Department of Education

P.S. 105 THE BLYTHEBOURNE

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 105 THE BLYTHEBOURNE
ADDRESS: 1031 59 STREET, BROOKLYN, NY, 11219
TELEPHONE: 718-438-3230
FAX: 718-853-9633

MAY 2010

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K105 **SCHOOL NAME:** P.S. 105 The Blythebourne

SCHOOL ADDRESS: 1031 59 STREET, BROOKLYN, NY, 11219

SCHOOL TELEPHONE: 718-438-3230 **FAX:** 718-853-9633

SCHOOL CONTACT PERSON: Johanna Castronovo **EMAIL ADDRESS** jcastro2@schools.nyc.gov

POSITION / TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Alice Lee
PRINCIPAL:	Johanna Castronovo
UFT CHAPTER LEADER:	Cheryl Ng
PARENTS' ASSOCIATION PRESIDENT:	Hui Hong Dong
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Sandra Lutrico

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Johanna Castronovo	Principal	Electronic Signature Approved. Comments: Yes Signature on file
Suet Man Kwan	Parent	Electronic Signature Approved. Comments: Yes Signature on file
Zi Yi Pan	Parent	Electronic Signature Approved. Comments: Yes. Signature on file
Zhou Hai Liang	Parent	Electronic Signature Approved. Comments: Yes Signature on file
Carmen Vourlous	Parent	Electronic Signature Approved. Comments: Yes Signature on file.
Faisal Abughaliah	Parent	Electronic Signature Approved. Comments: Yes Signature on file
Alice Lee	Admin/CSA	Electronic Signature Approved. Comments: Yes. Signature on file.
Donna Amato	Admin/CSA	Electronic Signature Approved. Comments: Yes Signature on file
Cheryl Ng	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes Signature on file
Juliet Wilson-Dixon	UFT Member	Electronic Signature Approved. Comments: Yes Signature on file

Angelee Alarnick	UFT Member	Electronic Signature Approved. Comments: Yes. Signature on file.
Joann DiGiovanni	UFT Member	Electronic Signature Approved. Comments: Yes Signature on file
Hui Hong Dong	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Yes Signature on file
Fei Mendy	Title I Parent Representative	Electronic Signature Approved. Comments: Yes Signature on file

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

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 105 has been serving the children of the surrounding community since 1925.Today, the school serves a multi-ethnic community in New York City. The school has children from Asia, South America, Mexico, Puerto Rico, the Middle East, and Europe. The ethnic census report for P.S. 105 shows that 87.7% of the student population is Asian, 6.3% is Hispanic, .25% black, 5.3% is white and .25% are multiracial. Approximately 113 children have Individualized Education Plans (IEPs) and receive mandated support services. With the many new arrivals to the U.S.A., 56% of our students are English Language Learners (ELL). The school qualifies for universal Free Lunch with 80.1% of the students qualified for free breakfast and lunch. The school served 1648 students in grades Pre-K to five. Students are heterogeneously grouped within each general education class. With the ongoing influx of new immigrant students entering P.S. 105, the school has one of the largest Bilingual Chinese Programs in the district in order to support the needs of the newly arrived immigrants. Transitional bilingual classes in grades K-5 served 480 Chinese speaking students. Self-contained ESL classes and push-in ESL teachers serve 330 ELL students. To support the bilingual gifted students, the Gifted Learners of Bilingual Education (GLOBE) classes is established on grades one to five. Students are admitted to the program through a city-wide assessment for the Talented and Gifted. To serve the special needs students, there are six Collaborative Team Teaching class in each of the grades K to Five, including a 12:1:1 self-contained bridge class in grades Four-Five. To support the non-English speaking school community population, the school provides translation in all communications to parents. The school employs a large Chinese Bilingual staff: Parent coordinator, School assessment Team, school aide, paraprofessionals, teachers, and two assistant principals. The school has consistently performed better than similar schools and other city schools in reading and math in the past years. The school received a Well Developed on the 2007-2008 School Quality Review, and an A for the 2008-2009 school progress report. The challenge facing the school is to sustain its growth and to further increase the progress of the high performing students in state assessments in reading, math and NYSESLAT as indicated by students' performance data. The school has implemented after school Enrichment Clubs to support the high performing students in Public Speaking, Marshall Arts, Spoken Word, Double Dutch, Chess and Movement. Academic Intervention Services will continue for at risk students through Extended Day, Saturday Literacy Academy, Saturday ELL Academy, Title I Reading, Leveled Literacy Intervention, Wilson, Orton Gillingham, etc.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 105 The Blythebourne				
District:	20	**DBN #:**	20K105	**School BEDS Code #:**	20K105

DEMOGRAPHICS									
Grades Served in 2008-09:	☑ Pre-K	☑ K	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☑ Ungraded			

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	51	52	50		97.1	97.1	96.9
Kindergarten	181	225	267				
Grade 1	199	213	252	**Student Stability:** - % of Enrollment			
Grade 2	197	193	200	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	198	200	200		89.6	89.4	89.93
Grade 4	211	190	215				
Grade 5	190	219	195	**Poverty Rate:** - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			89.6	89.4
Grade 8	0	0	0				
Grade 9	0	0	0	**Students in Temporary Housing** - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	0	1
Grade 12	0	0	0				
Ungraded	0	4	4	**Recent Immigrants:** - Total Number			
Total	1227	1296	1383	(As of October 31)	2006-07	2007-08	2008-09
					59.0	67.0	95

Special Education Enrollment:				**Suspensions: (OSYD Reporting) - Total Number**			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	11	12	12
# in Collaborative Team Teaching (CTT) Classes	27	36	48
Number all others	47	47	53
These students are included in the enrollment information above.			
English Language Learners (ELL) Enrollment (BESIS Survey)			
(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	257	233	214
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	289	359	457
# ELLs with IEPs	17	0	2
These students are included in the General and Special Education enrollment information above.			
Overage Students: # entering students overage for grade			
(As of October 31)	2006-07	2007-08	2008
	0	0	0
Ethnicity and Gender: % of Enrollment			
(As of October 31)	2006-07	2007-08	2008
American Indian or Alaska Native	0.1	0.1	0.0
Black or African American	0.3	0.3	0.1
Hispanic or Latino	9.2	8.6	7.2
Asian or Native Hawaiian/Other Pacific Isl.	80.6	82.8	85.2
White	9.8	8.3	7.4
Multi-racial			
Male	50.2	49.8	51.9
Female	49.8	50.2	48.1

Principal Suspensions	0	3	TBD
Superintendent Suspensions	1	7	TBD
Special High School Programs: - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09
CTE Program Participants	0	0	0
Early College HS Participants	0	0	0
Number of Staff: - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09
Number of Teachers	84	91	94
Number of Administrators and Other Professionals	7	14	13
Number of Educational Paraprofessionals	N/A	9	7
Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09
% fully licensed & permanently assigned to this school	96.4	98.9	98.9
Percent more than two years teaching in this school	71.4	68.1	75.5
Percent more than five years teaching anywhere	69.0	67.0	62.8
Percent Masters Degree or higher	99.0	97.0	93.0
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.2	98.7	100.0

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 (2009-10 Based on 2008-09 Performance):					
☑	In Good Standing (IGS)				
☐	School in Need of Improvement (SINI)Improvement - Year 1				
☐	School in Need of Improvement (SINI)Improvement - 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 ___				
Individual Subject/Area Ratings	**Elementary/Middle Level**		**Secondary Level**		
	ELA:	IGS	ELA:		
	Math:	IGS	Math:		
	Science:	IGS	Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	**Elementary/Middle Level**			**Secondary Level**		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	–	–	–			
Hispanic or Latino	√	√	–			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	–			
Other Groups						
Students with Disabilities	√	√	–			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	4	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	85.3		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	21.5		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	48.4		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.				

	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
X*	Did Not Make AYP Due to Participation Rate Only	◊	Outstanding
** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*			
Note: 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?

