



P.S.123K

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

**SCHOOL: (32/ BROOKLYN/32K123)
ADDRESS: 100 IRVING AVENUE
TELEPHONE: 718-821-4810
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 123 SCHOOL NAME: The Suydam School

SCHOOL ADDRESS: 100 Irving Avenue Brooklyn, New York 11237

SCHOOL TELEPHONE: 718-821-4810 FAX: 718-821-0858

SCHOOL CONTACT PERSON: Veronica Greene EMAIL ADDRESS: vgreene@schoo
ls.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Daisy Ibarquen</u>
PRINCIPAL:	<u>Veronica Greene</u>
UFT CHAPTER LEADER:	<u>Richard Skibins</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Celica Sanchez</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 32 SSO NAME: CLSO Network 1

SSO NETWORK LEADER: Ada Orlando

SUPERINTENDENT: Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE~~ERROR! BOOKMARK NOT DEFINED.~~

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
Veronica Greene	*Principal or Designee	
Richard Skibins	*UFT Chapter Chairperson or Designee	
Celica Sanchez	*PA/PTA President or Designated Co-President	
Olga Gavilones	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yvette Lamela	DC 37 Representative/Community Co-coordinator	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Meredith Arena	CBO Representative: Coalition for Hispanic Services	
Daisy Ibarquen	Member/SLT Chair	
Madeline Amenta	Member/UFT/ELLS	
Sandy Cruz	Member/Parent /Spec Ed	
Yanira Schlossberg	Member/Parent/Biling	
Aridia Castillo	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.

Public School 123 (Suydam School) is located in the Bushwick section of Brooklyn. Since our opening day in September of 1901, we have been proud to serve this culturally and linguistically diverse community. P.S. 123 has been a stepping stone for newcomers to the United States, from the primarily Italian and German immigrants of the early 20th century to the newcomers from Mexico, Central and South America, and the Caribbean.

The latest available demographic data reflects our school's diversity. During the 2008-2009 school year, our Kindergarten through 5th graders were primarily of Hispanic or Latino background. The remaining population was comprised of Asian/Pacific Islanders (including South Asian immigrants from Guyana), Black or African-American heritage and white.

PS123K qualifies as a universal free lunch school based upon family income. There are two neighboring shelters housing students attending our school.

Our English language learners comprise approximately 33% of our student population. While this percentage has remained consistent over several years, the trend of parental ELL program choice has been to select ESL over Bilingual instruction.

P.S.123K provides special needs students with services designed to help them achieve educational goals. Students receive instruction in collaborative team teaching classes, self-contained special education classes, or special education teacher support services (SETSS). At risk learners receive academic intervention services in our extended morning sessions and after school classes.

At P.S. 123, arts are a vital and significant part in educating the whole child. We have a full time keyboard music instructor as part of our staff, joining our visual arts teacher. We have ballet instruction for 1st and 2nd graders, and an additional art studio program, where the classroom teachers are trained to incorporate visual arts into their instructional day. We are also very proud of our performing arts program. Students in every grade level take part in performing plays and musical events for their classmates and families. We hope to be able to send our fourth and fifth graders to Broadway, as we did last year, to experience live theatre. We have a partnership with the Coalition for Hispanic Family Services, which provides an after school arts and literacy program for students in all grades.

The focus of all of our school's many programs is clearly reflected in our school's motto: "Every Child, Every Day!" It is to this end that we dedicate our total effort.

