 1, seven students scored Level 2, twelve students scored on Level 3.

Grade 5 – One student scored Level 1, five students scored Level 2, four students scored on Level 3.

Grade 6 – All thirteen of the ELL six graders taking the ELA scored on Level 3.

Grade 7 – Twelve students scored Level 2, six students scored on Level 3.

Grade 8 – One student scored Level 1, sixteen scored on Level 2, five students scored on Level 3.

Math Results for March 2009

Grade 3 – One student scored Level 2, eleven students scored Level 3, and two students progressed to Level 4.

Grade 4 – Two students scored Level 2, seventeen students scored on Level 3 and three students were on Level 4.

Grade 5 – One student scored Level 1, six students scored Level 2, four students scored Level 3, and one student obtained Level 4.

Grade 6 – Twelve of the six grade ELL students scored Level 3, and one scored Level 4.

Grade 7 – Twelve students scored Level 2, and six on Level 3.

Grade 8 – Two scored Level 1, eight Level 2, fifteen ELL's reached Level 3, and one scored Level 4.

ECLAS Results

Our students in kindergarten are having difficulty with segmenting, blending, and sound recognition. While students in K-3 are having difficulty with decoding, sight words, reading accuracy, oral expression, spelling, vocabulary, writing development and writing expression.

Spring 2009 Kindergarten

Out of eleven ELL students, three of which are CTT, eight scored on a level two plus, and three on a level one. Out of the three scoring on a level one, two were CTT students. Of ELL's scoring on Level two plus one of the ELL students actually reached a level four.

Spring 2009 First Grade

Of the eighteen first graders three ELL students scored a level four plus which was on or above grade level. Seven scored a level three approaching grade level, and eight scored on level 0-two below grade level. The students scoring below grade level were mostly non-English speakers coming in at the beginning of the year.

Spring 2009 Second Grade

From the seventeen ELL students tested in ECLAS five students scored on level six plus on or above grade level six students scored a level 5 approaching and six students scored below grade level. Several of the students scoring below grade level received other services besides ESL.

Spring 2009 Third Grade

Of the sixteen English Language Learners, six scored a level 8 on grade level, the rest were below grade level.

An Analysis of Grade 4 Science Assessment: Results of the NY State Science Assessment of Grade 4 indicates that out of 9 ELL students, 5 students scored on a Level 1 and 1 scored on a Level 2 on this assessment. Two students taking the exam scored on level 3 and one student scored on a Level 4.

An Analysis of Grade 8 Science Assessment Results of the N.Y. State Science Assessment for Grade 8 indicates that out of 24 students, one student scored on a Level 1 and four scored on a Level 2 on this exam. Four students taking the exam scored on Level 3.

An Analysis of Grade 5 Social Studies Assessment: Results of the 5th grade N.Y.S. Social Studies Assessment indicates that out of 10 ELL students, 5 students scored on a Level 1 and one student on Level 2. Four students scored a Level 3.

An Analysis of Grade 8 Social Studies Assessment: Results of the 8th grade NYS Social Studies Assessment indicates that out of the 13 ELL students, 7 students scored on a level 1 and two students scored on level 2. 4 students scored on Level 3.

Analyzing the results of content tests taken in student's native languages instead of English really did not show a significant movement of higher levels for these students.

ELL Interim Assessments administered several times will allow the ELL teachers the opportunity to analyze and focus on each student's weaknesses, and to target their lessons accordingly based upon the four modalities of Reading, Writing, Speaking, and Listening.

Implication for the Instructional Program for the ELA

Implications for the Instructional Program for ELL's on content area instruction include the following:

- Continuation of instructional strategies including the 90 minute literacy block and daily writing activities with parallel instruction in all classes including ESL.
 - The continued provision of intensive Academic Intervention services to all students who are not meeting the standards including Great Success, Read 180, and Voyager/Passport.
 - Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations including ELL's.
 - All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read.
-
- Classroom libraries will be enhanced in every classroom. A variety of class sets of books as well as additional leveled books will be supplied. The literacy coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
 - Pacing calendars will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
 - Teachers will use data from the ARIS Report, Acuity, ITT Predictives, Interim Assessments (Interim Reports), and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
 - Teachers will reinforce literacy strategies and ESL strategies during content area instruction.
 - Investigation of best practices for sustaining and accelerating the achievement of English Language Learners.
 - Intensive professional development will be provided in the following areas:

- The components of a ninety-minute literacy block.
- The use of specialized strategies to meet the needs of Special Education students.
- ESL strategies and the new ELL standards.
- Effective strategies for teaching reading, including: phonemic awareness, identifying sequence, main idea and theme, and understanding literary terms and types of writing. Resources for instructional purposes for AIS will be Coach Reading Workout and Coach Math Workout for grades 6-8, 2 days a week. The additional two days will be geared for guidance for the middle school grades 6-8. The lower grades will receive Phonics, Basic Math, and Writing Skills Source for AIS instruction.
- Building on “Accountable Talk”.

- Intensive AIS initiatives will be provided to all middle grade students, including ELL and Special Education, who require additional assistance to meet the State Standards in ELA. The intensity of the services provided will vary based on the individual needs of each student. All students deemed to be “at risk” will receive appropriate targeted services. The anticipated AIS services for 2009-2010 are as follows (pending budget approval):
 - An After School Literacy program
 - Title III After School program for students in K, 1, 2
 - Title III Saturday Academy for Grades 4, 5,6,7,8,

- Professional Development for teachers will be ongoing, the 7 ½ hours of ESL will be provided for all new incoming teachers.
- Parent workshops for promoting parent involvement will be provided on a regular basis to assist new immigrants in assimilating to their new country, school and academic studies.

Implications for the Instructional Program for Math:

Based on our analysis of the data, and all relevant findings, the following are implications for our Math Instructional Program for Grade 3-8 students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 75-90 minute math block.
- The implementation of a school-wide math program with parallel instruction in all classes, including self-contained Special Education and ELL’s
- Continued provision of intensive Academic Intervention Services to all students who are not meeting City and State Standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunity for additional support for special needs and ELL students in the general education setting.
- All teachers will become familiar with and use the math strategies that are based on scientifically based research 1) understanding math concepts and skills that are connected to everyday life; 2) focus on math skills and strategies 3) attaining background knowledge and vocabulary to foster math ability 4) developing appropriate strategies and different algorithms for problem solving 5) developing and maintaining motivation to succeed in math.
- Classroom libraries will be established in every classroom which will include math based literature books. The math coach will provide professional development. It will include the framework of teacher knowledge, teacher skills and professional development experiences in content-based math.

