Department of Education

THE DANIEL MUCATEL SCHOOL
PS 115

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 18K115
ADDRESS: 1500 EAST 92ND STREET
BROOKLYN, NEW YORK 11236
TELEPHONE: (718) 241-1000
FAX: (718) 209-1714

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 18K115 **SCHOOL NAME:** The Daniel Mucatel School

SCHOOL ADDRESS: 1500 East 92nd Street, Brooklyn NY 11236

SCHOOL TELEPHONE: (718) 241-1000 **FAX:** (718) 209-1714

SCHOOL CONTACT PERSON: Mitchell S. Pinsky **EMAIL ADDRESS:** mpinsky@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Debbie Ingberg and Meryl Rosen
PRINCIPAL:	Mitchell S. Pinsky
UFT CHAPTER LEADER:	Miguel Santa
PARENTS' ASSOCIATION PRESIDENT:	Debra James
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 18 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Beverly Wilkins

Section II: School Leadership Team Signature Page

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

Name	Position and Constituent Group Represented	Signature
Mitchell S. Pinsky	*Principal or Designee	
Miguel Santa	*UFT Chapter Chairperson or Designee	
Debra James	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
Nancy Toner	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools)*	
	CBO Representative, if applicable	
Linda Arcario	Member/Staff (Secretary)	
Debbie Ingberg	Member/Staff (Paraprofessional)	
Nerland Jeanniton	Member/Staff (Teacher)	
Meryl Rosen	Member/Staff (Teacher)	
Esther Ankobiah	Member/Staff (Teacher)	
Gemma Barclay	Member/Parent	
Caroline Foster	Member/Parent	
Beatrice Jocelyn	Member/Parent	
Ivrol Hines	Member/Parent	
DiShona Miller-DeSilva	Member/Parent	
Robyn Trotman	Member/Parent	
Sidney Hopley	Member/Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

VISION

We envision our school as a place in which the collaborative efforts on the part of all members of our school community contribute to an overall environment that is unique, child-centered, warm, and nurturing. Comprehensive, rigorous academic programs and approaches provide a variety of opportunities for our students to learn, develop and excel. A variety of curricular and extracurricular activities support our overall approach. We look forward to continuing to provide the highest level of education possible, resulting in improved student performance and overall citizenship. We will accomplish this as a school community which consists of caring parents, dedicated staff and able leadership.

MISSION STATEMENT

We are a school community that measures our success one child at a time. We believe that all children can learn and have a natural inclination to do so. Our mission is to provide the solid foundation needed for academic excellence as well as a sense of social responsibility in all of our students. We will continue to establish effective comprehensive academic, social and emotional building blocks. Our students will have ongoing opportunities for academic success, self-awareness, self-esteem, self-respect and an overall respect for cultural diversity. This will be accomplished by ongoing, collaborative efforts on the part of our students, parents, staff, supervisors and community. We are proud of our standing within the community as well as the relationship between school and home. It is important for us to continue to nurture and enhance this relationship. We recognize the importance of remaining a cohesive school community while developing lifelong learners who will be productive citizens in a culturally diverse technological world.

PS 115 utilizes a data-driven approach to improving student performance. To meet this end, we have created an extensive database of students' assessment results which we use to set goals and rigorously monitor progress. Our AIS Team and our Inquiry Team meet bi-weekly to discuss student progress based on performance data which includes: AIS provider and classroom teacher progress reports, Acuity Assessment results, standardized assessment results, portfolio assessments, Low Inference Observations, Focused Learning Walks and conversations with AIS providers, classroom teachers, guidance counselors, intervention specialists, attendance teacher, parents and students. Personal Intervention Plans (PIPs) are created for those students at-risk and are reviewed monthly on a case-by-case basis. We utilize data to determine the best instructional approach for each individual student, class and grade. We realize that as each teacher has a different teaching style, each student has a different learning style. We continue to monitor progress and modify the intensity, frequency and type of AIS on a student-by-student basis making changes as needed.

PS 115 provides programs through which the arts are integrated into all disciplines by our certified arts staff. Arts teachers are given professional development in core curriculum areas as well as across the arts disciplines to provide collaboration on, and across, grades. A full time Arts Staff Developer conducts common planning meetings and oversees integration of the arts into core curriculum areas. We have had extensive long-term collaborative partnerships from a Center for Arts Education grant and have modeled our assessment and evaluation practices on their models for looking at student work. We continue our previous partnerships (BAX, Studio in a School) and have plans to begin several new arts partnerships. Students participate in Dance, Theater, Art, Vocal Music, Glee Club, Recorder and Yearbook Production. We have dance festivals, a *Cinco de Mayo* celebration, multi-cultural celebrations, annual school-wide arts shows in all areas as well as regular

evening and weekend parent workshops in the arts. We have a well established Odyssey of the Mind program which involves creative problem solving in competitions on regional, state and world levels. Trips and assemblies, both in house and through cultural organizations, complement and connect our curriculum. For 2008-2009, our school was awarded a sizeable Toyota Tapestry Grant that allowed our second grade to participate in a year long study of the Jamaica Bay Salt Marsh using field journals in collaboration with our science and visual arts cluster teachers and several cultural partners. Our 2008 Imagination Award helped continue our cultural assemblies in support of a global perspective. The addition of video conferencing will enable us to travel the world in visiting arts museums, cultural exhibits, conversations with working artists, as well as adding language programs

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. 115 Daniel Mucatel School							
District:	18	**DBN:**	18K115	**School BEDS Code:**	331800010115			
DEMOGRAPHICS								
Grades Served:	Pre-K	√	3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	√
	2	√	6		10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	54	53	54		94.3	94.3	95.2	
Kindergarten	160	165	162					
Grade 1	182	191	209	**Student Stability** - *% of Enrollment*:				
Grade 2	208	183	206	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	204	206	202		92.9	92.2	96.5	
Grade 4	185	206	202					
Grade 5	207	193	208	**Poverty Rate** - *% of Enrollment*:				
Grade 6	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	0	0	0		70.9	70.9	70.9	
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		6	15	26	
Grade 12	0	0	0					
Ungraded	2	2	2	**Recent Immigrants** - *Total Number*:				
Total	1202	1182	1244	*(As of October 31)*	2006-07	2007-08	2008-09	
					18	14	9	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	21	21	30	Principal Suspensions	2	0	4	
# in Collaborative Team Teaching (CTT) Classes	5	8	12	Superintendent Suspensions	4	5	1	
Number all others	48	44	51					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	49	55	58	Number of Teachers	69	76	80	

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	8	17	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	10
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.8	71.1	76.3
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	50.7	52.6	56.3
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	88.0	87.0	88.0
American Indian or Alaska Native	0.4	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.0	98.8	99.3
Black or African American	88.4	89.2	88.3				
Hispanic or Latino	5.4	4.4	5.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	2.7	3.1				
White	3.2	3.5	2.7				
Male	51.2	52.0	49.0				
Female	48.8	48.0	51.0				

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 (2008-09) Based on 2007-08 Performance:					
√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ___				
	School Requiring Academic Progress (SRAP) – Year ___				

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		–	–	–			
Black or African American		√	√	√			
Hispanic or Latino		–	–	–			
Asian or Native Hawaiian/Other Pacific Islander		–	–	–			
White		–	–	–			
Other Groups							
Students with Disabilities		√	√	–			
Limited English Proficient		–	–	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	71.9	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.8	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.5	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	38.8		
(Comprises 55% of the Overall Score)			
Additional Credit:	0.8		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

An analysis of the results of the 2009 New York State English Language Arts and Mathematics Assessments indicates the following:

Student Performance Measures

English Language Arts

- 71.6% of all students performed at Level 3 or Level 4.
- The median student proficiency was 3.21.

Mathematics

- 91.1% of all students performed at Level 3 or Level 4.
- The median student proficiency was 3.63.

Student Progress Measures

English Language Arts

- 60.8% of students made at least one year of progress.
- 81.2% of students in the school's lowest third made one year of progress.
- The average change in student proficiency for Level 1/Level 2 students was +0.34.
- The average change in student proficiency for Level 3/Level 4 students was -0.03.

Mathematics

- 68.3% of students made at least one year of progress.
- 73.4% of students in the school's lowest third made one year of progress.
- The average change in student proficiency for Level 1/Level 2 students was +0.43.
- The average change in student proficiency for Level 3/Level 4 students was +0.03.

Among our greatest accomplishments over the last few years are:

- Collaborative Community of Practice (CCP) School for Leadership, Arts programs and Mathematics.
- Recipient of Center for Arts Education Grant and Beaumont Grant which integrate the arts and technology respectively into the curriculum. The success of these programs was documented by a self-produced I-Movie which demonstrated the assessment and evaluation of Grant implementation.
- Recipient of Toyota Tapestry Grant which allowed our second grade students to participate in a year long study of the Jamaica Bay Salt Marsh using field journals in collaboration with our Science and Visual Arts Cluster Teachers and several cultural partners.