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. 123 Suydam						
District:	32	DBN:	32K123	School BEDS Code:	333200010123		
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	0	0	0		92.3	92.4	93.3
Kindergarten	154	170	131	Student Stability - % of Enrollment :			
Grade 1	174	181	173	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	171	140	162		90.9	92.2	90.8
Grade 3	169	156	166	Poverty Rate - % of Enrollment :			
Grade 4	191	156	166	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	152	168	135		95.5	96.6	95.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number :			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		32	16	43
Grade 9	0	0	0	Recent Immigrants - Total Number :			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		15	19	8
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	9	1	(As of October 31)	2006-07	2007-08	2008-09
Total	1012	986	880				
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	25	34	36	Principal Suspensions	18	32	19
# in Collaborative Team Teaching (CTT) Classes	8	9	17	Superintendent Suspensions	8	15	11
Number all others	48	59	57	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	173	150	128	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	157	158	130				
				Number of Teachers	63	69	73

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	21	1	1	Number of Administrators and Other Professionals	7	16	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.0	76.8	69.9
				% more than 5 years teaching anywhere	55.6	56.5	65.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	81.0	77.0	75.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	96.4	96.9
American Indian or Alaska Native	0.1	0.2	0.7				
Black or African American	5.8	6.5	6.0				
Hispanic or Latino	87.4	88.0	88.0				
Asian or Native Hawaiian/Other Pacific Isl.	5.4	4.0	3.2				
White	1.2	1.3	1.8				
Male	51.3	51.3	52.3				
Female	48.7	48.7	47.7				
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:	SINI 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	4	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:	96.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	55.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9		

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.

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?
-

During the past three years, our school has engaged in a major refocusing of the methods we use to gather, interpret and utilize the different kinds of data available to us. We have a School Inquiry Team, now in its third year. Our team meets regularly to examine and determine ways in which student performance can be maximized. We have a full-time data specialist, a specially trained teacher, who is responsible for the overall gathering of school wide information and assisting teachers in the best ways to use that data to drive student instruction. For the 2009-2010 school year, we plan to implement a school wide inquiry process which will include grade level inquiry teams with target students from every class, grades K-5th.

We are very proud of our accomplishments at PS123K. In our 2008 Quality Review, our school received a letter grade of B. By examining the data in our QR we recognized areas in which we had to improve. Our school needed to extend the teachers' skills at differentiating instruction to meet the students' varied learning needs. Through targeted efforts, we were able to raise our progress grade from a "B" to an "A" in 2009.

A school-wide focus of PS123K for this current school year is to determine each student's learning style and to match instruction accordingly. This will help to ensure a more robust learning experience.

In 2009-2010 we will provide teachers of all grades K-5 with a new math program, EnVisions, (Scott Foresman). Differentiated instruction is embedded in all aspects of this program, i.e, daily target groups, center activities, differentiated homework assignments. Professional Development will be planned to ensure that teachers receive the necessary training for implementation of this program, with particular attention to learning styles in all content areas. Our goal for this year is to maintain progress and strengthen our "A" grade.

One of our school's greatest challenges continues to be ELA progress of our ELL students and students with disabilities on the N.Y.S. exams. While marked progress was made in 2008-2009, we recognize that we must continue to maintain and strengthen our pattern of success. We have instituted measures (targeting specific classes and students; enrolling students in directed extended morning, after school and Saturday classes, depending on available funds) designed to support these sub-groups in making significant progress.

At P.S.123K we make strong efforts to encourage high rates of school attendance. However, our daily attendance for the past three years has averaged 92.5%, which is below the goal of 95%. The Attendance coordinator, and the parent coordinator, along with the administration monitor student attendance. Phone calls and home visits are processes used to support students who are at-risk due

to poor attendance and punctuality patterns. Daily phone calls are made to the families of students who are absent from the extended morning sessions. Rewards are given to classes achieving 100% attendance.

Our scores in mathematics, as measured by the NYS exams, have shown growth from 2006-2009. We will continue our efforts to strengthen instruction in math. Implementing the new program, Envisions, is one way we will organize our efforts around that goal. We are focusing on our school's population who scored in the lowest third on the NYS math assessment. Our goal for the school year 2009-10 is to increase the progress made by all students, and in particular, those students who have scored in the lowest third.