- Pacing calendars will be developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from the ARIS Reports, Acuity, ITT Predictives, Interim Assessments (Interim Reports), and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce differentiated strategies during math instruction.
- Investigation of best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development will be provided in the following areas:
 - The components of a 75-minute math block
 - The use of specialized strategies to meet individual special students
 - ESL strategies and the new ELL standards
 - Effective strategies for teaching math
 - Workshop model
 - Student engagement
 - The effective use of rubrics to organize for effort and setting clear expectations.

Implications for the Instructional Program for Science

7. Based on our analysis of the data, and all relevant findings the following are implications for our science instructional program for grades K-8 students:

Continuation of FOSS Science Program which includes laboratory experimentation and reporting, to ensure that all students will have a better understanding of the scientific method and critical thinking skills.

- Implement instructional strategies that have contributed to overall student achievement
- Implement of a science program with parallel instruction in all classes, including self-contained special education and ESL.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State Standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations

Plan for Academic Language Development

P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with C.R. Part 154. ELL's who are targeted to receive 360 minutes per week receive instruction in the pull-out and push-in modes. Those ELL's who are targeted to receive 180 minutes per week receive instruction in the pull-out and push-in modes. Small group instruction enables the funded teacher to focus on specific skills and to help the struggling students. Lessons are modeled for the classroom teacher. Test taking skills are worked on. Articulation occurs between the ESL teachers and classroom teachers. ESL professional development is ongoing. All students are taught in English, using ESL techniques and strategies, such as extensive use of visuals and repetition to promote oral language development. In order to develop the phonemic awareness of students who are ELL's the teachers include lessons in oral language development. The four skills of listening, speaking, reading and writing are included every day. Content area teachers working with ELL's have received 7 ½ hours of staff

development on integrated ESL teaching. Team teaching between subject areas and ESL teachers is employed in the push-in classrooms. The program specifically addresses the Chancellor's Recommendations on aligning instructional programs for ELL's to the Comprehensive Core Curriculum in Literacy and Mathematics.

All English Language Learners (ELL students) in Grades K-8 receive literacy enriched instructional programs and are provided with equal access to programs designed for the entire school population. ESL teachers organize and design language instruction around the content area subjects of reading, writing, social studies, music, art, literature, and mathematics, using a whole language, thematic approach. Emphasis is placed on utilizing student's prior knowledge, learning styles and cultural backgrounds as building blocks of instruction. Concepts, literacy skills, and critical thinking strategies continue to be developed in all areas to form a basis for language acquisition. The classroom teacher provides AIS for ELL students in activities specifically designed, in collaboration with the ESL teacher, to maximize higher levels of academic achievement in literacy and math. This ensures that school goals and expectations are met by all students. At parent workshops, teachers instruct parents in literacy skills and parents have the opportunity to network with other parents and feel a sense of ownership in their child's education to acquire the English proficiency and the academic, cognitive and cultural knowledge they need to become active participants in the school community.

Plan for SIFE Students

Based upon the BESIS Data Collection, there were three ELL's identified as Students with Interrupted Formal Education for 2009-2010. For any future SIFE students, emphasis will be on understanding phoneme connected to print-phonemic awareness, being able to decode unfamiliar words, attaining background knowledge and vocabulary to increase reading comprehension, developing strategies to construct meaning from print-comprehension, and developing and maintain motivation to read. The instructional program for SIFE students will focus on understanding of math concepts, strategies and skills that are connected to everyday life, attaining background knowledge to foster math ability.

Services Provided to Long Term ELL's

The following academic intervention services will be utilized for those ELL students recommended for the BESIS Extension of Services. These intervention services will incorporate various ESL methodologies and strategies in the improvement of and for meeting the performance goals in writing which these students lacked as indicated by their NYSESLAT scores.

In order to assist ESL students who are having difficulty writing in English we plan to have the students:

- Engage in collaborative writing activities by placing them in groups to create and respond to literature.
- Work in small groups and in writing process groups.
- Write using the conventions and features of American English which includes appropriate grammar, vocabulary, correct spelling, punctuation and capitalization.
- Children will develop their writing skills further with the use of graphic organizers and visual aids, such as charts, Venn diagrams, semantic webs, and story maps.
- Children will develop additional spelling skills to aid in their written communication.
- Children will develop skills in the composing process by writing for a variety of purposes and audiences such as personal journals, reports, personal narratives, responses and reactions to literature, and creating new endings and beginnings to stories.

Plan for Newly Arrived Immigrants

The Parent Coordinator and Family Assistant meet with family members of newly enrolled LEP Students to assist them in the transition into the new school, providing necessary services and support, as specified in the Chancellor's Children's First Initiative. On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the ESL program in the school. Videos are shown, parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Workshops will inform parents of the school's identification process of LEP students, according to the home language survey, and testing procedures.

Transition Plan for Students Reaching Proficiency

Students achieving a Proficient Level according to their NYSESLAT Scores, are placed from grades 3 and above in a Funded Reading Program. Teacher referrals are required for students reaching Proficiency in grades K, 1, and 2 for the Funded Reading Program.

Former ELL students who have achieved the proficiency level as required on the NYSESLAT, are permitted to have testing accommodations of time and one-half on all exams for up to 2 years after testing out.

Instructional Materials Used:

Imagine Learning English Computer Software Program

Santillana Intensive English Program

On Our Way to English by Rigby

Systematic Instruction in Phonemic Awareness Phonics, and Sight Words (SSIPS Program):

The SSIPS Program is a three level intervention program that develops the word-recognition strategies and skills that enable students to become independent readers and writers. It is intended for use by students in Kindergarten through Third Grade, at Beginning and Extension Levels. It provides for grouping and pacing to meet students' needs regardless of their grade level. The Challenge Level designed to give all students who are ready extensive experience in decoding polysyllabic words. The SIPPS approach is teacher directed with routines for modeling and practice and correction procedures for various kinds of errors. The routines are with visual cues and choral responses for the lessons.

Getting Ready for the NYSESLAT – Attanasio and Associates, Inc. K-1, 2-4, 5-6, 7-8.

The NYSESLAT and Beyond - Attanasio and Associates, Inc. K-8

Empire State NYSESLAT

Phonics Options Series – A four series book to meet the needs of students as they progress from pre-emergent to more fluent readers. Used as a supplement to Balanced Literacy programs and SIPPS program.

Making Meaning Program – Reading comprehension strategies are taught directly through read-aloud experiences. Students learn to use these strategies to make sense of their own reading through guided and independent strategy practice.