Summary of School Performance Trends: Looking at the 2009 results on the State ELA and the State Math test, the NYSESLAT, the Quality Review and the Progress Report data , it is evident that the school has achieved significant improvement in student progress. ELA -Percentage of students making at least 1 year of progress improved from 60.9% 2007-2008 to 71.25% 2008-2009. This is an increase of 10.35%.Student performance for students on levels 3 and 4 improved from 75.8% 2007-2008 to 84.1% 2008-2009.. This is an increase of 8.3%. Math - Percentage of students making at least 1 year of progress improved from 78.8% 2007-2008 to 79.4% 2008-2009.This is an increase of 0.6%.Student performance for students on levels 3 and 4 improved from 96% 2007-2008 to 97.2% 2008-2009.This is an increase of 1.2% (same increase as for the previous year). We intend to build on that success through the 2008-2009 Goals and Objectives. On the school Progress Report, we have maintained an grade A from 2007-2008 to 2008-2009. Improving our overall score by 12.7 points! However we would like to make further gains and improve our student progress, particularly with the high performing students who did not make at least one year of progress. On the State Accountability Report, all student groups made Adequate Yearly Progress (AYP) in ELA, Math, and Science. The school was not required to have School Quality Review in the 2008-2009 year. The 2007-2008 SQR's recommendation stated that we should "challenge and raise the academic profile of the school's high achieving students. The School Inquiry Team has identified Comprehension as a teaching strategy to support the improvement in student performance and progress. Text Structures and Features has been identified as the most appropriate strategy this year for teachers to focus on to develop and improve students' comprehension skills in both literacy and math. School's priorities for improvement: A major area of concern at Public School 105 is to raise the overall academic performance and progress in all students. There is a need to intensify our efforts in improving the acquisition of literacy of the English Language Learners, and a need to intensify our efforts in improving student comprehension in all grades. Our large population of English Language Learners necessitates that the school continues its efforts by providing extensive staff development for our entire staff. In Math, with student performance for students on levels 3 and 4 at 97.2%, and progress at 79.4% it is essential to integrate comprehension reading strategies into math processes to enable students to become good mathematical problem solvers. Therefore, we will continue rigorous Staff Development with teachers in comprehension strategies, and the use of technology to support instruction, to organize data, and monitor student progress. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance and progress. Professional development for teachers to differentiate instruction to meet the needs of all

students, including high performing students, the ELLs, at risk students, and special education students will be given. Professional development will be provided to help teachers effectively teach the Text Structures and Features comprehension strategy in order to improve student comprehension in literacy and math in all grades. Professional development for teachers in the use of technology will be intensified to support instruction, to organize data, and monitor student progress. Text Structures and Features has been identified as the most appropriate strategy this year for teachers to focus on to develop students' comprehension skills. On-going professional development on the teaching of the six comprehension strategies will be provided to teachers to continue academic rigor in a Thinking Curriculum. This year we will maintain the structure of the School Inquiry Team has expanded to include teachers from grades K, one and two, cluster teachers, and out of classroom teachers, in addition to teachers in Grades 3 – 5 and both Literacy Coaches. Inquiry team members will select students performing in the top 25% of their class who did not make one year of progress or are at-risk of not making one year of progress as recommended in the last School Quality Review's evaluation. We will continue to focus on identifying a specific "skill set" to enhance student learning and support those students, identified from the ELA data, who are on levels 3 and 4 and have not made one year's progress, and students who have remained on the intermediate or advanced levels of the NYSESLAT for more than one year, or students who are at risk of not making one years progress based on the DYO assessment in grades K-2, or Acuity in Grades 3-5.All teachers will be involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Satellite Inquiry Teams to utilize the inquiry process with a targeted group to fully expand the Inquiry Team work to ensure student success. Through the inquiry process, teachers will develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on differentiated instruction. Educational consultants, administrators, coaches, and teachers will provide professional development on comprehension with an emphasis on the strategy of Think Aloud to support the work of all teachers. In addition to participating on the Satellite Inquiry Team, teachers are also encouraged to select Alternative Teacher Assessment (Option A) instead of formal observations. Under Option A, teachers will set professional learning goals according to the six Professional Teaching Standards as a requirement for their assessment. This process will facilitate professional development and improve teaching practices for teachers. Teachers will set short and long term goals for individual students to support student learning. They will integrate the use of technology to organize assessment data, and monitor students' learning progress.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. ***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Annual Goal	**Short Description**
Goal 1 - Literacy By April 2010, there will be a one (1) % increase, from 84% to 85%, of the number of students scoring levels 3 and 4 as measured by the NYS ELA assessment.	After reviewing data from the January 2009 State ELA , the NYSESLAT, Predictive ELA, CITA's, and Fountas and Pinnell Benchmarking assessments, it was found that the focus and emphasis on comprehension as a teaching strategy has been supporting the improvement in student progress. Therefore we will continue our focus on implementing the six comprehension strategies.
Goal 2 - Mathematics By May 2010, there will be a 1% increase, from 79.4% to 80.4%, in progress of all students as measured by the NYS Mathematical Assessment.	Learning with understanding is essential to mathematical literacy. Students need opportunities to hear math language to speak and write mathematically during authentic, common and engaging tasks. Teachers will be supported to use reading comprehension and thinking strategies for math to improve comprehension for solving word problems. A high-quality program aligned with the State mathematics standards in the language of instruction will occur.

SECTION VI: ACTION PLAN

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

Subject Area (where relevant) : **Literacy**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal 1 – Literacy By April 2010, there will be a one (1) % increase, from 84% to 85%, of the number of students scoring levels 3 and 4 as measured by the NYS ELA assessment.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Standards based, data driven instruction. Instruction will be aimed at the explicit teaching of comprehension strategies Comprehension After reviewing data from the January 2009 State ELA , the NYSESLAT, Predictive ELA, CITA's, and Fountas and Pinnell Benchmarking assessments, it was found that the focus and emphasis on comprehension as a teaching strategy has been supporting the improvement in student progress. Therefore we will continue our focus on implementing the six comprehension strategies. Studies show that when students verbalize their strategies and thoughts (Think Aloud) while reading, they score significantly higher in comprehension. Stating purpose, giving clear expectations, demonstrations, modeling thinking aloud about strategies and processes, encouraging students to reflect and verbalize what they are doing when reading and writing, helps students to develop metacognition. Learning with understanding is essential to literacy. Students need opportunities to hear

	language, to speak and write during authentic and engaging tasks. As a result we will continue to work on implementing the following comprehension strategies as outlined in Teaching Comprehension – An interactive professional development program © AUSSIE Interactive 2005 – Prediction/Prior Knowledge, Questions and Questioning, Think-aloud, Text Structure and Features, Visualizing, Summarization. Building onto last year's success with Think Aloud, the next strategy we will focus on is Text Structure and Features. As "Fluency" is one of several critical factors necessary for reading comprehension, we will highlight it as an important component in our reading practice. "Fluent readers are able to read orally with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension."
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Staffing, Scheduling and Funding: Laptop Computers for every teacher Laptop Computers for students ZINGTeam Learning System Smart Boards / Mimeo Boards, Elmos, scanners, microphones PBwiki, Voice Thread, Achieve 3000, Award Funding: Title I; C4E, Fair Student Funding
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	To increase the number of students performing at level 3 or above by 1% to a total of 85% as measured by student results on the April 2010 State ELA Assessment. To increase the number of students making at least one year progress by 2 % to a total of 73% as measured by student results on the April 2010 State ELA Assessment.

	To increase the number of students performing at the Proficient Level on the May 2010 NYSESLAT assessment. Goals and objectives will be monitored and revised throughout the year. The 2008 – 2009 ELA results show 84% of students achieving levels 3 and 4. The 2008 – 2009 ELA results show a 10% improvement in student progress. We intend to build on that success through the 2009 - 2010 Goals and Objectives. Looking at the January 2008 State ELA, the NYSESLAT, the Quality Review and the Progress Report data, it is evident that we have achieved significant improvement in student progress. We have maintained our A grade on the School Progress Report. However we would like to make further gains and improve our progress scores. We will focus on: · standards based, data driven instruction · applying even more rigor to the setting of student and teacher goals · challenging and raising the academic profile of the school's high achieving students · tracking and monitoring student progress Students K-2 and 3-5 Using the Student Growth Monitor we will continue to track student progress in reading against grade level benchmarks to measure student growth across the year. October (Fall Benchmark): Grade Kindergarten to be at level Below "A" Grade One to be at level "B" Grade Two to be at level "I" Grade Three to be at level "L" Grade Four to be at level "O" Grade Five to be at level "S January (Winter Benchmark): Grade Kindergarten to reach level "A"

	Grade One to reach level “F” Grade Two to reach level “K” Grade Three to reach level “M” Grade Four to reach level “Q” Grade Five to reach level “T May (Spring Benchmark): Grade Kindergarten to reach level “B” Grade One to reach level “I” Grade Two to reach level “L” Grade Three to reach level “O” Grade Four to reach level “R” Grade Five to reach level “U” Using the NYSESLAT results and the ELL Interim Assessment to inform instruction and monitor student progress in all four modalities of English.