- Recipient of numerous smaller grants.
- Strong sense of community among staff, parents and students as evidenced by high attendance at PTA meetings and parent workshops, high student and parent as well as staff participation in numerous extra-curricular school-sponsored events held after school, in the evenings, on weekends and during vacations.
- Extensive Performing (Music, Theater, Dance) and Visual Arts integration into the curriculum with emphasis on Social Studies. All students including general education, students with disabilities and English Language Learners participate.
- Professional Development Team in support of differentiated instruction and staff development as well as collaborative planning – Differentiated professional development in Literacy, Mathematics, Science, Social Studies, Technology and the Arts is regularly provided based on experience and need. Professional development is provided in cycles and assessed on a regular basis at weekly PD Team meetings. When there is a need for staff development in a particular area for a teacher or group of teachers (as evidenced by Focused Learning Walk Logs or in the course of formal and/or informal observations), cycles may be intensified and/or altered to meet these needs. Members of the Professional Development Team are: the Principal, Assistant Principals, Literacy and Math Coaches, Parent Coordinator, Inquiry Team Leader, School Business Manager, Arts Staff Developer, Intervention Specialist and Guidance Counselor. Additional staff members (e.g. lead teachers, cluster teachers, classroom teachers) are invited to attend PD Team meetings as needs arise.
- Inquiry Team meets bi-weekly to discuss student progress based on performance data. Including, but not limited to AIS provider and classroom teacher progress reports, Periodic Assessment results, standardized test results, portfolio assessments, Focused Learning Walks, Low Inference Observations and conversations with AIS providers, teachers, guidance counselors, Intervention Specialists, Attendance Teacher, parents and students. Personal Intervention Plans (PIPs) are created for at-risk students and are reviewed on a case-by-case basis. Modifications to the plans are made as needed. Recommendations are made to the Professional Development Team regarding staff development needs of particular staff members.
- Scheduled weekly common preparation periods for collaborative planning on the part of teachers on each grade level, teachers of Gifted and Talented, Special Education, English Language Learners, the Arts, as well as for new teachers.
- Extensive inter- and intra- visitation program which includes teachers, coaches and administrators.
- Extensive Literacy, Mathematics, Gifted and Talented, and Arts Enrichment Resource Centers.
- Discovery Program for enrolled students who have exceeded the standards and would benefit from more advanced and challenging curriculum using the School Enrichment Model (Renzulli).
- Initiated *Odyssey of the Mind* Program in New York City. Principal serves as Regional Director. Regional and State Champions and Placed in World *Odyssey of the Mind* Competitions for the past four years. *Odyssey of the Mind* World Champions for 2009.
- Partnership school through Teachers College Writing Project and Math in the City.
- Lead Teachers provide additional support and turn-key grade level professional development.
- Utilize whole-school performance reports (e.g. NYStart, ARIIS, Acuity, ATS, DOE and State Websites, Periodic Assessments, DRA, ECLAS-2 and Dibels) to highlight student strengths and weaknesses and link these to future goals.
- Parent Corps, three full-day Pre-Kindergarten classes.
- Parental Involvement Programs including Parent Workshops, Family Literacy Program, Arts residencies for parents and their children, Mother and Daughter Night, Father and Son Night, Valentines Dance for Single Parents, Family Movie Night, Saturday Science Workshops and Math Game Night.

- Numerous extra-curricular enrichment activities which include but are not limited to: Student of the Month, *Cinco de Mayo* Celebration, Multi-cultural Day, Glee Club, Dance Club, Drama Club, Basketball Club, Career Day Symposium, Fitness Club, Principal's Book Club, Flatbush YMCA after-school program, Millennium after-school and summer program, 1199 SEIU Summer Day Camp, Principal's Bike-a-thon, Penny Harvest, Philanthropy Round Table, Student Council, Dance Festival, grade assembly performances, City Harvest, Toys for Tots, Hoops for Heart and St. Jude's Math-a-thon.

Significant aids to the school's continuous improvement include, but are not limited to:

- Highly Qualified Teachers
- Professional Development Team
- Inquiry Team
- Academic Intervention Services Team
- Student Attendance
- Highly respected in the community
- Scheduling in support of collaborative planning and inter- and intra- visitations
- Administrative support
- Sense of community among parents, students and staff
- Celebration of accomplishments

Significant barriers to the school's continuous improvement:

- Overcrowded – space constraints
- Time constraints
- Financial constraints

SECTION V: ANNUAL SCHOOL GOALS

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

Teachers will demonstrate increased capacity in the effective use of assessment data to inform instruction. Teacher knowledge of use of data: trying a strategy to address data then reassessing will be cyclical and continuous.

An analysis of the results of the June 2006 School Quality Review indicates that, "Students' attainment in English and mathematics is assessed regularly by using objective measures, and data is used to plan instruction." It was suggested we:

- Develop the reports on whole-school performance to show strengths and weaknesses and how these link to future goals.
- Create a database of students' assessment results and use it to set goals and monitor progress even more rigorously.

An analysis of the results of the September 2007 School Quality Review indicates that, "The staff makes very good use of data to track the achievement and progress of individuals and groups of students, including special education students, English language learners and those who are gifted and talented." It was suggested we:

- Broaden the analysis of performance of different groups of students to highlight any differences between boys and girls and between different ethnic groups.
- Provide measurable, interim goals as milestones on the path to longer-term aims relating to student achievement.

Goal #1
By January 2010, 95% of classroom teachers will have created and utilized a database of students' ongoing assessment results and use it to set SMART goals, both long term and interim, and monitor student progress.

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Beginning teachers will move across the row of descriptors from 'beginning' to 'applying' in at least two subject areas as measured with observations using the *Santa Cruz Professional Teaching Standards Continuum* rubric.

According to a report from the U.S. Department of Education, "Teachers are telling us the kinds of support that they need and want – more peer collaboration, team teaching, [and] common planning periods. If we don't listen to them, we shortchange our children and our teachers." When referring to "beginning teachers," included are teachers in their first, second and third year of teaching. Note that all of our first year teachers have returned for the 2009-2010 school year.

In addition to encouraging beginning teachers to remain in the teaching profession, effective support through mentoring and/or coaching assists them in numerous other ways. Analysis of surveys of

beginning teachers have found that they rank ‘emotional support’ as the most helpful factor in their development as educators. Other factors include: support in instructional strategies, obtaining resources, classroom management strategies, working with parents, and managing the school day.

As a beginning teacher becomes more effective in the classroom the potential for improved student achievement increases.

Formal and informal classroom observations and beginning teachers’ Needs Assessment and Goal Setting Surveys have demonstrated the need for a program of professional development in instructional and classroom management strategies for first and second year teachers.

Goal #2
By June 2010, 100% of the one new, five second and four third year teachers will have completed at least 150 hours of Professional Development and/or Mentoring Activities.

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Teachers will demonstrate increased capacity in the effective use of Academic Intervention Services and remediation strategies.

Teachers will demonstrate increased capacity in the effective use of Best Practices and Differentiated Instruction.

An analysis of the results of the June 2006 School Quality Review indicates that, “Additional intervention support for students at risk of underachieving is planned carefully using good assessment data and programs are reviewed regularly.”

An analysis of the results of September 2007 School Quality Review indicates that, “The school provides a wide range of well-targeted interventions that help students in the most need make good progress and achieve well.”

An analysis of the results of the 2009 New York State English Language Arts and Mathematics Assessments indicates that the percentage of students achieving at Level 1 or 2 in English Language Arts is 28.4% and the percentage of students achieving at Level 1 or 2 in Mathematics is 8.1%.

An analysis of the results of the 2009 New York State English Language Arts and Mathematics Assessments indicates that the percentage of students at Proficiency Level (Level 3 or 4) in English Language Arts is 71.6% and the percentage of students at Proficiency Level (Level 3 or 4) in Mathematics is 91.9%.

Formal and informal classroom observations and analysis of New York State ELA and Math assessments, ELA and Math Predictive assessments, ECLAS-2, and EPAL, and ACUITY data available in ARIS indicates that classroom teachers are in need of additional professional development in the effective use of Tier I remediation strategies and Academic Intervention Services.

An analysis of the results of the 2009 New York State English Language Arts and Mathematics Assessments indicates that the average change in student proficiency for Level 3/Level 4 students was -0.03% in English Language Arts and the average change in student proficiency for Level 3/Level 4 students was +0.03% in Mathematics.

Formal and informal classroom observations and analysis of assessment data indicates that classroom teachers are in need of additional professional development in the effective use of Differentiated Instruction and the implementation of additional research-based strategies and
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programs such as the School Enrichment Model (SEM) and the Independent Investigation Method (IIM).

Goal #3

By June 2010, there will be an increase of 1% in the number of students achieving at or above level 3 and a decrease of 1% in the number of students achieving at level 1 on the NYS ELA and Mathematics Assessments.

By June 2010, there will be an increase of 1% in the average change in student proficiency for Level 3/Level 4 students on the NYS ELA and Mathematic Mathematics Assessments.

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): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal #1** By January 2010, 95% of classroom teachers will have created and utilized a database of students' ongoing assessment results and use it to set SMART goals, both long term and interim, and monitor student progress.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• The main Inquiry Team will consist of teacher representatives. Each representative will turnkey the process learned at main Inquiry Team meeting. • The Inquiry Team will meet twice a month for one to two periods to analyze student portfolios, assessment data, create databases, and set future long term and interim goals. • The Inquiry Team will select a Target Group chosen from among our student population. A database will be created for these children. This database will include all biographical and assessment data, as well as services provided. Student progress for this Target Group will be monitored closely. • Professional Development workshops on data analysis, databases, and long term and interim goal setting will be conducted at grade conferences, after school, at faculty conferences, during common planning periods, and on Chancellor's Conference (Professional Development) days. • Observation of the meetings of the smaller Inquiry Teams by Administration and/or Data Specialist will be done to monitor progress. • The Inquiry Team Chairperson and Data Specialist will support the lead teachers of the smaller Inquiry Team groups. • Selected teachers will participate in Inquiry Team meetings and provide targeted support for identified teachers. • Following the model for the Inquiry Team Target Group, teachers will develop a database of assessment results for their individual classes. They will use this database to set monthly goals, monitor progress and differentiate instruction. These will be included in individual teacher portfolios. • Utilization of new/current technology to support the above mentioned goal.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Literacy/Social Studies Coach – **Title I SWP/Contract for Excellence** Math/Science Coach – **Title I SWP/Contract for Excellence** Per Session for Inquiry Team Data Specialist Consultation – **TL Data Specialist** Per Session for Professional Development – **Title I ARRA SWP** Per Diem Coverage for Inquiry Team Collaboration – **TL Children First Inquiry Teams** Per Diem Coverage for Professional Development – **TL Contract for Excellence**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Target Children Summary sheets will be kept for each of the smaller Inquiry Teams. • Formal and informal observations will demonstrate increased evidence of effective use of multiple forms of assessment to set goals, monitor progress and differentiate instruction. • There will be an increase in student achievement as evidenced by ARIS, periodic assessments, Acuity, classroom embedded programs e.g. EveryDay Mathematics assessments and standardized assessments as a result of increased capacity to identify and respond to student learning needs. • Teacher planning meetings will be conducted to review assessments.