The current fiscal crisis has made it necessary for the school to re-examine its priorities. Difficult decisions have and will continue to be made. Our AIS program had to be incorporated into our extended morning and afterschool programs. We have used creative planning to ensure that instruction is maximized across all levels, despite a reduction in available resources. Professional development is tiered and designed to meet teacher needs and learning styles. Resources are carefully managed. We will continue to provide our teachers with high quality professional development to ensure continued professional growth.

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.

GOAL # 1

By June 2010, we will increase the number of teachers who have expertise in using data to 100%. This will be accomplished by engaging them in professional development that will focus on goal setting, differentiated instruction using small groups and center activities in core subjects. 75% of these teachers will demonstrate differentiated instruction in observed and documented observations and frequent walkthroughs. Progress towards achieving this goal will be monitored three times a year.

GOAL # 2

By June 2010, we will develop expertise in building effective instructional teams through collaborative inquiry. Effective, documented common planning teams will have been established, monitored and evaluated.

GOAL # 3

Based on the findings of the comprehensive needs assessment, we will increase the number of students in the lowest one third making one year's progress in mathematics to 75%. This will be measured by the state mathematics exam. (April '10).

GOAL # 4

We will expand parent participation and dialogue around information pertaining to their children, and enable them to participate in progress toward students' academic goals. By June 2010, 70% of parents will be able to access ARIS and navigate through the system.

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): Effective Instructional Practice

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of teachers will engage in professional development that will focus on goal setting, differentiated instruction using small groups, and center activities in core subjects. 75% of teachers will demonstrate differentiated instruction in observed and documented observations and walkthroughs</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Training in data systems, including ARIS, ACUITY, and ARIS CONNECT for all teachers. • Training in use of available technology to support differentiated instruction, i.e. the new Annenberg Media Arts Center. • Individual and small group meetings with school data specialist to set goals and measurable targets. • Professional development and modeling of differentiated planning, by coaches, staff developers. • Creation of online grade communities that utilize discussion threads to better plan for differentiated instruction through collaboration. • Professional development of learning styles to support diverse student needs. • Provide materials, libraries, and manipulatives for science and math to facilitate learning centers. • Use of new Media Arts Library to offer opportunities for varied activities based on student needs and learning styles. • Provide common planning preps and per session hours. • Progress towards achieving this goal will be monitored three times a year by administration • Based on periodic walkthroughs adjustments and modifications will be made to the professional development provided • Projected gains will be 25% at each trimester.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Budget: TL FSF; Title 1 SWP

Indicators of Interim Progress and/or Accomplishment

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

Administration will supervise and document the following:

- Agendas for professional development meetings
- Agendas and sign in sheets for Technology training sessions.
- Schedules and agendas from training sessions in the Media Arts Library.
- Student data from the Renzulli Learning System
- Grade and Faculty conference agendas and notes
- Teacher feedback forms from PD(used to inform next steps)
- Binder documentation of planning and instruction including identified flexible groupings, learning style inventories, goal setting records with evidence of re-visiting and re-setting of goals.
- Program cards
- Logs for Data Specialist and teacher conferences.
- Coaches' logs of assistance and support.
- CLSO agendas and feedback forms
- Work logs for AUSSIE bi-weekly professional development
- Feedback forms for off site school visits and PD conferences.
- Observations and walkthrough reflections that document data driven instruction.
- Progress towards achieving this goal will be monitored three times a year by administration
- Based on periodic walkthroughs adjustments and modifications will be made to the professional development provided
- Projected gains will be 25% at each trimester

Instructional Teams

Subject/Area (where relevant):