Subject Area (where relevant) : **Mathematics**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Goal 2 - Mathematics By May 2010, there will be a 1% increase, from 79.4% to 80.4%, in progress of all students as measured by the NYS Mathematical Assessment.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Standards based, data driven instruction and Mathematical Problem Solving through Comprehension • Learning with understanding is essential to mathematical literacy. Students need opportunities to hear math language to speak and write mathematically during authentic, common and engaging tasks. • Teachers will be supported to use reading comprehension and thinking strategies for math to improve comprehension for solving word problems. A high-quality program aligned with the State mathematics standards in the language of instruction will occur. • Teachers will use manipulatives within the Everyday Mathematics program to reinforce the comprehension of mathematical concepts and skills. • Everyday Math curriculum should spiral so that students repeatedly hear the language

	and have opportunities to understand the concepts fully. • Hands on activities will be used to increase academic vocabulary as well as content knowledge. Teachers will model strategies and use the appropriate scaffolding to support students to become effective strategy users. • Strategies will include the grouping of students in a variety of ways; use of multiple representations to enhance understanding; use of graphic organizers and journal writing to provide insights into mathematical thinking We will provide the appropriate service models for English Language Learners (ELLs) including Bilingual education and self-contained ESL classes and push in ESL teachers. We will provide Academic Intervention Services (AIS) for students who are not meeting, or are at risk for not meeting the State standards (Required for identified students in grades K-12) Math coaches and consultants will incorporate the teaching and learning of math through comprehension into classroom practice. The coaches will monitor the ongoing Everyday Math program and ensure the maintenance of the spiral nature of the program as well as supporting the use of manipulatives. AUSSIE Consultants will work with the coaches, and classroom teachers to implement comprehension strategies into mathematical problem solving. For this academic year “Text Structures and Features” will be the comprehension strategy that will be focused on. Teachers will continue to predict, visualize and question through think aloud to identify and solve math problems. Teachers will focus on making meaning and comprehension in mathematics. Students will be engaged in the following cognitive processes: • problem solving • reasoning and proof • communication • connections

	• representation Teachers and coaches will attend out of school workshops to further their learning. Consultants and Assistant Principals will support coaches, cluster teachers, and classroom teachers to learn how to use comprehension strategies in math. Challenging and raising the academic profile of the schools high achieving students: Using technology to support Math • Technology will be integrated into the math curriculum. • Technology will be used to support teachers' and students' learning. • Special attention will be given to ELLs, and Special Education students. Special attention will also be given to these students to raise their academic profile. • Regular meetings to provide professional development for teachers of higher achieving students (Globe teachers) will be scheduled. • AUSSIE consultants will be used to provide professional development to the Globe teachers. Thinking Skill strategies, such as DeBono's Thinking Hats will be incorporated with Zing technology training (Aussie Consultant). • We will continue our processes to increase the number of teachers and classes using technology to support instruction for all students. We will continue to offer teachers a laptop to use at school and at home to support teaching and learning. Strategies and activities to support students to achieve the goal. • We will support teachers to become proficient in oral and written communication using a variety of media and formats which include interactive whiteboards, the Zing team learning system and a range of software programs. They will learn how to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information. • Teachers will continue to use the Think Aloud strategy to draw conclusions and make generalizations based on information gathered using technologies. • Email will be increasingly used for communicating and sharing with teachers. Curriculum planning documents will now be emailed to teachers when final drafts are complete.

	These documents will be stored on our wiki as well. Professional Development • Professional Development will be provided with the support of Aussie consultants in using a variety of media and formats which include interactive whiteboards, the Zing team learning system and a range of software programs. Professional Development will be provided in using technologies to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information. • Teachers will continue to learn how to use excel spreadsheets and ARIS to effectively collect and analyze class and individual student data to drive instruction i.e. 3-5 Predictive assessments and CITA's • Teachers will be able to access information gathered using technologies. This information will be valuable in order for teachers to set individual teacher and student goals and individualized learning plans. • Teachers will learn how to integrate technology into teaching and learning activities and how to use it to support integrating math into the curriculum planning. Use of the school wiki will be demonstrated for teachers both individually and at PAP meetings. Specific PD activities Smart Board and Interactive whiteboard training and coaching Microsoft Office – Excel workshops for beginners Zing training for Grades 3, 4 and 5 and GLOBE teachers. Microsoft Office – PowerPoint Using blogs to support classroom programs Using multi-media resources to support teaching and learning Training in the use of the wiki.

	Promoting mathematical thinking and problem solving through literacy, critical thinking skills and independent learning Promoting mathematical thinking and problem solving through “Think Aloud” Edward De Bono’s ‘Six Thinking Hats’ Using Data To improve the use of data to ensure that instruction in all classes is consistently well differentiated and fully engages the learner teachers will track and monitor student progress. • Teachers will use data to inform all instructional groups and to choose resources. • Teachers will use data collected from Everyday Math assessments beginning, middle and end of unit work. • Teachers will use data collected from formal assessments with Acuity, the Predictive assessments and the ITA’s. • Informal observations will be used to collect qualitative data. • Teachers will use data collected from DYO Assessments Teachers may demonstrate their use of data through the presentation of an alternative assessment project. Teachers will use data to set individual teacher goals and individual student goals. Teachers will use data to create personalized student learning plans Professional Developmentwill be provided for teachers in the collection, analysis and use of data. A.U.S.S.I.E. Consultants will provide on-going professional development through grade level PAP’s formal and informal meetings and classroom support for individual teachers. Where necessary, teachers and coaches will attend external Math P.D. and are expected to share their new knowledge and best practices with their colleagues.

	Integrated Curriculum planning To further support comprehension in mathematics and the content area we will continue to design, plan, and implement an integrated curriculum to support comprehension in all subject areas. In order to do this, teachers will include mathematics in their pacing calendars for the integrated curriculum units of study. Other We will include parent involvement activities, and student support services, in support of instructional activities. Extended day, Saturday and summer programs will be provided for those in need of additional support.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Staffing, Scheduling and Funding: Laptop Computers for every teacher Laptop Computers for students to use ZING Team Learning System Smart Boards / Mimeo Boards, Elmos, scanners, microphones Mathematics Manipulatives A.U.S.S.I.E.Consultants, independent consultantsFunding: Title I; C4E, Fair Student Funding
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Results of the NYS math test Everyday Math Assessments End of Unit Assessments

	Mid Year assessments End of Year Assessments Predictive Assessments Acuity Assessments, CITA's DYO Assessment Teacher Use Survey results – graphs to show results Informal data collection through observations and conference notes Assessment Binders.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	116	1	**N/A**	**N/A**		5		
1	135	3	**N/A**	**N/A**		1	2	
2	104	3	**N/A**	**N/A**	2	3	6	
3	95	7	**N/A**	**N/A**	3	1	5	
4	93	10			4	1	3	
5	93	25	13				5	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:
o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**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:	The school has a large number of English Language Learners. Therefore, it is necessary to provide early intervention to students from grades K-5 to support and strengthen their English Language Acquisition. Many students are invited to attend extended day due to this reason. Academic Intervention Services provided are as follows: Orton Gillingham, Title I Reading,
Mathematics:	The school's overall Math performance in levels 3 and 4 was at 97.2% in 2008-2009. Therefore, only a few students needed AIS in math. These students are serviced in Extended Day and small group instruction by the classroom teacher.
Science:	The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. As a result, only thirteen students in grade 5 scored at levels 1 and 2. AIS, for these students, was addressed in small group instruction by the classroom teacher.
Social Studies:	The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. As a result, only nine students in grade 5 scored at levels 1 and 2. AIS, for these students, was addressed in small group instruction by the classroom teacher.
At-risk Services Provided by the Guidance Counselor:	At-Risk students are identified by the classroom teacher. The school Pupil Personnel Team reviews the teacher's recommendations and concerns. The team will then develop an action plan to support the needs of the student, including counseling when necessary. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child.
At-risk Services Provided by the School Psychologist:	At-Risk students are identified by the classroom teacher. The school Pupil Personnel Team reviews the teacher's recommendations and concerns. Prior to formal evaluation, if pre-evaluation screening is necessary, the school psychologist will screen the student on his/her social and emotional needs. She will then provide intervention strategies to classroom teacher to support the learning of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child.
At-risk Services Provided by the Social Worker:	At-Risk students are identified by the classroom teacher. The school Pupil Personnel Team reviews the teacher's recommendations and concerns. Prior to formal evaluation, the team develops an action plan to support the needs of the student, including at-risk counseling by the social worker when necessary. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child.