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): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal #2** By June 2010, 100% of the one new, five second and four third year teachers will have completed at least 150 hours of Professional Development and/or Mentoring Activities.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• At the start of the school year, each beginning, second and third year teacher uses **the *Santa Cruz Professional Teaching Standards Continuum*** which allows the Mentor and Professional Development Team to tailor each new teacher's professional development program to suit individual goals and needs. • Individualized surveys, via Survey Monkey, will be administered throughout the school year. These surveys will gauge the ongoing supports that are being provided for beginning teachers. • Beginning teachers participate in weekly conferences with a mentor and/or cooperating teacher. • Selected teachers participate in monthly conferences with a mentor and/or assistant principal. • Weekly common preparation period planning sessions with grade level teachers for beginning and second year teachers • Monthly grade conferences/professional development meetings • Weekly scheduled inter-visitations to classrooms of experienced teachers on the first year teacher's grade as well as on other grades • Regularly scheduled inter-visitations by second year teachers to classrooms of experienced teachers on the grade as well as on other grades • Minimum of six-week cycle of Coach-supported Literacy professional development • Minimum of six-week cycle of Coach-supported Mathematics professional development • Demonstration and/or co-teaching lessons by and with mentor and/or coach • Viewing and reflection (including self-reflection) of beginning teachers' lessons • Cooperating teacher assigned to each beginning teacher • Lead Teacher support • Support by Academic Intervention Services Team • Professional Development workshops in core curriculum areas

	• Professional Development workshops in Technology • Professional Development workshops in RTI, Mclass, ECLAS2, Dibels, DRA, and other assessments
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Literacy/Social Studies Coach – **Title I SWP/Contract for Excellence** Math/Science Coach – **Title I SWP/Contract for Excellence** Per Session for Inquiry Team Data Specialist Consultation – **TL Data Specialist** Per Session for Professional Development – **Title I ARRA SWP** Per Diem Coverage for Inquiry Team Collaboration – **TL Children First Inquiry Teams** Per Diem Coverage for Professional Development – **TL Contract for Excellence**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Using the rubric found in **the *Santa Cruz Professional Teaching Standards Continuum,*** formal and informal observations will demonstrate increased evidence of effective use of classroom management and instructional strategies. • There will be an increase in student achievement as evidenced by Acuity, classroom and standardized assessments as a result of increased capacity in the effective implementation of the Principles of Learning. • There will be an increase in the number of beginning, second and third year teachers remaining in the teaching profession as evidenced by teacher data (BEDS). • Examination of Professional Development Logs and Self-Assessment Logs will demonstrate that each new, second year and third teacher has participated in at least 150 hours of Professional Development and/or Mentoring Activities during the 2009-2010 school year.

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): **English Language Arts**
Mathematics

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Goal #3** By June 2010, there will be an increase of 1% in the number of students achieving at or above level 3 and a decrease of 1% in the number of students achieving at level 1 on the NYS ELA and Mathematics Assessments. By June 2010, there will be an increase of 1% in the average change in student proficiency for Level 3/Level 4 students on the NYS ELA and Mathematic Mathematics Assessments.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• To ensure ongoing communication regarding Professional Development and Academic Intervention Services (AIS), the Professional Development Team, the Academic Intervention Team (AIS) and the Inquiry Team will meet during fourth period (10:45-11:35 a.m.) on alternating Tuesdays as follows: Professional Development Team (1st week); Inquiry Team (2nd and 4th week); Academic Intervention Services Team (3rd week). • At these meetings the teams will monitor student progress and modify Academic Intervention Services and professional development as needed, review and revise Personal Intervention Plans, and determine the level, frequency and intensity of AIS for students recommended by classroom teachers and/or other school personnel. • The Academic Intervention Services Team will schedule Professional Development workshops and activities which will include AIS Team and Inquiry Team members, classroom teachers, paraprofessionals, and AIS providers delivering targeted intervention services. Workshops will include, but are not limited to: Best Practices, Renzulli Learning website, School Enrichment Model (SEM), Independent Investigation Method (IIM), Differentiated Instruction, research-based strategies and programs, Leap Frog, RTI, Cambridge, assessment tools, ARIS, record-keeping, student portfolios, etc. • Utilization of EGCSR and Title I SWP funds to reduce class size. • Saturday School Programs for: Social Studies, English Language Arts, Mathematics and Science for at-risk students in grades three through five. • Saturday Early Childhood Program for English Language Arts and Mathematics for at-risk students in Kindergarten through grade two.

	• Saturday ELL Institute for: Social Studies, English Language Arts, Mathematics and Science for English Language Learners in Kindergarten through grade five. • Intensive Academic Intervention Services through a pull-out program for students in General Education, Students with Disabilities and English Language Learners in grades one through five provided by two full time AIS providers and one full time paraprofessional. • Provide parent workshops in support of instructional programs, interventions, enrichment activities, etc.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Literacy/Social Studies Coach – **Title I SWP/Contract for Excellence** Math/Science Coach – **Title I SWP/Contract for Excellence** Two full time AIS teachers – **Title I ARRA SWP** Full time AIS Paraprofessional – **Title I SWP** Per Session for Inquiry Team Data Specialist Consultation – **TL Data Specialist** Per Session for Professional Development – **Title I ARRA SWP** Per Diem Coverage for Inquiry Team Collaboration – **TL Children First Inquiry Teams** Per Diem Coverage for Professional Development – **TL Contract for Excellence**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Formal and informal observations of specific teachers trained in targeted remediation strategies for increased use of those strategies. • Pre- and post-test data will reflect and increase in student achievement. • There will be an increase in student achievement as evidenced by Acuity, classroom and standardized assessments as a result of increased capacity in the effective implementation of remediation strategies and Academic Intervention Services. • There will be an increase in the utilization of RTI, Leap Track and other Tier I interventions.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	51	49	N/A	N/A	15	2	2	6
1	79	76	N/A	N/A	23	2	3	5
2	68	65	N/A	N/A	25	1	3	8
3	90	91	N/A	N/A	21	1	2	7
4	123	117	129	45	19	2	2	10
5	139	127	41	136	20	1	2	9
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	•Extended SETTS (not on IEP)-small group instruction provided during the school day to at-risk students without an IEP. (Wilson) •Non-mandated speech-small group instruction provided during the school day to at-risk students without or in addition to IEP. •Saturday Literacy Program provides small group instruction in reading/writing strategies to at-risk students in grades three through five. •Saturday Early Childhood Program provides small group instruction in reading/writing strategies to at-risk students in Kindergarten through grade two. •Extended Day Literacy provides intensive small group instruction and test-taking strategies to at-risk students during two 37.5-minute periods per week. •"Fundations" and RTI provide small group instruction in phonics to at-risk students during the school day both as Tier I and Tier II interventions. •Leap Frog Literacy provides one-to-one ELA instruction using technology during the school day. •Literacy Coach models lessons and team-teaches with teachers of classes containing at-risk students. •Saturday ELL Literacy Institute provides additional ELA support and enrichment to our ELL students in Kindergarten through grade five.
Mathematics:	•Extended SETTS (not on IEP) small group instruction provided during the school day to at-risk students without an IEP. •Saturday Mathematics Program provides small group instruction in Math strategies and problem solving skills to at-risk students in grades three through five. •Saturday Early Childhood Program provides small group instruction in Math strategies to at-risk students in Kindergarten through grade two. •Extended Day Math provides intensive small group instruction and test-taking strategies to at-risk students during two 37.5-minute periods per week. •Leap Frog Math provides one-to-one Math instruction using technology during the school day. •Math Coach and Math Staff Developer model lessons and team-teaches with teachers of classes containing at-risk students. •Saturday ELL Mathematics Institute provides additional Math support and enrichment to our ELL students in Kindergarten through grade five.

Science:	•Science Cluster Teacher provides additional instructional support and instruction in test-taking strategies to at-risk students. •During the school day, extended Science Lab time is provided by the Science Cluster Teacher to students in grade five who have not met the standards on the fourth grade NYS Elementary Level Science Exam (ELSE). •Saturday Science Program provides additional small group instruction in Science to at-risk students in grade four. •Saturday ELL Science Institute provides additional Science support and enrichment to our ELL students in grades three through five.
Social Studies:	•Literacy/Social Studies Coach provides additional instructional support and instruction in test-taking strategies to at-risk students. •Saturday Social Studies Program provides additional small group instruction in Social Studies to at-risk students in grade five. •Saturday ELL Social Studies Institute provides additional Social Studies support and enrichment to our ELL students in grades three through five.
At-risk Services Provided by the Guidance Counselor:	•During the school day individual and small group guidance is provided to at-risk students without an IEP. •During the school day students demonstrating attendance patterns which indicate at-risk behavior are provided with individual and/or small group guidance counseling. •During the Saturday School Programs, students demonstrating behavioral problems and/or attendance patterns which indicate at-risk behavior are provided with individual and/or small group guidance counseling. •School counselors will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in Pre-Kindergarten through grade five.
At-risk Services Provided by the School Psychologist:	•The school psychologists will offer clinical services, agency referrals**, and** educational, social and personal services during the school day on an as needed basis to at risk students including student sin the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	•Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.