Everyday English Books I and II – used to promote community awareness, language development, listening, reading, and writing skills.

Travels - used for reading comprehension and writing skills.

New Oxford Picture Dictionary and Workbook

Great American Stories I and II

Addison – Wesley ESL Level D

World Famous – An ESL Resource Book used for vocabulary development, creative writing, listening comprehension, fluency drills, conversation starters, and grammar.

Time for Kids – Exploring Nonfiction - Reading in the Content Areas

Voyager/Passport

Instructional Materials used for Title III After – School Program for ELL’s

Three Dell computers and ESL software for promoting phonemic awareness and literacy skills.

Turbo Twisters for promoting spelling proficiency.

Earobics – Cognitive Concepts

Into English – Hampton Brown K, 1, 2.

Sunburst Pre K, 1 Learn About Numbers and Counting – CD Rom Software.

Math Blaster – CD Rom Software

On Our Way To English – Rigby

MCP Math – Pearson

Santillana Intensive English K, 1, 2, 3

Cuisenaire Versatiles – Math

Just Right Reading K,1, 2

Instructional Materials used for Title III ESL Saturday Program

Language for Learners

Quick Start Math

Professional Development Opportunities for All Teachers of ELL's

Certified ESL teachers will provide professional development to instruct teachers in ways to help the ELL student.

Mentor teachers will be assigned to teachers new to a grade.

School Goals for 2009-2010

Literacy:

- To increase reading and writing achievement and progress for ELL students.
 - This will be accomplished by implementing a more effective and more rigorous literacy program.
 - Reading comprehension instruction will be strengthened through guided reading and direct skills instruction and strategy lessons. A focus will also be placed on reading comprehension across content areas.
 - Vocabulary skills will be strengthened through word student's work across the curriculum and across content areas.
 - To improve writing achievement for all ELL students.
 - The "Writing Process" program will be implemented in grades K-5.
 - Teachers will focus on teaching grammar through the Writer's Workshop as well as through direct grammar instruction.

Math:

- To improve mathematics achievement and progress for all ELL students:
 - Provide standards based instructional programs in which the teacher guides and helps students to make connections, encourages students to question, explore, effect and explain themselves.
 - Pacing calendars are developed for each grade
 - Math fact fluency will strengthen through daily classroom activities which may include games, weekly quizzes and hands on investigations and activities.
 - There will be a focus on solving multi-step problems
 - Teachers will differentiate instruction in order to meet the diverse needs of learning styles of individual students during the math workshop.

Goal Setting:

- To establish goals for each individual student in reading and math collaboratively with the students and their parents. This will be accomplished for all ELL students.
 - Students will be able to articulate goals as well as self evaluate.

Due to our large ethnic population, cultural differences are evident. We will continually strive to involve parents in our educational community. The Parent Coordinator will reach out to more parents and will continue to support parent involvement efforts for the 2009 – 2010 school year.

The Title III ESL After-School Program will continue for the 2009-2010 school year (pending funded allocation) of three teachers with 80 hours, 1 supervisory position with 80 hours, Title III ESL Saturday Academy providing math and literacy instruction to students from grade 3 to grade 8.

Provide for intensive professional development in the content areas for all teachers and parents in ESL strategies and new ELL standards to meet the needs of the ELL students.

Continued AIS for all ELL students not meeting the standards.

Certified ESL teachers will provide staff development to instruct teachers in ways to provide AIS to assist the ELL students.

Data:

- To effectively use data to improve students achievement for all ELL students.

- Integrate the continued analysis of data into instructional decision making.

Academic Rigor:

- To provide rigorous curriculum and instruction for all ELL students.

- Teachers will encourage accountable talk and focus discussions by using higher level questioning techniques.
- The academic language that teacher will use increase and promote creative thinking.
- Teachers will challenge and support students to question and reflect, and to develop investigative problem solving skills through standards-based learning.
- Rubrics will be used in all curricula areas.

Parental Involvement:

- To increase parent involvement in order to improve student achievement for all ELL students.

- We need to reach out to parents and help them to understand the important role they play in their child's education.
- Engage parents in meaningful efforts to support our instructional practices.

Character Education:

- To provide a solid character education program for all ELL students..

- We need to emphasize solid values which building good character. This can be done through reading books on the topic and providing direct instruction on character education.

- Establish “good citizen Awards” and “Student Of the Month”

Environment:

- To provide a safe and nurturing environment for all of our students and staff.
 - To give our students the knowledge and skills they need to make good choices and to resolve conflict.
 - To utilize the L.E.A.P. program to prevent bullying.
 - To use a positive approach towards discipline.
 - To continue to a “no tolerance” policy for students who harass, bully, disrespect, etc.
 - To implement an advisory program for middle school students.

School District: 21
 Bilingual Both

Type of Program: ESL X
 (Check one only)

School Building PS 99

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL																		
Arabic (ARB)																					
Bengali (BEN)									1		1				1						
Bosnian (BOS)																					
Chinese (CMN)	1		1	2		2			2		2			2		3		3		3	
French (FRA)																					
H. Creole (HAT)				1		1												1		1	
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian	2		2	1		1	3		3	3		3	3		3		3	2		3	3

A-2(a)

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010

School District: _____ **21** _____

School Building _____ **PS 99** _____

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2006-07)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)	1		1	5		5															
French (FRA)																					
H. Creole (HAT)	2		2																		
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)	4		4	4		4															
Spanish (SPA)	3		3	9		9															
Vietnamese (VIE)																					
Urdu(Urd)	5		5	5		5															
Hebrew(Heb)																					
Other	1		1	3		3															
SUB TOTALS	14		5	26		26															

Total Number of LEP students **Identified** in the Building in 2009-10 (Do not include long-term LEPs)
 (Do not include long-term LEPs) Bilingual ESL

Total Number of LEP students **Served** in the Building in 2009-10

School Building: PS 99 District 21

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program			Bilingual Program
P.S. 99		3					
TOTALS		3					Grand Total

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

Form TIII – A (1)(b)

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

Allocation:

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$14,376.00	Direct supplemental instructional services such as Per session for after/before school, Saturday academies
3 teachers @ \$49.89 for 80 hours on Tuesdays and Thursdays after school.	\$11,973.60	
3 teachers @ \$49.89 for 30 hours on Saturdays from Title I	\$2,402.40	
Supplementary funding TL Instructional	\$2087.70	
Purchased services such as curriculum staff development contracts		
Supplementary instructional materials	\$7,188.00	Just Right Reading, Language for Learners, MCP Mathematics.
Parent Activities	\$2,396.00	Paper, workshops, snacks, handouts.
Other		
TOTAL	\$23,960.00	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 21 For Title III

BEDS Code _____

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
<i>Code 15 Professional Salaries</i>	<i>9 teachers, 1 supervisor, 1 secretary per session, to carry out student enrichment program for ELLs Title111 Saturday Academy and Title111 After school</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

This entire section must be completed for each budget submitted.