At-risk Health-related Services:	The school has a large number of English Language Learners. Therefore, it is necessary to provide early intervention to students from grades K-5 to support and strengthen their English Language Acquisition. Many students are invited to attend extended day due to this reason. Academic Intervention Services provided are as follows: Orton Gillingham, Title I Reading,

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

NCLB/SED requirement for all schools

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

Language Allocation Policy
P.S. 105, Empowerment Schools Network 1
2009-2010

Part I: School ELL Profile

P.S. 105 is a K-5 elementary school located in a diverse Brooklyn community inhabited by a large population of immigrants. Among PS 105's 1,560 students, 87.84% are Asian, 6.29% are Hispanic, and 5.29% are white, with less than 0.24% for others. As of October 1, 2009, the school has 842 English Language Learners (ELLs), who constitute 53.9% of the school's population. Free lunch rate is 89%.

Chinese is the dominant native languages spoken by our ELL students. Other languages spoken include Spanish, Arabic, Urdu, and Polish. . The data above data present such a picture for the school: multicultural student population, large percentage of ELLs, and families of low economical status. In spite of many challenges poses every year, the school has constantly performed better than similar schools. It is evidenced in our school Quality Review and Progress Report.

To implement Recommendation 4 in the Mayor's 7 recommendations for ELLs, the city's Guidelines in Language Allocation Policy(LAP), CR Part 154, and the Blueprint for ELL Success, the school has formed a team, which consists of 14 members: Johanna Castronovo-Principal, Lisa Lin-Assistant Princiapl, Elizabeth Hass-Testing/AIS Coordinator, Yolanda Tam- Literacy/Math Coach, Andrea Balint- ESL Push-in Teacher, Melody Zhao- Parent Coordinator, Betty Wan- Guidance Counselor, Mei Li Zhao- Kindergarten Bilingual Teacher, Lina Zhou- Grade 1 Bilingual Teacher, Shirley Chou- Grade 2 Bilingual Teachers, Stacy Lai- Grade 3 ESL Teacher, Christine Hsu - Grade 4 Bilingual Teacher and Choi Lam- Grade 5 Bilingual Teacher. The team met at the beginning of the school year to analyze the data and plan for the yearly instructional goals and programs for the school year.

The school has 100% highly- qualified teachers serve the student population. Currently, the school employed 15 certified bilingual teachers, 16 certified ESL teachers, 1 bilingual special education teacher and 2 bilingual paraprofessionals to provide various programs and met CR Part154 mandates.

Part II: ELL Identification Process

In P.S. 105, all parents are welcome and accommodated. The school has posted signs and translated important information into three major languages(Chinese, Spanish and Arabic) that students and parent speak. When parents come to register their child in our school, the secretary, Joann or Carol, provides them with a registration package with the Home Language Identification Survey in their native language. Parents have to fill it out during the registration process. A trained pedagogy (translation will be provided if needed) assists the parent to complete the form, interviews the child and conducts the ELL parent orientation at Room 212 or 213 if necessary. During ELL parent orientation, parents are informed by our trained staff and Chancellor's DVD on three different ELL programs available throughout the city. Parents learn about their options and choices. Eight staff members are trained to conduct the initial screening, student interview and LAB-R for new comers. They are Betty Hass, Andrea Balint, Liqing Zhuang, Agnas Balla, Cheryl Ng, Hong Yang, Betty Wan and Lily Chen. They make initial recommendation to place the child in the appropriate class based on their abilities to communicate in English and their native language until the LAB-R test result is available. Within 10 days, the parent receive the notification letter along with their child's LAB-R testing results in the mail. Parents select whichever program model that they believe will be most beneficial for their child. In addition to the one on one ELL parent orientation, the school also conducts school wide ELL parent orientation in September to communicate with ELL parents again and answer questions across the board. Parents return their Program Selection Forms after the orientation and the students' program are adjusted accordingly. If the form is not returned, the student is placed in the bilingual program by default. This is an on-going process that the school provides to accommodate all parents and students.

Once the student has been identified as an ELL, he or she have to take NYSESLAT every year to evaluate their language proficiency to determine if the student is still entitled to receive mandated ESL services. When the test results are available for the school, the testing coordinator and ESL Push-in teachers write the entitlement letters for all ELL students who did not pass NYSESLAT. These letters are mailed out to students' homes to notify parents about students test results and services they will receive for the next school year.

After reviewing Parent Program Selection Forms, the school founds that new comers from China's rural areas tend to select the TBE program (The school only provides Chinese TBE program). Families from major cities of their native countries tend to select the ESL program. Parents of relatively advanced students tend to select the ESL program. The school's current ELL programs reflect this trend. Out of the 842 ELLs, 524 are in the ESL program and 318 are in the TBE program.

Part III: ELL Demographics

The school designs its programs based on parent selections and student needs. As of October 19, 2009, the school provides 14 TBE programs, 30 Free Standing ESL programs(10 self-contained, 20 push-in)to meet our ELL students' educational demands. Out of these 842 ELLs, 647 of them are New comers, 185 are Potential Long Term ELLs, 10 are Long Term ELLs and 11 are ELL students with IEPs.

P.S. 105 provides the following two programs to ELL students:

1. The Freestanding ESL program (including push-in and self-contained)

In the free standing ESL program, English literacy is taught in English using the Balanced Literacy Approach with ESL scaffolding strategies. Content areas are taught in English using ESL strategies. All ESL students are placed in self-contained ESL classes, which are taught by a licensed ESL teacher. When a licensed ESL teacher is not available, a licensed ESL teacher will push-in to meet the CR Part 154 requirement. The push-in ESL teachers will meet with classroom teachers weekly to articulate or plan for team teaching. Native language support is provided when it is available and needed.

In the free standing ESL program, all classes follow the city's core curriculum. For literacy, grades K-2 are using big books and leveled guided reading books and grades 3-5 are using a combination of big books and chapter books plus leveled guided reading books following the guidelines in A Comprehensive Approach to Balanced Literacy: A Handbook for Educators. On Our Way to English, a Balanced Literacy based ESL series, is also available to all ESL classes. For all other content areas, ESL classes use the same materials as the monolingual classes: Everyday Math, Harcourt Science, etc.

2. The Transitional Bilingual Education Program

In the TBE program, the language allocation for English and the students' native language depends on the students' English proficiency. For beginning ELLs, about 60% of the instruction should be provided in the native language and 40% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 25% of the instruction should be in the native language and 75% in English. We believe that Balanced Literacy incorporated with ESL strategies is the best answer to the needs of ELL students because it maximizes interaction between teachers and students and among students and it creates a nurturing environment for language acquisition. The policy has considered the special features of the Balanced Approach and the Workshop Model that are being implemented in literacy, math, science, and social studies in the school's TBE

program. The policy provides a language distribution breakdown to different activities in a typical instruction day of the TBE program. The language distribution breakdown varies for students of different grades and of different English and native language proficiency levels. The breakdown has taken into consideration of ELL students' prior knowledge and their native language skills. The language distribution breakdown complies with CR Part 154 and the city's guidelines for Language Allocation Policy. (See Appendix A)

For materials in English literacy, math, and science, please see Free Standing ESL Program. For materials in native language, Effective Way of Learning to Listen, Speak, Read, and Write Chinese by Wendy Lin is used for the Chinese native language arts, plus many fiction and non-fiction books in Chinese. Students in TBE program will receive one period (45 minutes) instruction in the native language arts each week. We have been trying very hard to find content-area books in Chinese for our TBE program. Last school year the school purchased more than $30, 000 worth content area books in Chinese that are currently being used in our TBE classes and in the school library. They are might not totally aligned with the curricula, however, they are great supporting materials for the contents students are studying. Our bilingual teachers are working very hard on reviewing authentic Chinese literature materials and developing supplemental materials to support the English text books.

After the LAP Team review the data, various programs and instructional plans are put into place to ensure all ELL students are properly served in our school building:

- *SIFE ELLs*

Based on the school data, we do not have SIFE students as of now. However, the school secretary and the Testing/AIS coordinator are working together to track SIFE ELLs and match them to appropriate services, e.g. AIS during the school hours or Saturdays.

- *New Comer ELLs*

New comer ELLs are invited to participate in supplemental programs funded by Title III after school ELL Success program. The school also employed a push-in bilingual teacher to work with this group in grade 3, 4, 5, two days a week to help these students build their foundation in phonics and social language.

- *Potential Long Term ELLs*

Potential Long Term ELLs are invited to attend supplemental programs funded by Title III Saturday ELL Success program. The school will also provide multiple workshops and classes to parents of ELLs.

- *Long Term ELLs*

The team is conducting a need analysis for this group of children. Teachers and other service providers would be informed and expected to plan for addressing these students' needs. In many cases, language is not the factor that hinders the academic growth of Long Term ELLs. We will analyze the assessment data, case by case, to track down the real reasons for not be able to attain English proficiency and provide targeted instruction.