At-risk Health-related Services:	•Extended SETTS (not on IEP)-small group instruction provided during the school day to at-risk students without an IEP. (Wilson) •Non-mandated speech-small group instruction provided during the school day to at-risk students without or in addition to IEP. •Saturday Literacy Program provides small group instruction in reading/writing strategies to at-risk students in grades three through five. •Saturday Early Childhood Program provides small group instruction in reading/writing strategies to at-risk students in Kindergarten through grade two. •Extended Day Literacy provides intensive small group instruction and test-taking strategies to at-risk students during two 37.5-minute periods per week. •"Fundations" and RTI provide small group instruction in phonics to at-risk students during the school day both as Tier I and Tier II interventions. •Leap Frog Literacy provides one-to-one ELA instruction using technology during the school day. •Literacy Coach models lessons and team-teaches with teachers of classes containing at-risk students. •Saturday ELL Literacy Institute provides additional ELA support and enrichment to our ELL students in Kindergarten through grade five.

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.

PS 115 LANGUAGE ALLOCATION POLICY
2009 – 2010

School: 18K115
Network Leader: Sandra Litrico

Team Members

Principal:	Mitchell S. Pinsky
ESL Coordinator/Teacher:	Joanne Saint Preux
Parent Coordinator:	Jayne Sclavos
Literacy Coach:	Debbie Marra
Math Coach:	Abby Fuchs
Guidance Counselor:	Meridith Moran
Related Service:	Georgiana Prenesti-Lombardi
Teachers:	Pat Gill Helen Pizarro Debra Schneider
Parent:	Debra James Shoying Wong-Getzel

The New York City Department of Education
PUBLIC SCHOOL 115
THE DANIEL MUCATEL SCHOOL
A Collaborative Community of Practice
1500 East 92nd Street
Brooklyn, New York 11236
Tel: (718) 241-1000 Fax: (718) 209-1714
Mitchell S. Pinsky, Principal ***"Where Futures Begin"***

Onica L. Mayers, Assistant Principal
Loren J. Borgese, Assistant Principal
Patrick D. O'Connor, Assistant Principal

PS 115 LANGUAGE ALLOCATION POLICY
2009 – 2010

PS 115 is located in the Canarsie section of South Brooklyn. It is a long-established community with numerous one and two family homes. 3.8% of the school's population are English Language Learners (ELLs). There are 2 ELLs in Kindergarten, 7 in first grade, 11 in second grade, 7 in third grade, 12 in fourth grade, and 9 in fifth grade, for a total of 48 students.

In designing the Language Allocation Policy, PS 115 recognizes that English Language Learners are entitled to high quality instructional practices to facilitate academic excellence and to provide the best available environment for language and cognitive development. We further acknowledge the importance of addressing the different languages, abilities, cultures, academic backgrounds and educational levels of our ELL population.

PS 115's ELL students are serviced by a certified ESL teacher in a freestanding program of ESL through pull-out/push-in services which include language arts and content area instruction. Our ELL students speak Haitian Creole, Spanish, French, Urdu, Arabic, Cantonese and Chinese languages. Presently, we do not have any bilingual classes. P.S. 115 does not meet the criteria required to form a bilingual class, therefore, native language instruction is not appropriate in our freestanding ESL program. On the Parent Selection Survey Form, the majority of our parents opt for the ESL program for their children. ELL parents are informed, however, that they may choose a transitional bilingual education or dual language program, but that their child would have to transfer to another school. If necessary, the Parent Coordinator helps parents contact the regional placement office.

At PS 115, we have one class on each grade (Kindergarten through grade five) with a concentration of English Language Learners. Students whose first language is English are also enrolled in these classes. Once a week the ESL teacher pushes into each of these classes to provide professional development for the classroom teacher and give language and vocabulary support to the ELL students.

The ELL children who have scored at the beginning and intermediate levels on the Spring NYSESLAT receive 2 units (360 minutes) of ESL instruction per week. Advanced students receive 1 unit (180 minutes) of ESL instruction per week. There are 17 beginning (10 1-year, 4 2-year, 1 3-year, 1 4-year, 1 5-year), 15 intermediate (2 1-year, 2 2-year, 6 3-year, 5 4-year), and 16 advanced (2 2-year, 7 3-year, 3 4-year, 2 5-year, 2 6-year) students in the school. Included in these figures are 3 SIFE students, 4 newcomers, 13 ELLs in years 4-6, 1 ELL in Collaborative Team Teaching (Special Education), 2 long-term ELLs.

The breakdown of the number of ELLs by subgroups and years of service is:
All newly admitted students whose parents have indicated on the Home Language Survey that another language is spoken in the home are given the LAB R. If eligible for services they are given a program based upon the LAB R results and the Parent Selection Survey. Mainstream teachers are informed of their student's placement. The ESL teacher also pushes into the child's class, provides supplemental ESL materials, and offers strategies and techniques that the mainstream teacher may use. Mainstream teachers are also made aware of their SIFE students. These students, in addition to receiving targeted ESL instruction in listening, speaking, reading and writing, can attend the Saturday Title III ESL Institute, receive counseling, and be referred to outside agencies for related services.

An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English language acquisition, to pair students at different proficiency levels, and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

NYSESLAT data has indicated that ELL students across all proficiency levels performed best on the listening and speaking sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will help drive instruction and professional development.

Our computer laboratory teachers implement desktop publishing with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.

There is a Title III Saturday ELL Institute for Kindergarten through grade five. The program provides instruction in reading comprehension, shared writing, guided writing and independent writing as well as additional help in Mathematics, Social Studies and Science. Through the Title III program, the school will provide translators to help facilitate greater communication between parent, teacher and child and offer parent workshops addressing the NYSESLAT and state Math, English Language Arts, Science and Social Studies Assessments.

At PS 115, we recognize the important role of our ESL program in helping students become proficient in the English language. At the same time, we help ELLs acquire the academic knowledge needed to prepare them for higher learning and pass the required city and state assessments. Language instruction is aligned to ESL and ELA learning standards.

To help our ELLs meet the learning standards various instructional practices are utilized. Some of these practices/approaches include scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses the balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of additional instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary.

Professional development workshops will continue to take place during common prep periods, Professional Development Days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages.

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided.

Parent Workshops that will take place during school hours, in the evenings and on Saturday mornings include, but are not limited to:

November – Literacy Activities in Support of Your Child's ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – Activities in Support of Your Child's Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – Science Activities in Support of Your Child's Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – Components of the NYSESLAT and Activities to Support Your Child's English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Translators are provided for all parent workshops.

For each of the past seven years, all students (including ELLs) participated in a *Cinco de Mayo* celebration and for each of the past six years, in a Multicultural celebration. These celebrations fostered an appreciation of different cultures and languages. We plan to expand these activities in the coming school year.
During the Extended Day, Monday through Thursday between 12:33 PM and 1:11 PM, ELLs who are not mandated for Academic Intervention participate in Enrichment activities which include, but are not limited to: Glee Club, Ballet, Theater, Set Design, Chess, Backgammon, Independent Investigation Model (IIM), Renzulli, Yearbook and Fitness.

PS 115 continues to apply for grants such as the Center for the Arts Education Grant (CAE) through which students had the opportunity to experience music, dance, theater and the visual arts, and the Legislative Grant for bilingual picture books, and the Beaumont Grant.

It is our goal to maintain a high level of performance, and at the same time look to improve our programs wherever and whenever possible.

Number of Teachers and Support Personnel for 2009-2010 A-5

School (DBN): 18K115 **Network Leader:** Sandra Litrico

Enter the number of FTE's in each school building in the Bilingual Education and ESL Programs in the appropriate column. FTE's for staff serving more than one building must reflect the portion of time spent in each building.

School Number PS 115K	Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Sub-Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	0	1	0	0	0	0	1
TOTALS							Grand Total 1

The New York City Department of Education
PUBLIC SCHOOL 115
THE DANIEL MUCATEL SCHOOL
A Collaborative Community of Practice
1500 East 92nd Street
Brooklyn, New York 11236
Tel: (718) 241-1000 Fax: (718) 209-1714
Mitchell S. Pinsky, Principal ***"Where Futures Begin"***

Onica L. Mayers, Assistant Principal
Loren J. Borgese, Assistant Principal
Patrick D. O'Connor, Assistant Principal

SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Advanced (180 minutes) Grade Level: Fourth
School District: 18 School Building: PS 115

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10 To: 8:55	Media	Math	Math	Math	Math
2	From: 9:00 To: 9:45	Reading Workshop	Math	Math	Math	Math
3	From: 9:50 To: 10:35	**ESL**	**ESL**	**ESL**	**ESL**	Reading Workshop
4	From: 10:40 To: 11:25	Math	Spanish	Writing Workshop	Gym	Health
5	From: 11:30 To: 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
E.D.	From: 12:25 To: 1:00	ELA	Math	ELA	Math	ELA
6	From: 1:10 To: 1:55	Math	Writing Workshop	Art	Writing Workshop	Writing Workshop
7	From: 2:00 To: 2:45	Science	SS	Science	SS	Science

The New York City Department of Education
PUBLIC SCHOOL 115
THE DANIEL MUCATEL SCHOOL
A Collaborative Community of Practice
1500 East 92nd Street
Brooklyn, New York 11236
Tel: (718) 241-1000 Fax: (718) 209-1714
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SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Intermediate (360 Minutes) Grade Level: Fourth
School District: 18 School Building: PS 115

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10 To: 8:55	Media	Math	Math	Math	Math
2	From: 9:00 To: 9:45	**ESL**	Math	Math	Math	Math
3	From: 9:50 To: 10:35	Writing Workshop	**ESL**	**ESL**	**ESL**	**ESL**
4	From: 10:40 To: 11:25	Math	Spanish	Writing Workshop	Gym	Health
5	From: 11:30 To: 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
E.D.	From: 12:25 To: 1:00	ELA	Math	ELA	Math	ELA
6	From: 1:10 To: 1:55	Math	**ESL**	Art	**ESL**	**ESL**
7	From: 2:00 To: 2:45	Science	SS	Science	SS	Science

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SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Beginning (360 Minutes) Grade Level: Fourth
School District: 18 School Building: PS 115

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10 To: 8:55	Media	Math	Math	Math	Math
2	From: 9:00 To: 9:45	**ESL**	Math	Math	Math	Math
3	From: 9:50 To: 10:35	Writing Workshop	**ESL**	**ESL**	**ESL**	**ESL**
4	From: 10:40 To: 11:25	Math	Spanish	Writing Workshop	Gym	Health
5	From: 11:30 To: 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
E.D.	From: 12:25 To: 1:00	ELA	Math	ELA	Math	ELA
6	From: 1:10 To: 1:55	Math	**ESL**	Art	**ESL**	**ESL**
7	From: 2:00 To: 2:45	Science	SS	Science	SS	Science

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

On the actual date of student admission, the fully licensed and certified ESL teacher, Joanne Saint Preux, reviewed all *Home Language Identification Surveys* including the informal oral interview in English and in the native language. Within ten days of student admission, the Language Assessment Battery-Revised (LAB-R) is administered to eligible newly admitted students and a list of the primary languages spoken by the households of these students is complied. This information, combined with the knowledge she (Saint Preux) has of the primary languages of the families of our previously enrolled English Language Learners, was examined and the following were the results.