<p>Annual Goal # 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop expertise in building effective instructional teams through collaborative inquiry. By June 2010, effective, documented collaborative inquiry teams will have been established, monitored and evaluated.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional development action plan from CLSO specialist that documents ongoing support for this goal. • Work plan from AUSSIE staff developer • Common planning schedules • Curriculum planning with core subject teachers in collaboration with classroom teachers. • Use of ARIS Connect online professional communities including blogs and discussion threads. • On site professional development for administration and staff developers. • Inter-visitations to schools with established, successful instructional teams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Budget: TL FSF; Title 1 SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Observations and walkthroughs from grade supervisors. • Agendas and feedback form CLSO professional development. • Agendas and logs for AUSSIE • Teacher developed professional goals • Coach logs and articulation minutes. • Online postings to school community blogs and wikis re: collaborative inquiry work. • Agendas and minutes from collaborative inquiry meetings • Feedback documents from inter-visitations • Common planning articulation logs from core subject instructors. • Lesson plans

	<ul style="list-style-type: none"> • Every six to eight weeks progress monitoring by assessing the selected focus skills of each team. • Based on assessment outcomes instructional strategies will be modified by each inquiry team to insure effective instruction.
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Subject/Area: Mathematics

<p>Annual Goal # 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students in the lowest one third making one year’s progress in mathematics. By June 2010, 75% of the lowest one third of students will show progress as measured by the state mathematics exam. (April '10)</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Establish target groups for these students based on current data from ARIS, (NYS math exam Spring'09) • Set goals and benchmarks. • Develop instructional plans to address needs of target groups. • Assign academic intervention before and after school to support learning of skills and use of problem solving strategies. • Design assessments that monitor and evaluate progress. . • Student progress reports (3 times yearly) • Parent /teacher conferences • Maintain/update checklist of targeted skills.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget; Title1 SWP, TL FSF</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><i>Administration will supervise and monitor the following:</i></p> <ul style="list-style-type: none"> • Goal setting conferences with Data specialist • Instructional plans of teachers and intervention specialists. • Unit tests and skills quizzes to monitor progress over time. • Observations and walkthrough feedback reflecting targeted instruction. • Professional development by math coach and staff developer-logs and feedback surveys. • Instructional conferences with supervisors to improve teaching practice and provide individual teacher support • Progress will be monitored with ACUITY exams administered three times a year • Envisions math topic and cumulative tests throughout the school year • Modifications to instruction will be made according to test results
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Subject/Area Parent Participation

<p>Annual Goal # 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expand parent participation and dialogue around information pertaining to their children, and enable them to participate in progress toward students’ academic goals. By June 2010, 70% of parents will be able to access ARIS and navigate through the system</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Training for parents in accessing ARIS that includes:</p> <ul style="list-style-type: none"> • Individual and small group training partnerships set up by parent coordinator within the Parent Center addressing parent log-on, password creation, security mandates. • Parent coordinator will facilitate parent access to computers in parent center. • Use of school computer room to conduct training on navigation through ARIS systems facilitated by administration and technology team. • Use of Annenberg Media Center to model teacher use of data for parents in preparing instruction plans, for example, creating small skills groups, AIS intervention groups.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget: Title 1 Parent Allocation</p>

Indicators of Interim Progress and/or Accomplishment

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

- Sign-in Attendance sheets at parent workshops and meetings.
- Parent participation will be monitored monthly by the ARIS Parent log-in information spreadsheet
- Sign-in Attendance sheets at parent-teacher conferences