- *ELLs with IEPs*

The school's AIS Team and Student Assessment Team will work with the classroom and resource room teachers to provide effective instruction prescribed by the IEPs.

The ESL through the Theater Arts Program which is supported by Title III funding are implemented in selected ESL and bilingual classes. There are nine classes involved in this school year. Detail information can be found in the Title III program description.

Professional Development Plan:

Professional development is the key to the implementation of the Language Allocation Policy. The following professional development activities have been planned.

- Introduction to CR Part 154 and City guidelines on the Language Allocation Policy
- Continue providing professional development on ESL standards and NYSESLAT.
- Introduction of the school's Language Allocation Policy:
- Language allocation in Balanced Literacy
- Language allocation in content areas
- Analysis of assessment data (LAB-R, NYSESLAT, state and city standardized tests, interim assessments, portfolios, etc.) to make informed determination of the English proficiency level of the students.

- Focus on writing: writing process and genre studies
- Differentiate instruction for ELLs of different levels and different needs
- How to assess the students' native language proficiency level.
- Inform parents about the Language Allocation Policy
- Research-based effective bilingual and ESL scaffolding strategies
- Creative ways to improve student language proficiency: ESL through the Theater Arts
- Computer and Smart Board technology
- Technology-based program: Award Reading & Achieve 3000

Parental Involvement:

Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year. The school combined Title I, Title III and Fair Student Funding to provide the following workshops to ensure parents are actively involved in their children's education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, discipline code, school services, new assessment instruments and dates, etc.
- Provide adult ESL, technology, and parenting classes
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library
- Family trips

Part IV: Assessment Analysis

The results of the NYSESLAT indicate that the school's ELL students did better on the combined modules of reading and writing than listening and speaking in grade 3, 4 and 5 on the Intermediate and Advanced level. Grade K, 1, 2 are the opposite. All modules combined the largest group of grades K-5 ELL students falls at the advanced level, then the beginner and the intermediate groups. The data indicates that we need to target at our advanced students and help them cross the bar of being proficient in English. Further enforcement of the Balanced Literacy Approach and the application of ESL scaffolding strategies are needed to increase the language interaction between teachers and

students and among students. The school's ESL through the Theater Arts Program is effective in helping the ELL students improve their English speaking and listening skills as well as the reading and writing skills.

An analysis was done to see how the results of grade 4 ELLs' math and science tests relate to their NYSESLAT results. The analysis reveals the trend that students, who did better on NYSESLAT, also did better in math and science. Many ELLs entered the school with a good knowledge in content areas and strong native language skills. They performed well on the exams that are provided in their native language. The LAP Team has also taken this factor into consideration when we developed our Language Allocation Policy.

To sum up our learning from this planning process, the school's instructional goals for ELLs will be focusing on oral language and academic language development. Everyone in the school is involved in the intensive Inquiry Team work. ELL students are the biggest focus group. After all, PS 105 is a school of ELLs. With the team effort over the year, we are proud to say that our program design and instructional method have truly help our ELL students progress and succeed.

Part V: LAP Team Assurance

Name(PRINT)	Title	Signature	Date(mm/dd/yy)
Johanna Castronovo	Principal		
Lisa Lin	Assistant Principal		
Betty Hass	Testing /AIS Coordinator		
Yolanda Tam	Literacy/Math Coach		
Andrea Balint	ESL Teacher		

Betty Wan	**Guidance Counselor**		
Melody Zhao	**Parent Coordinator**		
Mei Li Zhao	**Kindergarten Bilingual teacher**		
Lina Zhou	**First Grade Bilingual Teacher**		
Shirley Chou	**Second Grade Bilingual teacher**		
Stacy Lai	**Third Grade Bilingual Teacher**		
Christine Hsu	**Fourth Grade Bilingual Teacher**		
Choi Lam	**Fifth Grade Bilingual Teacher**		

LAP Appendix A
Language Distribution
in the Transitional Bilingual Education Program

Language Distribution in the Transitional Bilingual Education Program Grades K-1								
Period	Instruction		Beginning (60:40)		Intermediate (50:50)		Advanced (25:75)	
			NL	EL	NL	EL	NL	EL
1	Literacy Block	Reading Workshop Mini-lesson Work time Share	25	(ESL) 20	15	(ESL) 30		(ELA) 45
2		Read Aloud		(ESL)		(ESL)		(ESL)

		Shared Reading Word Work	25	20	15	30		45
3		Writing Workshop Mini-lesson Work Time Share	25	(ESL) 20	15	(ESL) 30		45
4	Lunch							
5	Content Areas	Math Workshop Mini-lesson Work Time Share	35	(ESL) 15	25	(ESL) 25	10	40
6		Science	35	(ESL) 10	25	(ESL) 20	10	35
7		Social Studies	35	(ESL) 10	25	(ESL) 20	15	30
8	NLA	Reading/writing workshop	45	0	45	0	45	0
Total			225	95	165	155	80	240

Language Distribution in the Transitional Bilingual Education Program Grades 2-4								
Period	Instruction		Beginning (60:40)		Intermediate (50:50)		Advanced (25:75)	
			NL	EL	NL	EL	NL	EL
1	Literacy Block	Reading Workshop Mini-lesson Work time Share	15 4	(ESL) 10 15 1	10 3	(ESL) 10 20 2		(ELA) 10 30 5
2		Writing Workshop Mini-lesson Work Time	20	(ESL) 10 15	15	(ESL) 10 20		(ESL) 10 35

		Share	4	1	3	2		5
3		Shared Reading Word Work	5 15	(ESL) 15 10	5 10	(ESL) 15 15	5	20 20
4	Lunch							
5	Math	Math Workshop Mini-lesson Work Time Share	6 20 5	(ESL) 4 10	5 15 5	(ESL) 5 15	10	10 20 5
6		Exploration/Hands-on Activities	35	(ESL) 10	25	(ESL) 20	10	35
7	Content Areas	Science Social Studies	35	(ESL) 10	25	(ESL) 20	15	30
8	NLA	Reading/writing workshop	45	0	45	0	45	0
Total			209	111	166	154	85	235

Language Distribution in the Transitional Bilingual Education Program Grade 5								
Period	Instruction		Beginning (60:40)		Intermediate (50:50)		Advanced (25:75)	
			NL	EL	NL	EL	NL	EL
1	Literacy Block	Reading Workshop Mini-lesson Work time Share	25	(ESL) 20	20	(ESL) 25		(ELA) 45
2		Writing Workshop Mini-lesson Work Time Share	30	(ESL) 20	20	(ESL) 30		(ESL) 50
3		Shared Reading Word Work	25	(ESL) 20	20	(ESL) 25		45

4	Lunch							
5	Math	Math Workshop Mini-lesson Work Time Share	30	(ESL) 15	20	(ESL) 25	10	35
6		Exploration/Hands-on Activities	30	(ESL) 15	20	(ESL) 25	10	35
7	Content Areas	Science Social Studies	30	(ESL) 15	20	(ESL) 25	10	35
8	NLA	Reading/writing workshop	45	0	45	0	45	0
Total			215	105	165	155	75	245

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

Form TIII - A (1)(a)
Grade Level(s)
K-5

Number of Students to be Served:
LEP 600
Non-LEP o

Number of Teachers 27
Other Staff (Specify) 1 Secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

Based on our data and this year's enrollment, the school proposes to continue the Saturday ELL Success program and create an after school program to address our growing demands. The school also plans to expand the ESL through the Theater Arts program across the grades in a slight different format than the past as well as hiring a bilingual teacher and a bilingual paraprofessional were to reduce class size in grade 3, 4, 5 bilingual classes. The detail descriptions for each program are as follows:

- The After School program will target K-5 ELLs, especially those students who are new arrivals and/or scored at the beginner on last year's NYSESLAT or the LAB-R this year. There will be four classes for grade 3-5. The focus for this group is to build their foundation in phonics, high frequency words and survival English. The focus for the 12 classes for grade K- 2 is oral language development. To ensure the quality and small instruction, there will be no more than 15 students in each class. The classes will be taught by licensed bilingual/ESL teachers or regular common branch teachers trained in ESL methodology. The program is structured for 2 cycles: The first cycle starts from October 20th, 2009 and ends on December 16th, 2009. The second cycle starts from January 12th, 2009 and ends on March 17th, 2009. The program will run twice a week from 3:30pm to 5:00pm on Tuesdays and Wednesdays for 15 sessions.