School District _____ For Title III
BEDS Code _____

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

2.

To assess our school's written translation and interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand, we surveyed the parents at the ESL Parent Orientation Meeting that is held within 10 days for the new incoming students. We surveyed the needs and capabilities of the parents at PTA meetings and parent workshops held at the school. We also review the home language survey from questions 5-8 which asks: What language is spoken at home most of the time? And What language does the child speak with parent's most of the time? We also interpret data in the language breakdown of ESL students and when analyzing the school's report card, we focus on the school's percentage of ethnicity, recent immigrants, (students enrolled as of October 31, 2008 who immigrated to the U.S. within the last three years), and recent immigrants place of birth. We also examine the students emergency blue cards which indicates the language that is spoken at home.

3. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After detailed analysis of the number of ELL's by grade in each language group in our English as a Second Language Program, it was noted that the highest language group spoken in the school was Urdu, followed by Spanish and Russian. The highest percent of enrollment of recent immigrant's place of birth for 2009 was Pakistan, Russian, the Ukraine, and Mexico. Therefore, the greatest demand for translation services needed in the school were for Urdu, Spanish, and Russian. The findings of our school's written translation and oral interpretation needs were reported to the school community through parent workshops and PTA Meetings.

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

2. assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The proposed written translation services the school plans to provide will be the availability of a teacher after school, and Saturdays. Also the availability of a school aide, one paraprofessional, and one secretary on Saturdays. To meet the identified needs for written translation services for parents, important notes, bulletins, and PTA notices will be translated by a teacher, school aide and secretary, and the on-line translator services accessed through the Board of Education.

3. 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 proposed oral interpretation services the school will provide will be the availability of a teacher, school aide, paraprofessional, and secretary after school and Saturdays. The teacher will be available for oral interpretation of Spanish.

4. 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>.

Upon a new student's enrollment the parent's language will be written on the student's blue emergency card, and maintained on the ATS system. Parents needs for oral and written translations will be reviewed, and a teacher will be available to fulfill Section VII of Chancellor's Regulations A-663, during workshops, meetings, and for parental notices. A written notification of parent's rights regarding translation and interpretation services in the appropriate covered languages, and on how to obtain these services will be distributed.

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:	660,714	163,656	824,370
2. Enter the anticipated 1% set-aside for Parent Involvement:	6607		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1634	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,036		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
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):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.5%
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.

There was 1 teacher who was not a highly qualified teacher for the 2008-2009 school year. She retired in June 2009, and thus the percentage no longer pertains. The school sets aside money for teacher tuition reimbursement 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.

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

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

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

The Instructional Team, the School Leadership Team, the Inquiry team, PTA and faculty conduct meetings/conferences on an ongoing basis to collect and organize hard and soft data addressing student achievement, curriculum and instruction, professional development, family and community involvement, and school context and organization. Interviews, questionnaires and surveys are administered to teachers, administrators, SAT team, parents, support staff, and students. Achievement data including Interim Assessments (summative and formative data), standardized test scores, classroom tests, conference notes, ECLAS, student work folders/ portfolios and attendance reports are used to review and analyze student achievement. School-wide data, disaggregated by grade, class, student level and sub-groups are considered. The Progress Report, the Quality Review and the previous CEP are the tools used as a springboard for school improvement planning and goal setting.

Meetings are scheduled to then analyze the information and report the results. Clear goals set well within the format of the CEP are established. The school leadership team meets bi-weekly to discuss review, and adjust school improvement planning and goal setting, as it serves as the vehicle for meaningful consultation with parent and staff representatives. The CEP reflects this spirit of collaboration and shared responsibility with the common goal of continuous improvement of education practices and student achievement.

Whole school goals are shared with the entire school community through PTA meetings and Faculty Conferences. In addition, students are made aware of school goals through the school mission statement visible in every classroom, student-friendly rubrics displayed in classrooms and our school's bottom lines and clear expectations.

The administration and faculty set measurable goals for individual students as well as for groups of students (including ELLs, Special Education, Black and Hispanic, overage and male and female). Interim goals/benchmarks are revised periodically to target effective differentiated instruction.

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.

The top priorities for improvement for the 2009-10 school year are as follows:

- The implementation of a school wide program designed to upgrade the entire educational program with the goal of improving student performance for all students K-8 (including ELLS, students with disabilities, Blacks, Hispanics, overage and males and females) in literacy across the content areas and in math. PS 99 will take a continuous data-driven approach to improve performance and to demonstrate proficiency and advanced levels of achievement. Multiple measures will be used to address student weaknesses/strengths and target areas for growth.
- The implementation of an effective academic intervention program for all students K-8 to address the large number of students lacking basic skills in both reading and mathematics. There will be continuous emphasis on improving instruction for all students (including ELLs Black and Hispanic, overage, male, female and Special Education students). These academic intervention services are provided to targeted students in small groups before the school day, during the school day, after school and in a Saturday academy. Students in greatest need of improvement are identified as follows: students who scored in the bottom third on the NYS ELA and/or Math exam, students who showed a significant drop on their standardized tests from last year to this year and teachers may recommend students for services based on classroom performance. Intensive guidance and support services are provided to assist students who are experiencing effective-domain issues that are impacting on their ability to achieve academically.
- PS 99 will construct a professional development plan whereby all staff will: become familiar with the content and knowledge of standards-based instructional practices, infuse technology into 100% of classroom instruction by analyzing and interpreting data for all students including sub-groups, differentiate instruction and become familiar with ESL strategies and IEP mandates. Weekly professional development will be ongoing. All staff will be trained in the use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.
- Focusing on a school wide effort to strengthen home-school relationships and increased parent and community involvement in an effort to improve student performance.
- The continuation of integrating the arts and technology aligned with the NYC Blueprint for Teaching and Learning in the Arts into the instructional program for all students.

3. Instruction by highly qualified staff.

Ninety two percent of our core classes are taught by “highly qualified” teachers. One hundred percent of our teachers are fully licensed and permanently assigned to PS 99. Seventy-nine percent hold a Masters Degree or higher.