PS 115's English as a Second Language population consists of:

29 families whose primary language is Haitian Creole	2-Kgn, 4-1st, 8-2nd, 3-3rd, 8-4th, 4-5th
9 families whose primary language is Arabic	3-1st, 2-2nd, 2-3rd, 2-4th
7 families whose primary language is Spanish	1-2nd, 2-3rd, 2-4th, 2-5th
2 families whose primary language is Chinese/Cantonese	2-5th
1 family whose primary language is French	1-5th

Ms. Saint Preux distributes entitlement letters with the appropriate native language translations to parents/guardians. She is responsible for distributing and collecting Parent Surveys and Program Selection Forms. After review of Parent the Parent Survey and Program Selection forms, the trend in program choices that parents have requested over the past several years has been for the freestanding English as a Second Language program offered at PS 115. As a result, program offerings at PS 115 need not be altered.

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.

At grade conferences and at meetings among the teachers of the ELL concentration classes, translation needs were discussed. It was determined that there was a need for translators at parent workshops. PS 115 will conduct six Saturday Workshops for the parents of English Language Learners enrolled in our Saturday ELL Institute. These workshops will be conducted in English with translations to Spanish, Haitian Creole, and Chinese, provided by school personnel who are fluent in these languages. There is no one on staff that is fluent in Arabic.

The findings were reported to the school community at faculty conferences and during School Leadership Team discussions.

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.

Presently, funding is not needed for written translations of school notices and directives as these documents can be accessed through the Department of Education's website or through the Department of Education's Interpretation and Translation Unit.

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.

PS 115 will conduct six Saturday Workshops for the parents of English Language Learners enrolled in our Saturday ELL Institute. These workshops will be conducted in English with translations to Spanish, Haitian Creole, and Chinese, provided by school personnel who are fluent in these languages. There is no one on staff that is fluent in Arabic, however PS 115 has several parent volunteers who are fluent in both Arabic and English.

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 115 will provide to each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document from the following website: http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm.

We have posted near our main entrance to the school a sign in each of the covered languages indicating the availability of interpretation services. We have obtained these translated signs from the following link: http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm.

Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

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:	$1,044,818	$398,911	$1,443,729
2. Enter the anticipated 1% set-aside for Parent Involvement:	$10,448.18		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$3,989.11	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$52,240.90		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$19,945.55	
6. Enter the anticipated 10% set-aside for Professional Development:	$104,481.80		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$39,891.10	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 99.3%

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.

   The 0.7% of teachers that were not high-quality for 2008-2009 represents one fully certified Art teacher who had been assigned to teach a Kindergarten class. Mid-year she was reassigned to an Art position, thereby bringing the percentage of High-Quality Teachers to 100%. Prior to the end of the 2008-2009 school year, the aforementioned teacher received certification for Early Childhood Education in addition to her Art certification. For the 2009-2010 school year she has been assigned to an Art program.

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

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

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

PART I - GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [*Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy* of ESEA]

The Daniel Mucatel School, PS 115, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

  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- Parental Involvement of the ESEA**.**

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

1. P.S. 115 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

   PS 115 will hold yearly Parent Teachers Association elections in accordance with the PTA bylaws. The duly elected PTA President will represent the parents as a member of the President's Advisory Council (PAC). The President of the PAC is a member of the District Leadership Team and serves to represent all parents in the District.

   At monthly PTA Meetings the floor will be open to questions and concerns on the part of the parents. These issues will be brought to the PAC by the PTA President and from the PAC to the District Leadership Team by the President of the PAC.

2. P.S.115 will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

   Monthly School Leadership Meetings

   Working closely with PTA

   Parent Volunteer Program

   An evaluation will be conducted through Focused Learning Walks. These learning walks will include administrators, coaches, staff developers, selected teachers and parents. Each of the participants will be given a Focused Learning Walk Review sheet for each site to be visited. Prior to a Walk, a focus will be determined by the group (i.e. classroom environment, school tone, routines, lesson format, mini lesson). The team will meet after the Walk to review and discuss their findings. Several Walks will be taken throughout the school year. On these Learning Walks parents will be equal partners. Their observations and concerns will be addressed at P.S. 115 professional development team meetings.

3. P.S. 115 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs:

Universal Pre – K and Parent Corps

In conjunction with these programs, we will utilize the Pre-K family worker, Pre-K social worker and parent coordinator to conduct parent workshops and increase parental involvement from the child's earliest school experience. P.S. 115 is also affiliated with the NYU Child Study Center Parent Corps Program. Through this program parents will be provided training in positive parenting techniques.

4. P.S. 115 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

   At the conclusion of Parent Workshops, evaluation forms will be distributed. These forms will be completed anonymously and submitted by workshop participants. Participating parents will evaluate the content, effectiveness, and relevancy of the workshop. Translation services will be made available to those parents requiring assistance. Survey Monkey will also be used as another form of communication to collect information and feedback from parents.

   Attendance will be taken on sign-in sheets at any and all parent meetings and workshops, and at any and all family events and trips.

   At PTA meetings, the floor will be open to questions and/or concerns by parents.

   Department of Education Annual Parent Learning Environment Surveys will also be distributed.

   The results of these surveys, evaluations and attendance sheets will be complied, discussed and evaluated by our Parent Coordinator and School Leadership Team. They will use the findings to prepare and coordinate Meetings and Workshops for the following school year. Strategies that increased parental participation will be continued and or expanded. Those that were met with a majority of unfavorable comments or evaluations will be modified or discontinued.

5. P.S. 115 will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities described below:

   - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

     - the State's academic content standards
     - the State's student academic achievement standards
     - the State and local academic assessments including alternate assessments

- the requirements of Title I, Part A
- how to monitor their child's progress
- how to work with educators

Parent workshops (to be conducted during school hours, after school hours, and on Saturdays) covering topics such as:

English Language Arts Standards
Mathematics Standards
Social Studies Standards
Science Standards
New York State Assessments
Interim Assessments
NYSESLAT
ARIS
Summer School and Promotional Policies
Gang Awareness/Internet Safety
School Safety
Title I
Academic Intervention Services
Arts and Grant Programs
School Enrichment Model
Working with Your Child's Teacher
Middle School Choice

Parent Attendance at CSA and NESPA conferences

The following materials will be necessary to ensure success:

Books
Colored paper
Poster paper
Laminating paper
Curriculum Guides
Copy Paper
Math Manipulatives
Science Materials

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Saturday Family Literacy Program
Family Math Night
Family Science Night
Family Technology Night
Family Art and Dance Nights
Family Movie Night
Family Dances

Family Trips (i.e., museums, shows, conferences, sports events)

- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

  Holding professional development for teachers and staff
  Discussing parent issues at faculty conferences
  Supporting an active School Leadership Team
  Supporting an active Parent-Teachers Association
  Having parent participation in writing the school CEP, Parental Involvement Policy and School-Parent Compact Policy

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

  Having greater utilization of the Pre-K family worker, Pre-K social worker and parent coordinator in the facilitation of Pre-K parent workshops
  Utilizing the services of the NYU Child Study Center Parent-Corps

- The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

  Distribution of a parent handbook

  Distribution of monthly parent calendars

  Distribution of parent newsletters

  Utilization of school personnel fluent in the predominate languages of parents in our school community (Such languages include Haitian-Creole, Chinese and Spanish.) to translate and interpret letters and memos, and at parent workshops, conferences, and meetings

  Utilization of Department of Education translation services

  Utilization of the services of an outside interpretation agency

  Utilization of School Messenger Voice Message System

  Utilization of P.S. 115 Website and Parent E-mail Lists

PART III <u>DISCRETIONARY</u> SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- *Parental Involvement*- (e)*Building Capacity for Involvement* of the ESEA:

Other activities may include:

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs

PART IV ADOPTION

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This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Sub-Committee Agendas and Attendance Sheets.

This policy was adopted by The Daniel Mucatel School. PS 115 on 10/27/09 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2009.

Mitchell S. Pinsky

October 27, 2009

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

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

SCHOOL-PARENT COMPACT

P.S. 115 and the parents of the students participating in activities,
services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

P.S. 115 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:

All teachers will be highly qualified (i.e. certified in subject area). P.S. 115 will provide professional development for all teachers with an emphasis on those teachers new to the system and new to the grade. Professional development will include but not be limited to:

Standard-based instruction
Higher level thinking skills
AIS for at-risk students
Cooperative planning
Best practices
Science-based research programs
Implementing a data-driven approach to instruction
Improving student performance

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 20, 2009:	afternoon 12:57p.m. – 2:57 p.m.	evening 6:00p.m. – 8:30 p.m.
March 16, 2010:	afternoon 12:57p.m. – 2:57 p.m.	evening 6:00p.m. – 8:30 p.m.