- The Saturday ELL Success program will target K-5 ELLs same as the after school population. There will be four classes for grade 3-5 and 9 classes for grade K- 2 with no more than 15 students in each class. The classes will be taught by licensed bilingual/ESL teachers or regular common branch teachers trained in ESL methodology. For grade 3 – 5, the student population will be ELLs students who are newly passed NYSESLAT and/or scored at the advance level on last year's NYSESLAT or scored at the same level consecutively over two years. The focus for this group will be preparing them for the ELA and Math exam. For grade K-2, the student population will be ELLs who need extra support and recommended by their teachers. The focus for this group will be preparing them for the NYSESLAT exam. The program is structured for 2 cycles: The program runs on every Saturday from March 6th , 2010 to April 24th , 2010 for 7 sessions. The program hours run from 9:00 AM to 12:00 PM for each session.

The proposed student programs will implement <u>On Our Way to English</u> by Rigby, Award Reading, and technology based program – Achieve3000. Award

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.

P.S. 105 has a tradition of providing teachers with strong and on-going professional development based on their needs. To support various school instructional programs, school administrators, Australian United States Student Service Inc. (AUSSIE), literacy coaches, and ESL experts/consultants provide professional development in Balanced Literacy workshop model, ESL strategies, Language Allocation Policy, ESL through the Theatre Arts Instruction Model, NYSESLAT data-driven instruction, and NYSESLAT/ELA alignment and item analysis. These professional development sessions are provided to all teachers considering the fact that there are ELLs in all programs in the school. Currently these professional development sessions are scheduled from September 2009 to June 2010 through the following activities:

- Daily classroom implementation which includes teacher observations, demonstration lessons, providing resources, and conferencing with teachers etc.
- Articulation and planning horizontally and vertically across all grades
- Weekly Professional Activity Periods(PAPs), Satellite Inquiry Teams
- ELL focus professional development and study group

Parental Involvement

Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year. The school combined Title I, Title III and Fair Student Funding to provide the following workshops to ensure parents are actively involved in their children's education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, discipline code, school services, new assessment instruments and dates, etc.
- Provide adult ESL, technology, and parenting classes
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library
- Family trips

Form TIII – A (1)(b)

School: PS 105
BEDS Code: 332000010105

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$79,013.62	Saturday Program: 13 teachers X 3 hours X 7 Saturdays X $49.89 = $13,619.97 1 supervisor X 3 hours X 7 Saturdays X $52.21 = $1096.41 1 secretary X 1 hour X 7 daysX$30.74= $215.18 After School Program: 16 teachers X 1.5 hours X 30 days X $49.89 = $35,920.8 1 supervisor X 1.5 hours X 30 days X $52.21 = $2,349.45 1 secretary X 1 hour X 30 daysX$30.74= $922.2 ESL through the Theatre Arts Program: 1 F-Status teacher X 30 days X $293.3= $8,799.01 Reduce Class Size/Push-In 1 Per-diem teacher X 60 days X $167.61=10,056.6 ELL Focus Professional Development Per-diem coverage for participating teachers 6 teachers X 6 days X $167.61= $ 6034
Purchased services - High quality staff and curriculum development contracts	$0.00	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$12,225.38	Saturday/ After School Program and ESL through the Theatre Arts Parent Lending Library/Family Trips Textbooks, supplies, admission fees, travel expense, and ESL/NLA materials
Educational Software (Object Code 199)	$0.00	N/A
Travel	$0.00	N/A
Other	$0.00	N/A
TOTAL	**$91,239.00**	

APPENDIX 3: LANUAGE 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.

As we worked on our Language Allocation Policy last school year, we did a language needs survey using the information from the Home Language Survey Forms, ATS reports, and data on the school report card.

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

The findings, as indicated in the following table, reveal that the two high-need languages of the school are

	K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total
Language	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	
Arabic		2		3		2				2		3	12
Chinese	133	69	29	176	57	81	25	57	37	29	38	42	773
Polish		1		1									2
Spanish		14		7		4		6		2		1	34
Urdu		1		4				1		1			7
Albanian													0
Turkish													0
Total	133	87	29	191	57	87	25	64	37	34	38	46	828

are Chinese (773), Spanish (34) and Arabic(12). Based on the feedback from our teachers, PTA Board members, and parent coordinator, most of the parents speaking these two languages and Arabic do not have sufficient English proficiency to understand important school

documents, such as school correspondence, test score reports, and curriculum information. Oral and written translations in these three languages are desperately needed. We have shared these findings with the school leadership team and the PTA Executive Board members.

Part B: Strategies and Activities

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

Fortunately the school has a staff rich in cultural background. We do have teachers, who can speak, read, and write in these three identified languages: Chinese, Spanish and Arabic. This enables us to provide efficient, quality, and timely written translation services to our parents. We propose three per session positions for written translation in these three languages. The per-session hours we propose for these positions will be flexibly allocated according to the actual language needs of the school. Teachers hired for the proposed positions will work on flexible hours before/after school and some weekends as needed. The school will assign a supervisor to monitor the materials to be translated and make sure that they are approved under NYCDOE guidelines and not a duplicate of a translation done by the Translation and Interpretation Unit.
We will also set aside some supply money to have some translated parent education materials printed.

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

Oral interpretation needs will be provided by the parent coordinator, parent helpers, and helpers from local community organizations, such as the Brooklyn Chinese American Association. Parents who speak languages other than Chinese, Spanish and Arabic can request for oral interpretation as needed. The school will do an over the phone translation with the Translation and Interpretation Unit or hire translators from a NYCDOE approved vendor. The machine for simultaneous interpretation of multi-languages will be used at important meetings.

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

PS 105 has always been doing its best to provide its parents with quality translation services. The school began translating all school correspondence and important DOE documents as early as the early nineties. With the translation and interpretation services provided at all events, the communication between school and parents has been greatly enhanced. Many more parents participate at PTA meetings and Parent-teacher Conferences or come to volunteer at school. The parents are now better informed about the school's curriculum, the learning standards, and the testing requirements. They are also better informed about different programs offered for the students in the school and their rights to choose among these programs. The increased contacts and inquiries from parents indicating that they are now more involved in their children's education and would like to fulfill their responsibility as parents. This would not have been possible if there were no comprehensible communication between the school and the parents.
With additional funding from central for translation services and the plans we outlined above, we believe that our parents' language needs are best addressed and the requirements of CR A-663 are met.

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:	$1,353,735	$432,152	$1,785,887
2. Enter the anticipated 1% set-aside for Parent Involvement:	$13,537		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$4,321	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$65,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$21,607	
6. Enter the anticipated 10% set-aside for Professional Development:	$312,787		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$43,416	

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

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

I. General Expectations

PS 105 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  -
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    -
      - that parents play an integral role in assisting their child's learning;
      - that parents are encouraged to be actively involved in their child's education at school;
      - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
      - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

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.

PS 105 , 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 improving 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

School Responsibilities

PS 105 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:

   Please see school Comprehensive Educational Plan 2009-2010 for school goals and action plans.

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.

3. The school-wide parent-teacher conferences will be held in November and March. Exact dates are to be determined by the Department of Education.

4. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

   The school will give out report cards throughout the school year, 2 times for kindergarten classes and 3 times for grades 1-5. In addition to this, test reports will also be given to the parents. Teachers are required to keep assessment binders for each child and contact parents for discussing child progress when needed. Parents can also utilize DOE data system, such as ARIS and Acuity to monitor their child's learning.

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

   Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, what she/he needs to do is to call the school's parent coordinator to set up an appointment with teacher. The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.

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

   The school has open school week twice a year during the weeks of the school –wide parent-teacher conferences. Parents are invited to visit the school and observe lessons in his/her children's class. Parents are also welcome to volunteer in classrooms and different school programs.

7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

8. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

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 Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

2. Schoolwide reform strategies that:
a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

- 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.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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.

Please see Appendix 1 Parts A and B.

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

Title I students are included as a subgroup in all school goals and objectives as specified in the CEP Part IV, V, VI.

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;

please see CEP Part VI Action Plan and Appendix 1 and 2.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

please see CEP Part VI Action Plan and Appendix 1 and 2.

c. Minimize removing children from the regular classroom during regular school hours;

please see CEP Part VI Action Plan and Appendix 1 and 2.

4. Coordinate with and support the regular educational program;

please see CEP Part VI Action Plan and Appendix 1 and 2.

5. Provide instruction by highly qualified teachers;

all instruction is provided by highly qualified teachers in the school year 2009-2010

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

a minimum of 10% of budget has been set aside for professional development for entire school staff, i.e. AUSSIE and educational consultants, per-diem substitute teachers for coverage for professional development.