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.
 - Weekly professional development will be ongoing. All staff will be trained in the use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.
 - A newly established Inquiry Team in collaboration with the Instructional Team, the Administrative Cabinet, The PPT, will provide professional development to all faculty and staff, and focus on the collection, analyzing, and interpreting of data during weekly grade conferences and workshops.
 - Teachers will have opportunities for intervisitations and study groups, visit model classrooms, and take responsibility for their own personal reflections.
 - Throughout the school year, coaches and model teachers will work with teachers to build internal capacity and raise the level of a teacher's instruction through modeling, planning and sharing best practices.
 - Provide intensive meaningful professional development to support teachers in their understanding of academically rigorous instructional programs and in understanding of specialized strategies to meet the needs of special populations that will result in the improvement of reading, math, and writing skills for all students.
 - Empower teachers to make professional decisions based on need.
 - Professional development is ongoing and is provided to teachers, parents on an individual basis as identified by the Administration through conversations, etc.
 - Building internal capacity through the expertise of specialized teachers and staff.
 - Ongoing workshops are provided to parents.

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

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

6. Strategies to increase parental involvement through means such as family literacy services.
 - Parent Workshops – All Title I Personnel, ESL teachers and the literacy and math coaches offer workshops during the school year. Each workshop demonstrates ways that parents can help their children at home to become proficient readers. Materials are demonstrated and families are provided with activities and strategies that promote literacy and problem solving skills. Outside resources (library, UFT Homework Hotline) are explained. Guest speakers (nurse, district personnel, and publishers) are invited. Promotion polices are reviewed. Intervention strategies and test taking tips and personnel are introduced
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - Parent involvement in setting student goals.
 - Student of the month and citizen of the month recognition.

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.

Currently there is one full day and two half-day pre-k classes. Two paraprofessionals assist the two teachers daily. A social worker will work with parents one day a week. Workshops are provided to inform parents about their child's education by a Parent Coordinator.

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.

The open-door policy and strong leadership of the principal and assistant principals help to create an atmosphere that ensures that PS 99 is a school community of learners whereby all members, students, staff and parents, are actively engaged in the educational process. The principal uses school resources and budget to promote student learning. All members share accountability for creating a positive and educational environment for improving and achieving success for all students. The working relationship of all members of the school community fosters a consensus building learning community with a commitment to continuous review and improvement. The team is sufficiently diverse to represent the school's key stakeholders. This group has the credibility it needs to gain widespread support for any plans or decisions. Discussion is key to making decisions.

The Instructional team which meets bi-weekly and the Inquiry Team which meets weekly meet regularly to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials and on assessing teachers' needs for professional development. These teams focus on providing staff with professional development to strengthen their knowledge base in all content areas and to reflect and refine school –based practices.

The School Leadership Team (principal, coaches, UFT chapter leader, special Education liaison, teachers and parents) are the participants and decision makers in the operation of the school. They meet bi-weekly to plan for comprehensive long term improvement, share information on conducting comprehensive needs assessment of the entire school based on the performance of the students in relation to the State academic standards and develop the comprehensive education 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.

The Pupil Personnel Team, with representation by administration, staff, parent, and support personnel, tailors pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students who are experiencing effective-domain issues that are impacting on their ability to achieve academically.

The school has developed the following Academic Intervention Service programs:

- After-school literacy and math programs
- 37 1/2 minutes of small group AIS Monday through Thursday
- A Saturday instructional program
- Funded Programs Supplemental Services (Reading, Math and ESL)
- Voyager/Passport and Great Leaps are implemented in grades K-3 and utilized as an additional intervention strategy for struggling or "at-risk" readers who did not reach benchmarks for ECLAS
- Month-by-Month Phonics (Grades K – 3) is used as a supplement to other planned instruction in reading and writing using classroom libraries.
- Small group instruction– Intensive work is provided in reading, math and writing. The skilled teachers work in small group settings to help incorporate reading into all curriculum areas.
- Teacher/Student Individual Conferencing
- Push-In and pull-out AIS initiative by funded personnel to work with targeted students to better focus on differentiated specific skills.
- The Great Leaps/ Great Source programs are infused in literacy and math instruction as a focused intervention.

- “Read 180” a comprehensive reading program and Skills Tutor for Mathematics will be implemented for the Special Education classes as a focused intervention. Professional Development will be provided by trained specialists.
- Our speech impaired students will be placed in a 12:1 setting with additional support from the speech teacher. All educational support services will be provided in accordance with each student’s I.E.P. Specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students include intensive AIS.
- School Based Support Team – Services are provided to students after teacher recommendation. The team observes children in the classroom setting, counsels the students when necessary, tutors, and makes parent contacts. If further services are needed, proper referrals are made.
- Staff development in child psychology and learning styles is provided by School Support Services (Psychologist, Guidance Counselor, Dean, Special Education Support Services (SETSS Teachers)
- The Pupil Personnel Team made up of teachers, administrators and the SBST Team, meets bi-weekly to discuss students at risk.

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.

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

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: _____ **SURR² 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.

² School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)³ 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

³ 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 – A New York State Curriculum Alignment committee was formed to assess the school's existing committee will update maps and training will be provided to the staff to discuss implementation requirements. 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
- Curriculum Maps – The New York State Curriculum Alignment Committee 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 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.

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

Applicable X 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 99 uses The Open Court Reading Program in grades pre K-6, 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.

In the middle school grades Reading Advantage is used in grade 8, AMPS is used in grade 7 and Read 180 is used for students with disabilities for grades 6, 7, and 8. In addition, Skills Tutor computer programs in reading and writing is geared to address each student's individual needs. Teachers continue to use the structures and components of Balanced Literacy. Though the emphasis shifts from learning to read to reading to learn, students in middle school continue to refine, advance, and apply their reading, writing, listening, and speaking skills to build knowledge about new subject matter.

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.

NA

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.

- *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 findings speak to gaps in middle school curriculum and, therefore, do not apply in grades K-6.

The PS 99 New York State Curriculum Alignment Committee will review the content strands of measurement and geometry and number sense and operations in order to uncover any gaps that may exist in the intended curriculum. We will then revise grade level specific maps to include stronger foci in each of these areas. Professional development will be provided by the Math Coach to teachers in the math department to ensure understanding of the curriculum areas in need or in deficit. Summative and formative assessment results will be used to determine student understanding in these as well as in other areas. Formal and informal observation will be used to assess teacher's depth in the delivery of all content in the area of mathematics including measurement and geometry and number sense and operations.

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.