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

Report cards will be distributed to parents three times a year. The first one will be distributed in November 2009, the second in March 2010 and the third one on the last day of the school year. If allowed by DOE policy, report cards will be back packed home with children. They will also be made available during parent teacher conferences. Parents will be notified in writing the results of interim assessments and standardized tests. Parents will also be notified in writing of any and all AIS. Parents will be encouraged to use the ARIS program to view their child's progress.

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

All classroom, cluster and other out of classroom personnel will be available during the fall and spring parent-teachers conferences.

In addition if parents feel the need to speak with their child's teacher, guidance counselor or intervention specialist, he/she may call the school to make an appointment before or after school hours or during the teacher's preparation period. Teachers will meet with parents at the appointed time.

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

Parent Volunteer training will be advertised and made available to all parents requesting to become an active parent volunteer.

Parents will be invited through-out the school year to class and school celebrations such as; assembly performances, authors celebrations, poetry readings, read aloud days, dance festivals, grant performances, winter and spring concerts, science fair, art fair and student of the month. Family movie and dance nights will be held. Parents will also be invited to volunteer and participate on class trips. Parent workshops and family activities will be held on a regular basis.

During open school week, both in the fall and spring, parents are welcome to come and observe their child's class.

Parent Responsibilities

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

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

  * Monitoring attendance;
  * Making sure my child is on time and prepared everyday for school;
  * Providing an environment conducive for study;
  * Scheduling daily homework time;
  * Making sure that homework is completed;
  * Monitoring amount of television my children watch;
  * Talking with my child about his/her school activities everyday;

- 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 either received by my child or by mail and responding, as appropriate;
- Reading together with my child everyday:
- Providing my child with a library card;
- Communicating positive values and character trait, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school;
- Supporting the discipline policy of the Chancellor and the school;
- Express high expectations and offer praise and encouragement for achievement;

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will adhere to the P.S. 115 Student Success Code;

1. Be present and on time;
2. Bring books and learning materials (be prepared);
3. Do all assigned work to the best of your ability in school and at home;
4. Be prepared to participate and learn;
5. Respect the rights, privacy, property and honor of others;
6. Respect yourself

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.

In order to design and implement an effective educational program and to set high standards for all students, we have conducted and will continue to conduct the following needs assessment activities:

- We have implemented a data-driven approach to improving student performance utilizing whole-school performance reports (e.g. NYStart, ARIIS, ATS, Acuity, DOE and State Websites, Periodic Assessments, DRA, ECLAS-2 and Dibels) to highlight student strengths and weaknesses and link these to future goals.

- Our Academic Intervention Services Team and our Inquiry Team meet to discuss student progress based on performance data, including, but not limited to AIS provider and classroom teacher progress reports, Periodic Assessment results, standardized test results, portfolio assessments, Focused Learning Walks, Low Inference Observations and conversations with AIS providers, teachers, guidance counselors, Intervention Specialists, Attendance Teacher, parents and students. Personal Intervention Plans (PIPs) are created for at-risk students and are reviewed on a case-by-case basis. Modifications to the plans are made as needed. Recommendations are made to the Professional Development Team regarding staff development needs of particular staff members.

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

In order to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are based on scientifically-based research we have implemented and will continue to implement the following activities:

- We have implemented a data-driven approach to improving student performance utilizing whole-school performance reports (e.g. NYStart, ARIS, ATS, Acuity, DOE and State Websites, Periodic Assessments, DRA, ECLAS-2 and Dibels) to highlight student strengths and weaknesses and link these to future goals.

- Our Academic Intervention Services Team and our Inquiry Team meets weekly to discuss student progress based on performance data, including, but not limited to AIS provider and classroom teacher progress reports, Periodic Assessment results, standardized test results, portfolio assessments, Focused Learning Walks, Low Inference Observations and conversations with AIS providers, teachers, guidance counselors, Intervention Specialists, Attendance Teacher, parents and students. Personal Intervention Plans (PIPs) are created for at-risk students and are reviewed on a case-by-case basis. Modifications to the plans are made as needed. Recommendations are made to the Professional Development Team regarding staff development needs of particular staff members.

Among the methods and instructional strategies that increase the amount and quality of learning time, help provide an accelerated and enriched curriculum, meet the educational needs of historically underserved populations, address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program are the following:

- Saturday School Programs in Social Studies, English Language Arts, Mathematics and Science for at-risk students grades three through five
- Saturday Early Childhood Program for at-risk students in Kindergarten through second grade
- After-school Odyssey of the Mind Program which involves creative problem solving in competitions on regional, state and world levels
- Saturday ELL Institutes in Social Studies, English Language Arts, Mathematics and Science for students in Kindergarten through fifth grade
- Academic Intervention Services determined by Personal Intervention Plans (PIPs) which are created for at-risk students and are reviewed on a case-by-case basis and modified as to type and intensity of services as needed

3. Instruction by highly qualified staff. (*see #4 below*)

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.

    - Our Professional Development Team meets weekly in support of differentiated instruction and staff development as well as collaborative planning. Differentiated professional development in Literacy, Mathematics, Science, Social Studies, Technology and the Arts is regularly provided based on experience and need. Professional development is provided in cycles and assessed on a regular basis at weekly PD Team meetings. When there is a need for staff development in a particular area for a teacher or group of teachers (as evidenced by Focused Learning Walk Logs or in the course of formal and/or informal observations), cycles may be intensified and/or altered to meet these needs. Members of the Professional Development Team are: the Principal, Assistant Principals, Literacy and Math Coaches, Parent Coordinator, AIS Coordinator, School Business Manager, Arts Coordinator, Intervention Specialist and Guidance Counselor. Additional staff members (e.g. lead teachers, cluster teachers, classroom teachers) are invited to attend PD Team meetings as needs arise.

    - Our teachers, paraprofessionals, coaches, assistant principals and principal participate in numerous Professional Development workshops both through the internal services of the DOE and through non-contracted vendors. Included among these Professional Development workshops are: Math in the City, Teachers' College, Odyssey of the Mind, Lincoln Center, RTI Training, and numerous others. Staff members attending Professional Development

Workshops outside the school building provide turn-key professional development to the remaining staff.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. (*not applicable*)

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

   - Family Literacy workshops (are conducted during school hours, after school hours, and on Saturdays) covering topics such as:

     English Language Arts Standards
     Mathematics Standards
     Social Studies Standards
     Science Standards
     New York State Assessments
     Periodic Assessments
     NYSESLAT
     Summer School and Promotional Policies
     Gang Awareness
     School Safety
     Title I
     Title III
     Academic Intervention Services
     Working with Your Child's Teacher
     Technology
     The Arts
   - Strategies to include parents whose first language is other than English are discussed in Appendices 2 and 3.

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.

   Universal Pre – K and Parent Corps

   In conjunction with these programs, we will utilize the Pre-K family worker, Pre-K social worker and parent coordinator to conduct parent workshops and increase parental involvement from the child's earliest school experience and assist preschool children in the transition from early childhood programs. P.S. 115 is also affiliated with the NYU Child Study Center Parent Corps Program. Through this program parents will be provided training in positive parenting techniques.

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. (*see #2 and #4 above)*

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (*see #2 and #4 above)*

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.

Our School Leadership Team meets monthly to discuss the 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, etc. Additional subcommittee meetings are conducted by the Title I Committee to discuss the scheduling and expenditure of Title I funds. Our Professional Development Team and Our Inquiry Team/AIS Team meet on a weekly basis to assess the effectiveness of Professional Development and Academic Intervention Service programs. The team reports findings to the SLT.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (*not applicable*)

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT *(*not applicable*)*

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

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement *(*not applicable*)*

Part B: For Title I Schools Identified for Improvement *(*not applicable*)*

[1] School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) *(*not applicable*)*

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written

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

ELA Alignment Issues:

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

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

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[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.

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[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.

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

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

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

A school-based committee was formed to assess whether Key Finding 1A was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team) , the ESL teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 1A was addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs, and our materials. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the areas of curriculum mapping and the taught curriculum for ELLS.

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

☐ Applicable **X** Not Applicable

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

Curriculum Maps: Our school has a Curriculum Map for ELA; based on these findings it was determined that the content of the map is a pacing calendar as well as a comprehensive plan indicating what students should know and be able to do at each grade level. Our current curriculum map addresses content topics and indicates skills to be mastered, strategies to be utilized or student outcomes to be attained. Our program had been designed to provide for common preparation periods for cooperative planning for teachers of each grade, as well as for teachers of the classes designated as ELL concentration classes (one class on each grade, Kindergarten through five).

Taught Curriculum in ELA especially for ELLs: Our committee reviewed and evaluated the taught curriculum for alignment with state learning standards for all students with a focus on ELLs. It is evident through lesson plan evaluations and observations that the NYS Standards are being addressed consistently in all classes all of the time, to the depth to which the curriculum should be taught. This was found to be especially true in our ELL classrooms due in part to extensive Professional Development and opportunities for common planning. Upon reviewing student writing samples in grades 3, 4 and 5, there was evidence of many written products that meet the standards and others that approached the standards. Spoken presentations are part of our school's curriculum. The implementation of this standard has been expanded through the introduction of Renzulli Learning and the Independent Investigation Method (IIM). Through these two programs, students complete independent investigations, produce a project/product and present to an authentic audience which includes a verbal presentation. The lessons contain opportunities for improving speaking and listening skills and are conducted by our Renzulli cluster, Multimedia cluster, Computer Technology clusters and classroom teachers. These teachers plan cooperatively to ensure that lessons are aligned with the NYS standards.

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.

As the finding is not applicable, our school will not require additional support from central. Our Network Leader and Network Support Specialists for ELA and ELLs will provide support in the enhancement of our ELA Curriculum maps so that they become a more comprehensive plan indicating what students should know and be able to do at each grade level as well as provide for enrichment for those students who have met the standards.