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A	1			
1	80	80	N/A	N/A	2	2		
2	70	70	N/A	N/A	1	1		10
3	70	70	N/A	N/A	3		1	6
4	33	31	48	40	3			7
5	76	30	27	52	3		1	6
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:	Small group guided reading instruction is provided during extended morning and after-school. Foundations is used to address deficiencies in Kgn and first grade holdovers groups in the extended day program.
Mathematics:	EnVisions Math includes differentiated center activities which allows for small group intervention. It also provides differentiated homework including re-teaching. AIS is provided during math center time, extended morning and after-school.
Science:	Through the “Take Another Look” program, students in a small group setting, are exposed to concepts not mastered. Instruction will be delivered during extended morning and after-school.
Social Studies:	<ul style="list-style-type: none"> ▪ 4th grade students identified by formal and informal assessments as “at-risk”. ▪ 5th grade students will be identified by NYS Social Studies Test meeting the state standards. ▪ AIS is provided during extended morning and after-school.
At-risk Services Provided by the Guidance Counselor:	Small group counseling and individual counseling is provided during the school day.
At-risk Services Provided by the School Psychologist:	Focus of services is to encourage students to develop more efficient study skills that will help to reduce school-related distress and to help them improve their organizational skills with assignments. Services will also center on pre-teaching appropriate social skills to reinforce appropriate responses to negative peer initiations through the use of individual/group counseling. Students are taught replacement behaviors for problematic behaviors and encouraged to engage in alternative and acceptable replacement behaviors. This support is provided during the school day.
At-risk Services Provided by the Social Worker: At risk services provided by SAPIS	Individual counseling to students is provided during the school day. Outreach services are provided to parents individually and in groups. Individual and group sessions directed to social and emotional growth are conducted daily.
At-risk Health-related Services:	During the school day, diabetic management, asthma management and instruction on medication management will be provided in a small group or on a one to one basis.

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.



THE NEW YORK CITY DEPARTMENT OF EDUCATION

P.S. 123K BROOKLYN 11237 100 IRVING AVENUE (718) 821-4810/12

OFFICE OF THE PRINCIPAL

Veronica Greene

Barbara Henchy
Assistant Principal

Daisy Ibarguen
Assistant Principal

Lisa Hidalgo
Assistant Principal

Language Allocation Policy
P.S. 123K
2009-2010

I. LANGUAGE ALLOCATION POLICY TEAM COMPOSITION

Principal	Veronica Greene
Assistant Principal	Barbara Henchy
Assistant Principal	Daisy Ibarguen
Assistant Principal	Lisa Hidalgo
Parent Coordinator	Marisol Rivera
Math Coach	Christina Skarulis
Staff Developer	Rona Kassel
E.C. Staff Developer	Terry LaDuca
Staff Developer	Daniela Costanzo
Guidance Counselor	Analisa Lewis
IEP teacher	A. Cabrera-Castillo
ESL teacher/Coordinator	Ms. L. Velez
ESL teacher	Ms. J. Leal
Parent	Celica Sanchez

This whole team ensures that the Language Allocation Policy (LAP) is understood by all school stakeholders and enacted by all practitioners. All stakeholders should be able to clearly articulate when/why the student's native language and English are used in instruction.

II. TEACHER QUALIFICATIONS

Certified ESL teachers	= 7
Uncertified ESL teachers	= 0
Certified Bilingual teachers	= 8
Uncertified Bilingual teachers	= 0

P.S. 123K is fully committed to ensure that all our English Language Learners (ELLs) receive instruction from fully certified/highly qualified staff members.

III. ELL DEMOGRAPHICS

The Suydam School, P.S. 123, is located in Region 4/Community School District 32 in the Bushwick area of Brooklyn, New York. The Bushwick community is a low socio-economic area whose residents require support from public assistance and other subsidiary programs. All of the children from these homes qualify for free lunch. The federal lunch eligibility rate is currently at 100%. Presently, P.S. 123 has 901 students. Of these 901 students, 300 are English Language Learners (ELLs). Approximately 33% of our population is ELLs.

The following chart shows the number of ELL students we serviced at P.S. 123 by grade and program. We offer bilingual and ESL services to entitled general education and special education students.

Grade	Bilingual	Bilingual Sp.Ed/	Self Contained ESL Class	Self Contained ESL Class	Push In/Push Out Model
K	21	CTT 21	17	N/A	N/A
1	N/A	CTT 22	22	25	N/A
2	N/A	CTT 21	15	17	N/A
3	15	9	20	N/A	10
4	15	N/A	17	N/A	4
5	13	6	10	N/A	N/A