This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. 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, the New York State Curriculum Alignment Committee 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 X 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 99 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its

students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-5 *Everyday Mathematics* 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
- Reference Frames

Impact Mathematics is both a comprehensive program, including the strands of number and operations, proportional reasoning, geometry, probability, and data, as well as a program focused on the development of algebraic thinking. The publication of *Algebra for Everyone* by NCTM in 1990 put forth the view of algebra as the gateway course, a course that must be part of the background of all employees. Therefore, algebra must be taught on a broadened scale, where students come to it with an appropriate mathematical background and disposition. In *Impact's* approach to algebraic thinking, they relied on the research reported in the National Council of Teachers of Mathematics Algebra Working Group (1995), *Algebra in the K–12 curriculum: Dilemmas and possibilities*, pointing to the inaccessibility of the traditional algebra curriculum, generally taught as a stand-alone

course in the 9th grade. In *Impact Mathematics*, student understanding of the algebra strand—interwoven with and related to the other mathematical strands—evolves over a three-year period, allowing such important ideas as patterns, functions, proportional reasoning, and algebraic structure and skills to develop and become familiar over time. The algebra strand is based on the highly successful Australian program, *Access to Algebra*, developed by Curriculum Corporation, which provided an algebra curriculum relevant to students' lives, more inclusive of the interests and experiences of middle school students. *Impact Mathematics* is unique, then, in its comprehensive, standards-based, developmental approach, while completing a full year of algebra by the end of the third course. Finally, the authors of *Impact Mathematics* recognize that mathematics has developed as an extension and a codification of ways of thinking that are natural to us all. To that aim, *Impact Mathematics* is written to help students use and sharpen their own logical thinking, learn to be comfortable with the abstractions that give mathematics its power, develop their ideas and mathematical imagination, and acquire the skills that support their good thinking and the ability to express their ideas clearly to others.

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.

NA

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

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

Applicable X Not Applicable

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

As stated, PS 99 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:

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 reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

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

Student Engagement Checklist 2008/2009
School-wide Informal Observations

Category	Observation	Comments
Whole Class Instruction: Rug Area -All students are attentive and looking at teacher(s) -Students sit in groups(possibly on rug) in	_____ Yes to all	
	_____ Yes to some	

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM⁴) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

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

Applicable X Not Applicable

⁴ 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.

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 99 for the following reasons:

PS 99 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.

At this school, SMART boards are often used for demonstration during the mini lesson.

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

Student Engagement Checklist 2008/2009
School-wide Informal Observations

Category	Observation	Comments
<p>Whole Class Instruction: Rug Area</p> <p>-All students are attentive and looking at teacher(s)</p> <p>-Students sit in groups (possibly on rug) in purposeful ways depending on task</p> <p>-Various students participate when questions are posed - not the same hands all the time</p> <p>-Student responses to queries are positively validated</p>	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

<p>Independent Work</p> <ul style="list-style-type: none"> -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p>Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p>Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p>Student Accountability</p> <ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p>Metacognition</p>	<p>_____ Yes to all</p>	

<ul style="list-style-type: none"> -Students are given opportunities to share their thinking -Students are held accountable for their learning - they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed 	<p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Self Esteem - Building Toward Intrinsic Motivation</p> <ul style="list-style-type: none"> -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</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 engaged in, during the 2008-09 school year, 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 administrative Cabinet. 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 X 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?

2009	0
2008	1
2007	6
	.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many

teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

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

Applicable X 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?

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The 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 X Not Applicable

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

PS 99 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 well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The 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 X Not Applicable

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

PS 99 received an overall score of under-developed with proficient features for SQ3: However, the school has developed a number of programs to address the "at risk" levels 1 and 2 students. As a result their performance has improved in both ELA and Math as evidenced by the 2009 NYS ELA and Math exams. The school will continue to align its academic work, strategic decisions and resources and effectively engage students around its plans and goals for accelerating student learning. "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."

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

The school's Administrative Cabinet, along with the IEP Teacher, will review all IEP's 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 Administrative Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and IEP Teacher will review IEP's 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 X 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 99 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. 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.

Teachers at PS 99 have received PRIM training and know how to write and use functional behavioral plans for students for whom this is a necessary intervention.

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>

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.)
2
2. Please describe the services you are planning to provide to the STH population.
 - PS 99 will not deny students admission due to lack of documentation.
 - Ensure that all students meet immunization requirements and document the results in ATS.
 - Display informational materials at the school to encourage the students and families to report homeless status.
 - Family assistant and attendance teacher with the parent coordinator will act as a liaison to ensure timely registration and attendance.
 - Provide educational services comparable to those provided to other students in the school.
 - Provide transportation services comparable to those provided to other students in the school.
 - Staff members will meet with the families of the students to inform them of their rights and familiarize them with all services provided, such as after school tutorial and after school and summer enrichment programs.
 - Workshops for parent and other family members.

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.

SCHOOL-PARENT COMPACT

PS99 _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

PS99 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Current strategies for improving instruction and student performance are the use of a high quality standards-based curriculum in a nurturing environment.
 - Workshop model for math and literacy
 - Academic Intervention Services
 - Enrichment through the Arts
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held: in November and March during both afternoon and evening hours.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 - School Leadership meetings, PTA meetings, Parent workshops, Parent-teacher conferences are ongoing throughout the year
 - Progress reports will be reviewed at Parent/Teacher Conferences.
 - Parents will be instructed on how to access their children's Interim Assessments on-line.
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

- Provide opportunities for conferences, workshops, telecommunication, written communication and or regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
 - The school will respond to any such suggestions as soon as practicably possible.
 - Principal, Assistant Principals, and Parent Coordinator are available to meet with parents on a daily basis
5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:
1. Learning leaders, volunteer, fairs, open- school sessions, workshops, class trips/events
 2. Family outings from Urban Advantage Program

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.



Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The PS 99 Isaac Asimov School will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, PS 99 will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

The Isaac Asimov School For Science and Literature agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement, is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
 1. *that parents will play an integral role in assisting their child's learning.*
 2. *that parents will be encouraged through outreach programs; actively involving themselves in their child's education at school.*
 3. *that parents through the decision making advisory committee will be full partners in their child's education.*
 4. *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

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

1. The Isaac Asimov School for Science and Literature will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
Plan will be discussed at PTA meetings
Plan will be discussed at Title 1 parents' meetings
2. The Isaac Asimov School for Science and Literature will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
School review and improvement issues will be discussed regularly at PTA meetings
School review and improvement issues will be discussed regularly at SLT meetings
A needs assessment survey will be administered to all parents
School review and improvement issues will be discussed at the annual Title 1 parents' meeting
3. The Isaac Asimov School for Science and Literature will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with training in the following other programs: Pre-K Superstart, AIS services, Family Math and Literacy workshops, Voyager, Great Leaps, READ 180, Technology, Wilson, The Balanced Literacy Program, Every Day Math, Impact Math, Homework Without Tears and Building Stamina.
5. The Isaac Asimov School for Science and Literature will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Provide opportunities for parents to assist in revisions of the Parental Involvement plan.
 - Provide the opportunity for parents to give input through a year-end survey. The School Leadership will review the findings and report the data to the advisory counsel.
 - The teacher liaison in conjunction with the School Leadership Team, advisory counsel and PTA will be articulating.

- Parents will be involved in tabulating the results and addressing the needs for the following school year at the required annual review to take place in May of each year.
5. The Isaac Asimov School for Science and Literature will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as New York City and New York State Standards, and standardized tests.
 - In an attempt to join the school community the staff will provide workshops for parents/families explaining State Standards, achievement goals, assessments, and the Promotional Standards, as well as how to support their child's learning at home..
 - The advisory counsel will review requirements of Title I Programs in following the State guidelines.
 - Another important aspect to their child's success is reviewing progress and use of data as means of instruction.
 - Offer reimbursement for college level courses for teachers. Teachers will turnkey information to parents and staff.
 - Parents and staff will review ARIS.
 - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Providing resources in a "lending library"
The Family Assistant will monitor the materials and provide workshops for their use.
 - Outreach provided by the Parent Coordinator.
 - The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

➤ Making connections with CBO's.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language which parents can understand:

Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- involving parents in the development of training for teachers, principals, and other education to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request

This PS 99 Parental Involvement Plan has been developed jointly with, and agreed on with, parents of the children participating in the Title I program. The required annual

review for the 2009-2010 school year took place on May 26, 2009. This annual review is scheduled for May of each school year.

The Parental Involvement Plan will be in effect for the period of the 2009-2010 school year. At the PTA meeting on December 18, 2009, the principal will provide an overview of The Parental Involvement Plan, and it will be back-packed by each child, and thus made available to the community on that date.

I. Development of the School Self Evaluation Form

Briefly describe how this SSEF was created.

- What process did you use to collect multiple perspectives?
- Who was involved and what were their roles?

The SSEF was developed in collaboration with the administrative team including the principal, the faculty including support staff, coaches, Inquiry, Instructional and School Leadership Team members, including parents and students. The SSEF was developed during formal and informal meetings and workshops such as:

- School Leadership Meetings
- Grade/Faculty Conferences
- Inquiry Team Meetings
- Instructional Team Meetings
- PPT Meetings
- Lunch and Learns
- Professional Development workshops
- Parent Workshops

The school community meets on a regular basis in a variety of settings to collaborate and reflect on school systems and structures in order to stimulate and promote students' interests and learning, and to improve student performance. The LES, CEP, PPR, past Quality Reviews, Progress Reports, class-based, periodic and summative assessments, including classroom observations and school-based surveys are reviewed to create a clear picture of the school's strengths and areas of need within the context of student achievement and goals.

II. Instructional Goals

Describe your school's instructional goals and then respond to the following prompts:

- How do they relate to your previous year's goals and longer-term goals (past this year)?
- In what ways, if any, do they relate to previous Quality Review Areas of Improvement?

To accelerate literacy skills for all students K-8 (including ELLs, Students with Disabilities, Black and Hispanic, and male and female) with a particular focus on our lowest performing students. To increase by 20% the number of level 1 and 2 students in grades 3-8, scoring at or above a level 3 on the 2010 ELA NYS test.

To accelerate math skills for all students K-8 (including ELLs, Students with Disabilities,

Black

and Hispanic, and male and female) with a particular focus on our lowest performing students. To increase by 20% the number of students who scored a level 1 and 2 in grades 3-8, scoring at or above a level 3 on the 2010 Math NYS test.

In the past our goals focused on raising scores on the NYS ELA and Math exams for all students

K-8. Last year's Quality Review Report suggested that we place additional emphasis on Level 1 and 2 students since they made the least progress when compared to peer horizon and city schools.

III. Areas of Celebration and Promising Practices

Describe 1-3 school practices, initiatives or projects of which you are proud and are exemplary in evidencing organizational and/or instructional coherence. Feel free to reference any of the goals above without repeating the descriptions. If there are specific terms or definitions of practices that your staff uses in regard to curriculum, pedagogy, assessment, and/or teacher teams include them here.

#1. Model classrooms exemplify best practices, align all curricula to NYS standards, and provide instruction that is coherent, engaging and challenging to all students. The workshop model is incorporated in all content areas.

- Focus on accountable talk, the principles of learning, and organizing for effort
- Students are interested and engaged in their learning
- Set of strategic initiatives to address academic rigor
- Develop and improve the student's creativity and higher level thinking skills
- Teachers make good use of rubrics and provide clear and accurate feedback to students
- Provide differentiated activities to develop critical thinking skills for all learners
- Looking at student work using protocols/rubrics as evaluative tools

#2. Additional emphasis on focused intervention for the bottom third of students K-8 (including all sub-groups) with a small group push-in/pull-out AIS initiative (371/2 minutes, Saturday Academy, After-school Program) which has helped to improve performance and narrow the achievement gap.

- Maintaining effective AIS teams who use collaborative approach to identify and evaluate individual student strengths and needs
- Push-in teachers work with the classroom teachers to provide additional instruction to small groups
- Pull-out teachers differentiate instruction and use flexible grouping
- Target appropriate resources to ensure movement towards standards
- Align targeted interventions and assessments to meet the individual needs of each student
- Design a system for monitoring student progress on a regular basis

- Make necessary changes to grouping as needed
- Provide differentiated strategies to address the individual needs of each student

#3. Middle School Initiative

This grant will be used to improve student achievement for all middle school students with an emphasis

and focus on reducing the achievement gap for targeted students (ELLs, Special Education, Black and Hispanic, Overage, male and female) so they are prepared to succeed in high school.