This initiative will be for all students with a special focus on improving the taught curriculum for ELLs so that all teachers servicing our ELL students are fully aware of the State Learning Standards for ELLs.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

A school-based committee was formed to assess whether Key Finding 1B was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team) , the ESL teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 1B was addressed. The committee reviewed our CEP and evaluated school data to look at the alignment to the New York state process strands for mathematics. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the area of alignment of Mathematics instruction with the NYS Standards.

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

☐ Applicable **X** Not Applicable

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

Formal and informal observations have demonstrated evidence of alignment of Mathematics instruction with the NYS Standards including the process strands for mathematics at all grade levels. This finding is further supported by an increase in student achievement as evidenced by NYS Mathematics Assessment results, Acuity, classroom and standardized assessments.

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.

As the finding is not applicable, our school will not require additional support from central. Our Network Leader and Network Support Specialists for Mathematics and ELLs will provide support in the enhancement of our Mathematics Curriculum maps so that they become a more comprehensive plan indicating what students should know and be able to do at each grade level as well as provide for enrichment for those students who have met the standards especially regarding the alignment to the New York state process strands for mathematics at all grade levels.

This initiative will be for all students with a special focus on the depth of what is being taught in the mathematics classroom as compared to what is required by the state standards

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KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

<u>Please respond to the following questions for Key Finding 2A:</u>

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.

A school-based committee was formed to assess whether Key Finding 2A was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also

members of the Inquiry Team) , the ESL teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 2A was addressed. The committee reviewed our CEP and evaluated school data including Focused Learning Walk Logs to determine the kind and effectiveness of our educationally relevant activities. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the areas of high academically focused class time and independent seatwork.

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

☐ Applicable **X** Not Applicable

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

Direct instruction and individual seatwork are only two of the instructional strategies used by teachers. Differentiated instruction in all classrooms includes the implementation of research-based strategies and programs that include, but are not limited to, the School Enrichment Model (SEM) and the Independent Investigation Method (IIM). Through these two programs, students complete independent investigations, produce a project/product and present to an authentic audience which includes a verbal presentation. The lessons contain opportunities for improving speaking and listening skills and are conducted by our Renzulli cluster, Multimedia cluster, Computer Technology clusters and classroom teachers. These teachers plan cooperatively to ensure that lessons are aligned with the NYS standards.

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.

As the finding is not applicable, our school will not require additional support from central. Our Network Leader and Network Support Specialists for ELA will provide support in expanding high academically focused class time.

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

[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.

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.

A school-based committee was formed to assess whether Key Finding 2B was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team) , the ESL teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 2B was addressed. The committee reviewed our CEP and evaluated school data including Focused Learning Walk Logs to determine the level of technology use in mathematics instruction and if student activities other than independent seatwork and hands-on learning were present. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the area of academically focused class time and the Technology use in Mathematics.

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

☐ Applicable **X** 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?

Formal and informal observations have demonstrated evidence of high academically focused class time and the use of Technology in Mathematics. In addition to the use of Smart Boards in an increasing number of classrooms, differentiated instruction in all classrooms includes the implementation of research-based strategies and programs that include but are not limited to the School Enrichment Model (SEM) and the Independent Investigation Method (IIM). Through these two programs, students complete independent investigations, produce a project/product and present to an authentic audience which includes a verbal presentation. The lessons contain opportunities for improving speaking and listening skills and are conducted by our Renzulli cluster, Multimedia cluster, Computer Technology clusters and classroom teachers.

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.

As the finding is not applicable, our school will not require additional support from central. Our Network Leader and Network Support Specialists for Mathematics and Technology will provide support in the enhancement of instructional program with respect to high academically focused class time and Technology use in Mathematics.

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.

A school-based committee was formed to assess whether Key Finding 3 was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team) and the School Leadership Team (which included parents). During each meeting one component of Key Finding 3 was addressed. The committee reviewed and evaluated school data to look for the percentage of new and transfer teachers each year. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's teacher experience and stability.

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

☐ Applicable **X** Not Applicable

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

Examination of prior years' Tables of Organization and comparison with this year's Table of Organization revealed that teacher turnover was very low and teacher stability was very high (100%). Of the 80 full-time teachers assigned last year, all have returned this year with the exception of two teachers out on child care and/or maternity leave.

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.

As the finding is not applicable, our school will not require additional support from central, our Network Leader or Network Support Specialists.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

A school-based committee was formed to assess whether Key Finding 4 was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team), the ESL teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 4 was addressed. The committee reviewed our CEP and evaluated school data to look at the opportunities for professional development with regard to curriculum, instruction and monitoring progress of English Language Learners. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's professional development program in the areas of curriculum, instruction and monitoring progress of English Language Learners.

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

☐ Applicable **X** Not Applicable

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

Professional development workshops take place during grade conferences, on professional development days, at after-school workshops, and during common preps. This training includes methods and strategies for teaching ELLs in the mainstream classes, balanced literacy considerations for ELLs, appreciating the different cultures and languages in the school and supporting ELLs in rigorous academic tasks through scaffolding and bridging techniques. Our Literacy Coach, Assistant Principals, and ESL teacher are all involved in the training. All new teachers receive information on ESL methodologies and strategies through the Training for All Teachers Grant. Participants are able to log onto Teach First, an online site providing professional development for teachers of ELLs.

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher also continues to monitor the academic progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of the students' status and if necessary, AIS services or after-school programs are offered.

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.

As the finding is not applicable, our school will not require additional support from central. Our Network Leader and Network Support Specialists for ELLs will provide support in the enhancement of our Professional Development program with respect to teachers of English Language Learners.

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.

A school-based committee was formed to assess whether Key Finding 5 was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team), the ESL teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 5 was addressed. The committee reviewed our CEP and evaluated school data to look at data use and monitoring of ELLs' academic progress and English Language development. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the areas of data use and of monitoring of ELLs' academic progress and English language development.

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

☐ Applicable **X** Not Applicable

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

An examination of our school's educational program in the areas of data use and of monitoring of ELLs' academic progress and English language development, revealed the following:

Our Inquiry Team meets b--weekly for one to two periods to analyze student portfolios and assessment data, create databases, and set future long-term and interim goals for all students including students with disabilities and English Language Learners. The Inquiry Team selects a Target Group chosen from among the bottom third of our student population including students with disabilities and English Language Learners. A database is created for these children. This database includes all biographical and assessment data, as well as services provided. Student progress for this Target Group is monitored closely. The Inquiry Team Data Specialist supports the Team in its efforts. Professional Development workshops on data analysis, databases, and long term and interim goal setting are conducted at grade conferences, after school, at faculty conferences, during common planning periods, and on Chancellor's Conference (Professional Development) days. Following the model for the Inquiry Team Target Group, teachers develop a database of assessment results for their individual classes. They use this database to set monthly goals, monitor progress and differentiate instruction. These are included in individual teacher portfolios.

Our English Language Learners on each grade (with very few exceptions) are placed in one class designated as the ELL concentration class. The teachers of these ELL concentration classes participate in professional development workshops during common prep periods, Professional Development Days, and at after-school workshops to enable them to utilize data to better meet the needs of their ELL students. Occasionally, ELL students (in the case of siblings) must be placed in another class on the grade. The teachers of these students are included in this professional development as well. This Professional Development focuses on strategies to strengthen the English proficiency of English Language Learners based on gathered data from LAB-R, NYSESLAT and Interim Assessments. Teachers are introduced to activities and suggestions to improve the performance of these students based on strengths and weaknesses revealed in these assessments.

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.

As the finding is not applicable, our school will not require additional support from central. Our Network Leader and Network Support Specialists for ELLs will provide support in the enhancement of our Professional Development program with respect to data use and of monitoring of ELLs' academic progress and English language development.

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.

A school-based committee was formed to assess whether Key Finding 6 was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team), the IEP teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 6 was addressed. The committee reviewed our CEP and evaluated school data to look at the effectiveness of Professional Development in support of students with disabilities. The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the area professional development in support of students with disabilities.

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

☐ Applicable **X** Not Applicable

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

In PS 115, administration, special education and general education teachers are continuously in contact with each other regarding progress, needs and accommodations for special education students. Numerous workshops, IEP, cluster, grade-level and other related meetings help teachers learn about latest findings and initiatives in special education. They work collaboratively to share their knowledge, identify various instructional approaches in order to increase access to the general education curriculum and improve student performance. All general education teachers and providers as well as special education teachers have a copy of the IEP for every student in their service. They are familiar with the accommodations and modifications that would help support the students with disabilities in their classrooms, and are knowledgeable regarding behavioral support plans for these students. The administration is actively involved and helps to facilitate this process.

The continuous collaboration between general education, special education teachers and providers helps teachers share their knowledge and expertise and apply it in the classrooms to ensure and monitor the progress of all students with IEPs.

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.

As the finding is not applicable, our school will not require additional support from central. Our Network Leader and Network Support Specialists for Special Education will provide support in the enhancement of our Professional Development program in support of students with disabilities.

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.

A school-based committee was formed to assess whether Key Finding 7 was relevant to our school's educational program. The committee met on four occasions. Committee members included the Parent Coordinator, the Principal, the Professional Development Team (which included the Data Specialist, the Inquiry Team Leader, the Literacy Coach and the Mathematics Coach, who are also members of the Inquiry Team), the IEP teacher and the School Leadership Team (which included parents). During each meeting one component of Key Finding 7 was addressed. The committee reviewed our CEP and evaluated school data to look at Individualized Education Programs (IEPs for students with disabilities). The results of this assessment process were shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the area of Individualized Education Programs (IEPs for students with disabilities).

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

☐ Applicable **X** Not Applicable

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

Regular meetings and open communication between administration, teachers, providers and parents help to assess whether general education teachers are provided with data, latest findings, and additional support. General education as well as special education teachers and providers have a list of contact people who they can consult with their concerns.

The special education teachers and providers meet with general education teachers to discuss the progress and needs of every special education student in their classrooms. Special education teachers provide consultation and work closely with general education teachers to help them modify and differentiate instruction in order to address the needs of their students more efficiently. The data for classroom tests

and performance is shared and discussed to continuously address individual needs of these students. Teachers, providers and parents meet to develop and align 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. In addition, the special designee is responsible to monitor and ensure that BIPs are in place for every student with documented behavioral issues and concerns.