7. Provide strategies to increase parental involvement; and

please see Appendix 2, 3 and 4 Part B.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

[2]To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

Look at data that shows the progress and performance of the students on the ELA and Math State tests, ECLAS, Fountas and Pinnell reading levels, periodic assessments, Acuity, NYSESLAT, Science and Social Studies State Tests, informal assessments, etc., conduct classroom observations, look at lesson planning, look at student work, conference with teachers, conference with the School Assessment Team (SAT), look at referrals made by teachers and the PPT Committee, Low Inference observations. The school has structures in place as follows: The Cabinet which consists of Administrators, namely the Principal and the two Assistant Principals, two Literacy Coaches, the AUSSIES and educational consultants. This is a representative group to consult with the Principal. This group works as a team to co-ordinate the curriculum and educational programs across the school. Decisions formed at these meetings are translated across the school at grade level Professional Activity Periods (PAPs). PAP meetings occur on a weekly basis and follow a four week cycle as follows: data, grade planning, ICT and professional development. Administrators, Coaches, the AUSSIE and educational consultants attend all PAP meetings to provide professional development, collect and use data to form instruction, differentiate curriculum and plan integrated curriculum maps. These maps and plans are evaluated at these meetings and goals for teachers and students are set and addressed. The Inquiry Team meets every other week to study specific groups of students in need of improvement across the school who are not making at least one year's progress. The Inquiry team consists of a representative group of teachers and cluster teachers across the school. The group meets to identify these. "Skill sets" that could improve student learning are identified. Professional Development around improving the identified "skill sets" are planned and conducted to improve teaching and learning of these identified skills. Comprehension has been identified as a strategy to support learning in the identified "Skill Sets". Inferring and critical thinking are skills that have been identified in these "skill sets". Text Structures and Features has been the comprehension strategy identified to focus on for this year to improve the skill sets of critical thinking and inferring. The work of the Inquiry Team is shared with teachers at grade and cluster level PAPs during the PD cycle. Design Your Own Assessment Grades K-2. The school has developed a strong Design Your Own (DYO) assessment program for grades K-2. Data is gathered, studied and analyzed to form instruction. Grades K-2 utilizes the Student Growth Monitor and the Fountas and Pinnell Benchmarking System to track student progress across the year in reading comprehension. Goals are set for students and assessment tools are used to measure outcomes and effectiveness of instruction. Instruction is differentiated to support students' needs and to improve student learning. Grades 3-5: A stringent assessment and monitoring program is in place to monitor the grades 3-5 student progress. Teachers conduct Acuity CITA's and Interim Assessments to support the monitoring of progress. Grades 3-5 utilize the Student Growth Monitor and the Fountas and Pinnell Benchmarking system. Also the A.U.S.S.I.E Comprehension Rubric and checklists from the DYO are used to monitor and track student progress across the year in reading comprehension. Integrated Curriculum Planning Integrated Curriculum Planning is conducted prior to the beginning of the academic year and progressively across the year to ensure consistency and that core curriculum and standards based curriculum, is thoroughly planned, implemented and evaluated throughout all grades. The Arts and Technology are planned and integrated into the curriculum maps to support all content areas. Data is collected gathered analyzed and used to form instruction. One in four PAP meetings is dedicated to the use of Data. Data is used to drive instruction, monitor student progress and evaluate educational programs. Option A Teachers participate in Option A as their Alternative Assessment. This project replaces the formal observation for tenured teachers and is also offered to untenured teachers to replace one formal

observation. This has proven to be a very beneficial way of supporting teachers to set goals for teacher professional growth and set goals for student improvement. This has shown to have direct impact on student learning. Professional Development A very well thought out and planned professional development plan is set to support teachers learning and improve student progress. AUSSIE consultants, educational consultants, administrators and coaches conduct professional development in a variety of forums. They conduct professional development during grade level PAPs, Cabinet meetings, Inquiry Team meetings, during professional development days (Election Day) after school workshops and in classrooms with teachers in groups and as individuals. Inter-visitations by teachers to share best practices is also a part of our professional development. Teachers are also encouraged to visit other schools and participate in workshops offered by our ESO network and the Central.

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

○ Applicable
⦿ Not Applicable

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

The Progress Report shows significant improvement in progress and the school has maintained an "A" score. Test results from

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

N/A

1B. Mathematics

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

curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

The school has done an in depth self evaluation of curriculum and educational programs during the Quality Review Process. P.S. 105 utilizes a sophisticated process of evaluating educational programs. The school has structures in place as follows: The Cabinet consists of Administrators namely the Principal and the two Assistant Principals, two Literacy Coaches, the AUSSIE and educational consultants. This is a representative group to consult with the Principal. This group works as a team to co-ordinate the curriculum and educational programs across the school. Decisions formed at these meetings are translated across the school at grade level Professional Activity Periods (PAPs). PAP meetings occur on a weekly basis and follow a four week cycle as follows: data, grade planning, ICT and professional development. Administrators, Coaches, the AUSSIE and educational consultants attend all PAP meetings to provide professional development, collect and use data to form instruction, differentiate curriculum and plan integrated curriculum maps. These maps and plans are evaluated at these meetings and goals for teachers and students are set and addressed. The Inquiry Team meets every other week to study specific groups of students in need of improvement across the school who are not making at least one year's progress. The Inquiry team consists of a representative group of teachers and cluster teachers across the school. The group meets to identify these. "Skill sets" that could improve student learning are identified. Professional Development around improving the identified "skill sets" are planned and conducted to improve teaching and learning of these identified skills. Comprehension has been identified as a strategy to support learning in the identified "Skill Sets". Inferring and critical thinking are skills that have been identified in these "skill sets". Text Structures and Features has been the comprehension strategy identified to focus on for this year to improve the skill sets of critical thinking and inferring. The work of the Inquiry Team is shared with teachers at grade and cluster level PAPs during the PD cycle. Design Your Own Assessment Grades K-2. The school has developed a strong Design Your Own (DYO) assessment program for grades K-2. Data is gathered, studied and analyzed to form instruction. Grades K-2 utilizes the Student Growth Monitor and the Fountas and Pinnell Benchmarking System to track student progress across the year in reading comprehension. Goals are set for students and assessment tools are used to measure outcomes and effectiveness of instruction. Instruction is differentiated to support students' needs and to improve student learning. Grades 3-5: A stringent assessment and monitoring program is in place to monitor the grades 3-5 student progress. Teachers conduct Acuity CITA's and Interim Assessments to support the

monitoring of progress. Grades 3-5 utilize the Student Growth Monitor and the Fountas and Pinnell Benchmarking system. Also the A.U.S.S.I.E Comprehension Rubric and checklists from the DYO are used to monitor and track student progress across the year in reading comprehension. Integrated Curriculum Planning is conducted prior to the beginning of the academic year and progressively across the year to ensure consistency and that core curriculum and standards based curriculum, is thoroughly planned, implemented and evaluated throughout all grades. The Arts and Technology are planned and integrated into the curriculum maps to support all content areas. Data is collected gathered analyzed and used to form instruction. One in four PAP meetings is dedicated to the use of Data. Data is used to drive instruction, monitor student progress and evaluate educational programs. Teachers participate in Option A as their Alternative Assessment. This project replaces the formal observation for tenured teachers and is also offered to untenured teachers to replace one formal observation. This has proven to be a very beneficial way of supporting teachers to set goals for teacher professional growth and set goals for student improvement. This has shown to have direct impact on student learning. A very well thought out professional development plan is set to support teachers learning and improve student progress. AUSSIE consultants, educational consultants, administrators and coaches conduct professional development in a variety of forums. They conduct professional development during grade level PAPs, Cabinet meetings and Inquiry Team meetings, during professional development days (Election Day) after school workshops and in classrooms with teachers in groups and as individuals. Inter-visitations by teachers to share best practices is also a part of our professional development. Teachers are also encouraged to visit other schools and participate in workshops offered by our ESO network and the Department of Education.

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

○ Applicable ⦿ Not Applicable

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

97.2% of students met or exceeded standards in mathematics on the 2009 NY State Math test.

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.

N/A

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.

- Look at data that shows the progress and performance of the students on the ELA and Math State tests, ECLAS, Fountas and Pinnell reading levels, periodic assessments, Acuity, NYSESLAT, Science and Social Studies State Tests, informal assessment, etc.
- Conduct classroom observations
- Look at lesson plans
- Look at student work
- Conference with teachers
- Conference with the School Assessment Team (SAT)
- Look at referrals made by teachers and the PPT Committee
- Conduct Low Inference observations.