- Enhance middle school curriculum and instructional framework through the grades.
- Teachers will work with partners to develop detailed programs of study based on their expertise and the NYS standards, to be incorporated into the curriculum
- Effective use of SMART Boards and use of technology in the classroom
- Mini laptops for all middle school students
- Creation of Professional Learning Communities
- Ensure high quality teachers
- Provide professional development
- Newly formed “i-squad”
- Handbooks will provide students and families with expectations, timelines, and a framework of the program
- Institution of Honor and Service Societies based on grades and school service

IV. Relating Practice to the Quality Review Rubric

Select one of the three practices described above and go deeper:

- What are the intended outcomes of this practice, initiative, or project?
- How do you know this initiative is on target to achieve the stated outcomes, within this school year and beyond?
- Making specific links and references to Quality Statement indicators in the rubric (e.g., 3.2), describe how the reviewer will know this initiative is having an impact during the review.

The intended outcome of the Middle School Initiative is to achieve yearly progress for all students

in grades 6-8, whereby 50% of the targeted students(ELLS, Special Education, Black and Hispanic,

Overage, male and female) will reach grade level proficiency and therefore reduce the achievement

gap. Also, there will be a 3-5% increase in attendance. There will be an increase in parent involvement.

This initiative is on target to achieve the stated outcomes. To date we have received four Smart boards

for Math, Social Studies, and English, our major subjects. Ninety mini laptops computers have been

ordered to date. The remainder of the mini laptop computers will be ordered according to

available

funding. Programs of study have begun.

Quality Statements 1.1, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.3, 5.2, 5.4

All middle school students receive AIS during 371/2 minutes before school. Read 180 and My Skills

Tutor, fun technology-based remediation tools aligned to key curriculum standards, is being used.

Student work will match learning needs and strengths.

To help maintain a culture of mutual trust and positive attitudes, and to promote and support academic

and personal growth, AIS will be expanded to address students' needs as expressed through journaling

and blogging.

A Lead Teacher position has been created to provide support to teachers, to collaborate and analyze

data, and facilitate professional development in the use of technology and with partner organizations.

The creation of virtual Professional Learning Communities will give teachers the opportunity to

interact with each other and students via message board meetings, and to access ARIS on a regular

basis from school or home. This will ensure effective and consistent communication.

Opportunities

for families to become involved in the academic pursuits of their children will be provided during

assemblies, trips and family nights.

V. Classroom Visits

Describe the curricular, pedagogical, and/or assessment practices the reviewer will see and hear across classrooms.

- In what ways do these classroom practices and/or routines align with your school community's beliefs about how students learn best?
- How do professional development activities and opportunities support these practices?

Classroom instruction is aligned with the New York State standards. PS 99 uses The Open Court Reading Program in grades pre K-6, 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. Classroom libraries encourage students to read and write about a variety of topics they know and like. Reading Advantage is used in grade 8, AMPS is used in grade 7 and Read 180 is used for students with disabilities for grades 6, 7, and The *Everyday Mathematics* curriculum for grades Pre K-5 and Impact Math for grades 6-8 is aligned to the NYS standards.

The school utilizes a variety of periodic formal and informal assessments including conference running records, unit tests, etc. to align instruction based on individual strengths of students.

Detailed skills analysis results help teachers plan long and short term goals.

PS 99 employs a workshop model of instruction whereby:

- There is evidence of daily routines
- Students are challenged to think deeply about what they are learning
- Students are interested and engaged in their learning
- Students know what they will be learning / what is being taught
- Students know what is expected of them at all times
- Students know why they are part of a small group experience
- Students know what work that is “good enough” looks like
- Students are given opportunities to improve their work
- Students know the behavioral expectations in the room and act appropriately
- Students feel good about their learning and are excited to share new experiences
- All students are working productively on assigned tasks
- Students know what to do when “they are done”
- Students seek the assistance of a teacher or a peer when they are confused or need direction
- Provisions are made to meet the needs of individual students

Professional learning opportunities are aligned with school goals and curricula. School leaders collaborate with faculty to organize professional development opportunities so that all staff will have opportunities to articulate with peers, have opportunities for intervisitations and be trained

- The use of technology gathering, disseminating and interpreting data, looking at student
- The use of rubrics and self-assessing,
- Effective use and techniques of questioning to facilitate learning
- Setting and revising goals
- ESL strategies and following IEP mandates for Special Education
- Differentiated learning strategies
- Standards-based curricula content
- Study groups
- Accountable talk
- Building internal capacity through the expertise of specialized teachers and staff members

VI. Data-informed Decision Making and Capacity Building

In reviewing your accountability tools, other information sources, and action planning documents (Progress Reports, past Quality Reviews, LES, CEP, PPR, classroom observations, school-based surveys etc.), describe how you have used data to develop a coherent approach to the professional development of your faculty and administrative team so that all students are achieving at high levels. Two prompts to consider:

- How have you used this data to inform, improve, and/or expand the collaborative inquiry work of teacher teams across your school?
- What systems and/or structures have you put in place to monitor and adjust your plans to increase student understanding and performance?

The past quality review stated that there was a lack of a coherent approach to professional development. However, PS 99 is committed to providing intensive professional development to

effectuate

data driven instructional practices in order to support student improvement for all students.

Observation

of classroom teaching and the analysis of learning outcomes elevate school-wide instructional practices.

All teachers will be trained in the use of technology. The establishment and continuation of ARI whereby school leaders, core grade leaders along with faculty (teams of teachers and individual teachers) collaborate and use an inquiry approach at meetings (formal and informal) to

- Review data (hard and soft) on a school, class, grade and student level
- Analyze and interpret data
- Identify trends
- Inform instruction
- Set and revise goals
- Track the rates of transition from one level to the next.
- Develop a clearer picture of the current and past performance of all students

School leaders and faculty regularly evaluate and adjust curricular and instructional practices according to student needs. The use of organizational resources is evaluated and adjusted regularly as well depending on how well strategies used to accelerate learning are aligned to the school's organization.

The school's resource allocation might need to be regularly adjusted in response to student learning needs.

Also, assessment practices and tools and the ways in which data is aggregated and organized is regularly

adjusted and/or revised according to student performance and alignment between past and present performance. The school makes a great effort for sharing performance data with students and families throughout the year. Plans for long term planning and measuring progress towards those goals and the effectiveness of teacher teams engaged in professional collaboration helps to identify areas where improvements in plans or strategies are needed. Data results for all students including subgroups (grade, subject, special populations) will dictate the need for revision. After school, Saturday Academy and extended day programs and groups might need to be adjusted and/or reorganized at regular intervals. Coaches and specialized staff provide mentoring, teacher training, professional development and modeling as needed.

VII. Optional

If there is anything else you want to add to help the reviewer better understand your school use the space below. If space allows, some schools may want to add something about how the inquiry teams function within their schools.

Filename: 21K099 CEP 2009-10_ Final.doc
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