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.

As the finding is not applicable, our school will not require additional support from central, our Network Leader or Network Support Specialists.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

There are currently 11 Students in Temporary Housing on register and attending PS 115.

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

The services that will be provided to the STH population include, but are not limited to:
- Conduct an intake meeting with parents/guardians of STH to address any needs that the parents/guardians and/or the students might have.
- Assist parents in completing Residency Questionnaire.
- Ensure that students receive transportation to and from school for regular school days and any extra-curricula school functions.
- Provide school supplies as needed.
- One to one and /or group counseling.
- Conduct student groups which address issues such as Conflict Resolution and Violence Intervention and Prevention.
- Ensure that STH are able to participate in all field trips, school activities and class projects, providing funds if necessary.
- Provide parents and students information regarding after-school programs.
- Provide parents and students information regarding community-based organizations and facilities (e.g. health care, mental health, recreation, etc.)
- Monitor academic progress and ensure that STH receive any Academic Intervention Services as needed.
- Conduct professional development and sensitivity training for all staff, including Administration, pedagogical staff, school aides, paraprofessionals, nurses, security and custodial staff.

Part B: FOR NON-TITLE I SCHOOLS *(not applicable)*

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.

PUBLIC SCHOOL 115
THE DANIEL MUCATEL SCHOOL
A Collaborative Community of Practice
1500 East 92nd Street
Brooklyn, New York 11236
Tel: (718) 241-1000 Fax: (718) 209-1714
Mitchell S. Pinsky, Principal ***"Where Futures Begin"***

Onica L. Mayers, Assistant Principal
Loren J. Borgese, Assistant Principal
Patrick D. O'Connor, Assistant Principal

PS 115 LANGUAGE ALLOCATION POLICY
2009 – 2010

School: 18K115
Network Leader: Sandra Litrico

Team Members

Principal:	Mitchell S. Pinsky
ESL Coordinator/Teacher:	Joanne Saint Preux
Parent Coordinator:	Jayne Sclavos
Literacy Coach:	Debbie Marra
Math Coach:	Abby Fuchs
Guidance Counselor:	Meridith Moran
Related Service:	Georgiana Prenesti-Lombardi
Teachers:	Pat Gill Helen Pizarro Debra Schneider
Parent:	Debra James Shoying Wong-Getzel

The New York City Department of Education
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PS 115 LANGUAGE ALLOCATION POLICY
2009 – 2010

PS 115 is located in the Canarsie section of South Brooklyn. It is a long-established community with numerous one and two family homes. 3.8% of the school's population are English Language Learners (ELLs). There are 2 ELLs in Kindergarten, 7 in first grade, 11 in second grade, 7 in third grade, 12 in fourth grade, and 9 in fifth grade, for a total of 48 students.

In designing the Language Allocation Policy, PS 115 recognizes that English Language Learners are entitled to high quality instructional practices to facilitate academic excellence and to provide the best available environment for language and cognitive development. We further acknowledge the importance of addressing the different languages, abilities, cultures, academic backgrounds and educational levels of our ELL population.

PS 115's ELL students are serviced by a certified ESL teacher in a freestanding program of ESL through pull-out/push-in services which include language arts and content area instruction. Our ELL students speak Haitian Creole, Spanish, French, Urdu, Arabic, Cantonese and Chinese languages. Presently, we do not have any bilingual classes. P.S. 115 does not meet the criteria required to form a bilingual class, therefore, native language instruction is not appropriate in our freestanding ESL program. On the Parent Selection Survey Form, the majority of our parents opt for the ESL program for their children. ELL parents are informed, however, that they may choose a transitional bilingual education or dual language program, but that their child would have to transfer to another school. If necessary, the Parent Coordinator helps parents contact the regional placement office.

At PS 115, we have one class on each grade (Kindergarten through grade five) with a concentration of English Language Learners. Students whose first language is English are also enrolled in these classes. Once a week the ESL teacher pushes into each of these classes to provide professional development for the classroom teacher and give language and vocabulary support to the ELL students.

The ELL children who have scored at the beginning and intermediate levels on the Spring NYSESLAT receive 2 units (360 minutes) of ESL instruction per week. Advanced students receive 1 unit (180 minutes) of ESL instruction per week. There are 17 beginning, 15 intermediate, and 16 advanced students in the school.

All newly admitted students whose parents have indicated on the Home Language Survey that another language is spoken in the home are given the LAB R. If eligible for services they are given a program based upon the LAB R results and the Parent Selection Survey. Mainstream teachers are informed of their student's placement. The ESL teacher also pushes into the child's class, provides supplemental ESL materials, and offers strategies and techniques that the mainstream teacher may use. Mainstream teachers are also made aware of their SIFE students. These

students, in addition to receiving targeted ESL instruction in listening, speaking, reading and writing, can attend the Saturday Title III ESL Institute, receive counseling, and be referred to outside agencies for related services.

An analysis of the NYSESLAT results are used to help form groups to ensure that ELLs receive differentiated instruction for English language acquisition, to pair students at different proficiency levels, and to maximize the support needed in the different modalities. The modality patterns as identified across proficiency levels and grades will be shared with those teachers whose classes contain ELL students.

NYSESLAT data has indicated that ELL students across all proficiency levels performed best on the listening and speaking sections of the assessment. With knowledge of this data, the ESL teacher and mainstream teachers have been working to improve students' writing and reading skills. Our Academic Intervention Services teachers provide additional small group instruction in reading and writing as well as mathematics and problem solving. The NYSESLAT data helps teachers plan programs and differentiate instruction that best meet the needs of ELLs and allows them to group students for targeted instruction.

Acuity assessments for ELLs in grades three through five have provided teachers with detailed information about students' strengths and weaknesses and will help drive instruction and professional development.

Our computer laboratory teachers implement desktop publishing with all students in Kindergarten through grade five. Students have published many genres of writing through the use of computer word processing.

There is a Title III Saturday ELL Institute for Kindergarten through grade five. The program provides instruction in reading comprehension, shared writing, guided writing and independent writing as well as additional help in Mathematics, Social Studies and Science. Through the Title III program, the school will provide translators to help facilitate greater communication between parent, teacher and child and offer parent workshops addressing the NYSESLAT and state Math, English Language Arts, Science and Social Studies Assessments.

At PS 115, we recognize the important role of our ESL program in helping students become proficient in the English language. At the same time, we help ELLs acquire the academic knowledge needed to prepare them for higher learning and pass the required city and state assessments. Language instruction is aligned to ESL and ELA learning standards.

To help our ELLs meet the learning standards various instructional practices are utilized. Some of these practices/approaches include scaffolding to support student learning in the content area, bridging techniques that connect new concepts to prior knowledge, using multicultural literature and visual aids in content area instruction, and employing dramatic and oral presentations to enhance communication and understanding. The school uses the balanced literacy approach to develop literary skills through read alouds, guided reading, phonics instruction and modeled shared writing. ESL students have access to Leap Frog Schoolhouse – Leap Track System which is computer assisted instruction software designed to remediate and strengthen basic skills.

PS 115 acknowledges the importance of integrating language and content. Learning a second language is most effective when the focus is on using language to learn about a particular topic. Content area instruction has been supported by the acquisition of additional instructional materials aligned to the New York State Performance Standards and the New York State Learning Standards and through the development of themes and content topics. Thematic instruction provides meaningful vocabulary and grammatical structures. Students build a foundation of academic language which is enhanced by exposure to both new and familiar vocabulary.

Professional development workshops will continue to take place during common prep periods, Professional Development Days, and at after-school workshops to enable teachers to better meet the needs of their ELL students. This professional Development focuses on strategies to strengthen the English proficiency of English Language Learners. Teachers are introduced to activities and suggestions to improve the performance of these students as well as the appreciation of different cultures and languages.

The ESL teacher collaborates with the mainstream teachers regarding student progress, curriculum, available ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress and language development of those students who have passed the NYSESLAT. The mainstream teachers are informed of their students' status and if necessary, Academic Intervention Services are provided.

Parent Workshops that will take place during school hours, in the evenings and on Saturday mornings include, but are not limited to:

November – Literacy Activities in Support of Your Child's ELA Instruction – Providers are the Assistant Principal, the ESL teacher and the Literacy Coach.

December – Components of the NYS ELA Assessment – Providers are the ESL Teacher and the Literacy Coach.

January – Activities in Support of Your Child's Mathematics Instruction – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

February – Components of the NYS Mathematics Assessment – Providers are the Assistant Principal, the ESL Teacher and the Math Coach.

March – Science Activities in Support of Your Child's Science Instruction – Providers are the Assistant Principal, the ESL Teacher and the Science Cluster Teacher.

April – Components of the NYSESLAT and Activities to Support Your Child's English Language Learning – Providers are the Assistant Principal, the ESL Teacher and the Literacy Coach.

Translators are provided for all parent workshops.

For each of the past seven years, all students (including ELLs) participated in a *Cinco de Mayo* celebration and for each of the past six years, in a Multicultural celebration. These celebrations fostered an appreciation of different cultures and languages. We plan to expand these activities in the coming school year.

During the Extended Day, Monday through Thursday between 12:33 PM and 1:11 PM, ELLs who are not mandated for Academic Intervention participate in Enrichment activities which include, but are not limited to: Glee Club, Ballet, Theater, Set Design, Chess, Backgammon, Independent Investigation Model (IIM), Renzulli, Yearbook and Fitness.

PS 115 continues to apply for grants such as the Center for the Arts Education Grant (CAE) through which students had the opportunity to experience music, dance, theater and the visual arts, and the Legislative Grant for bilingual picture books, and the Beaumont Grant.

It is our goal to maintain a high level of performance, and at the same time look to improve our programs wherever and whenever possible.