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

○ Applicable ⦿ Not Applicable

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

The school uses the workshop model in ELA and all other content areas instruction. The workshop model is based on the gradual release of responsibility as students move from whole group to small group instruction and then to independent practice. The 2007-2008 School Quality Review states: Staff actively involves students in all lessons. Students work well either individually or in groups. There is high quality

differentiated teaching in classes. Students understand the tasks set and more importantly, how to improve their work. The school has exceptional rates of attendance mainly due to staff providing stimulating and engaging lessons.

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.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) 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.

- Look at data that shows the progress and performance of the students on the ELA and Math State tests, ECLAS, Fountas and Pinnell reading levels, periodic assessments, Acuity, NYSESLAT, Science and Social Studies State Tests, informal assessments, etc.,
- Conduct classroom observations
    -
    - Look at lesson planning, look at student work
    - Conference with teachers
    - Conference with the School Assessment Team (SAT)
    - Look at referrals made by teachers, and the PPT Committee
    - Low Inference observations

The school has done an in depth self evaluation of curriculum and educational programs during the Quality Review Process. P.S. 105 utilizes a sophisticated process of evaluating educational programs. The school has structures in place to do this as follows: The Cabinet which consists of Administrators namely the Principal and the two Assistant Principals, the Coaches, and AUSSIE and educational consultants. This is a representative group to consult with the Principal. This group works as a team to co-ordinate the curriculum and educational programs across the school. Decisions formed at these meetings are translated across the school at grade level Professional Activity Periods (PAPs). PAP meetings occur on a weekly basis and follow a four week cycle as follows: data, grade planning, ICT and professional development.

Administrators, Coaches, A.U.S.S.I.E. and educational consultants attend all PAP meetings to provide professional development, collect and use data to form instruction and differentiate curriculum and plan integrated curriculum maps. These maps and plans are evaluated at these meetings and goals for teachers and students set and addressed. The Inquiry Team meets every other week to study specific groups of students across the school who did not make at least one year's progress. The Inquiry team consists of a representative group of teachers and cluster teachers across the school. The group meets to identify these students. "Skill sets" that could improve student learning are identified. Professional Development around improving the identified "skill sets" are planned and conducted to improve teaching and learning of these identified skills. Explicit teaching of comprehension strategies has been identified as significant in improving mathematical learning. Inference and critical thinking are skills that have been identified as skills in need of improvement in mathematical thinking. Text Structures and Features is the comprehension strategy which is focused on this year to improve mathematical thinking skills. Grades 3-5 have stringent assessment and monitoring programs in place to monitor student progress. Teachers conduct ITA's and Interim Assessments to support the monitoring of progress. Integrated Curriculum Planning is conducted prior to the beginning of the academic year and progressively across the year to ensure consistency and that core curriculum and standards based curriculum, is thoroughly planned, implemented and evaluated. Mathematics is integrated into the integrated curriculum maps, along with The Arts and Technology which supports all content areas. Data is collected, analyzed and used to form instruction. One in four PAP meetings is dedicated to the use of Data. Data is used to drive instruction and monitor student progress and evaluate educational programs.

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

○ Applicable ⦿ Not Applicable

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

Student performance in mathematics in the 2009 State Math test was 97.2% of students meeting or exceeding standards.

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.

N/A

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Review the BEDS report Review the NYS school demographics and accountability snap shot review past and present school organization sheets

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

○ Applicable ⦿ Not Applicable

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

68% of staff have been at the school more than 2 years, 0.03% of staff were new to the school 2009 – 2010, 9% of staff were new to the school 2008 - 2009

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.

N/A

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.

ESL teachers, support teachers, and SAT members, the Cabinet, Inquiry Team to discuss findings and implications for teaching and learning. A very well thought out and planned professional development plan is in place to support all teachers (including bilingual and ESL teachers) in learning and improving student progress. AUSSIE consultants, educational consultants, administrators and coaches conduct professional development in a variety of forums. They conduct professional development during grade level PAPs, Cabinet meetings, and Inquiry Team meetings, during professional development days (Election Day) after school workshops and in classrooms with teachers, in groups, and as individuals. All teachers are given professional development in using ESL strategies to improve student learning. See also: Appendix II Part B

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

○ Applicable ⦿ Not Applicable

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

While 49% of the students in 2008 – 2009 are ELL's, 99% of our students were ELL's at one time. Students meeting or exceeding standards on the ELA 2008-2009 State test was 84.2%. 71.2% of students made at least one year's progress. 43.1% of ELL students made Exemplary proficiency gains in ELA and 13.1% in Mathematics.

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

N/A

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

- Look at data that shows the progress and performance of students on the LAB-R, NYSESLAT, periodic ELL assessments, ELA and Math State Tests, Acuity, Social Studies and Science State Tests, informal assessments, etc.
- Conduct classroom observations
- Survey all teacher for areas in which they need support and/or training
- Look at lesson plans
- Look at student work
- Conference with classroom teachers, push in ESL teachers, support teachers and SAT members, the Cabinet and Inquiry Team to discuss finding and implications for teaching and learning

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

○ Applicable ⦿ Not Applicable

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

The school's data specialist is responsible for obtaining the relevant data on the ELL's and disseminating it to the teachers involved in instructing the ELL's. Teachers set long term and short term goals for each ELL and monitor them frequently to inform instruction. Assessment binders are made up and used by each teacher as a means of tracking progress. The data specialist downloads the NYSESLAT results, disaggregates the results by proficiency level of ELL students, student's time in the U.S., type of program ELL is enrolled and the length of time the ELL has remained on a level. this information is recorded on an Excel spreadsheet and given to all support teachers instructing the ELL's. Workshops are conducted on analyzing and understanding the data and the implications for planning for teaching. All relevant assessment is shared with the teachers to inform instruction as soon as it becomes available. The Data Specialist maintains a binder with all data.

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.

N/A

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.

- Look at data that shows the progress and performance of students on the LABR, NYSESLAT, periodic ELL assessments, ELA and Math State Tests, Acuity, Fountas and Pinnell reading levels, etc.
- Conduct classroom observations.
- Look at lesson plans.
- Look at student work.
- Conference with teachers.
- Conference with the School Assessment Team (SAT).
- Look at referrals made by teachers to PPT committee.

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

⦿ Applicable ○ Not Applicable

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

Special Ed and General Ed teachers continually seek advice and support from the Guidance Counselor, SAT, Special Ed consultant, service providers and SETSS teachers regarding how to read and implement the IEP's. Many times the IEP goals do not reflect the needs of the student. They are not specific nor can they be measured. Many teachers do not have an understanding of how to accommodate the students' emotional needs and / or behavior and how to modify the curriculum to achieve the goals indicated on the IEP. Teachers do not have strategies to deal with children who have behavioral issues.

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.

Teachers will be surveyed so they can identify areas in which they need professional development or training. Professional Development will be provided to all teachers who instruct special education students and support personnel in the areas of: reading and understanding IEP's, writing and implementing 'SMART' goals and objectives, behavior management – the BIP, modifying and differentiating curriculum, Emotional Intelligence, referral process, and various models for teaching in CTT classrooms.

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.

See 6.1A committee will be formed comprised of the School Assessment Team, Special Education Consultant, Support Personnel, SETSS teachers and Administrators to review the IEP's to determine if goals and objectives are aligned and appropriate to the needs of the student. The BIP, promotional criteria and classroom and testing accommodations will also be reviewed. Professional development will be provided to address the writing and implementation of the IEP's where needed. Special Education teachers, support personnel and the School Assessment Team will be focused on to receive this training. Additional support will be requested from Central or ISC to address this issue.

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

⦿ Applicable ○ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 6.3

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.

The school will provide Professional Development to address this issue in the following areas: Analyzing data, Writing and aligning goals and objectives, clearly specifying all accommodations, including testing modifications needed for instruction to be implemented in the classroom, determining and understanding promotion criteria, and understanding and implementing a BIP. Additional support will be requested from Central or ISC to address this issue.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

Part A:
For Title I Schools

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

   There are no students in Temporary Housing who attend PS 105.

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

For Students:
- Outreach efforts to identify the Students in Temporary Housing population
- The counseling staff will provide counseling services to the students in the school setting
- If necessary, the counseling staff will refer the students to the local mental health agency for counseling services
- The student will receive academic intervention services if needed
- Basic / emergency supplies will be provided
- Provide research based programs, i.e. Orton Gillingham methodology, that will benefit highly mobile students
- Data collection to assess the needs/progress of Students in Temporary Housing

For parents:

Parenting skills workshops will be conducted in English, Chinese and Spanish by the schools guidance counselor, social worker, youth development officer and psychologist.
Support and resources will be provided.
A list of local agencies will be given to parents help support students and parents.
Teachers and staff will be given professional development on the needs of Students in Temporary Housing and resources and services available in school and community to support them.

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.