IV. PARENT PROGRAM CHOICE

When a student is admitted at P.S. 123, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is administered to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is administered to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to

parents to inform them of the child's language identification. The child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities prior to making a placement student decision. Parents participate in an orientation that describes various programs for ELL students and visit classrooms to observe the various programs. Each family is assisted by the parent coordinator and a licensed pedagogue during the ELL identification process.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, P.S. 123K provides meetings for parents focused on instructional issues to support their children's academic progress. These topics include but are not limited to assessments, standards, promotional policies, and strategies. In addition, we offer various adult education classes. We plan adult trips to the Museo del Barrio Español and to the Museum of Natural History. Our parents are taken with their children to expose them to different cultures and broaden their experiences. We also celebrate with our parents on various holidays such as Christmas, Thanksgiving, and Mother's Day. Our parents let us know what their needs are through survey, parent/PTA coordinator feedback.

V. Current English Language Learners Instructional Programs

Currently, we have a Transitional Bilingual Program (TBE), Freestanding English as a Second Language Program and ESL Self-Contained classes. For our students in the TBE classes, instruction is provided in the students' native language with rigorous support in English. The native language is utilized to reinforce comprehension skills while developing fluency and comprehension in English. As per CR Part 154 policy guidelines, English instruction will increase from 60%/Spanish – 40%/English to 60%/English – 40%/Spanish (dependent upon student progress and linguistic needs).

The goals of our TBE and ESL programs are:

- To achieve L2 (English) proficiency within three years.
- To utilize English as a Second Language techniques in all subject areas with the purpose of facilitating comprehension.
- To support the ELL students in acquiring English language proficiency and meeting state requirements for exiting the program successfully.
- To identify 'at risk' students, their needs and provide AIS services.

The Transitional Bilingual/ESL Programs at P.S. 123K are designed and implemented in accordance with CR part 154 Title III guidelines. Servicing approximately one-third of the student population, the programs are demonstrative of natural learning conditions. These environments reflect communities of learners who share common cultural and linguistic similarities. The bilingual classrooms emulate student cultural and linguistic backgrounds. (There are eight K-5 self-contained classes.) Moreover, they are enriched with the learning experiences of the target

language (English). Our vision is to create environments that promote successful academic careers, emotional solidity and strong positive social skills.

In addition, the TBE Program aims at utilizing the student's native language to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking in their native language with the purpose of embedding comprehension skills while they are learning English. This coupled with the ESL strategies will develop skills in understanding the cognitive areas (listening, speaking, reading and writing) in English. Content area instruction will be provided in the native language and English according to the student's language proficiency. This will enable the students to maintain an appreciation for their history and culture while developing effective communication skills. Teachers use linguistic summaries of all teaching points for the last 15 minutes of each lesson. Lessons include Independent work, group work or partnerships and ability-based activities that align with the language proficiency. The teachers encourage the use of the instructional language and discourage code switching. The acquisition of L2 (English) provides for an increase of English instruction and a decrease of L1 (Spanish) instruction. This gradual process is closely monitored by classroom teachers, AIS and the Administration. It will be monitored through conference observation, running records and continual assessment. As a result, differentiated instruction is applied and the groups are functional, flexible and temporary.

Beginners (60/40)

- 360 minutes per week (ESL)
- Native Language Arts = 45 minutes daily
- Social Studies/Science = 35 (NL)/ 10 (EL)
- Art/Music = 45 (EL)

Intermediate (50/50)

- 360 minutes per week (ESL)
- Native Language Arts = 45 minutes daily
- Social Studies/Science = 35 (NL) /10 (EL)
- Art/Music = 45 (EL)

Advanced (25/75)

- 180 minutes per week (ESL)
- 180 minutes per week (ELA) =as per CR Part 154)
- Social Studies/Science = 35 (EL) 10 / (NL)
- Art/Music = 45 (EL)

All students are appropriately grouped and instructed in accordance with CR Part 154 Regulation. The teachers are continuously assessing (Conference notes, running records, student observation and formal assessments) with the purpose of driving instruction that is conducive to their needs. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially and emotionally.

Teachers instruct, assess, diagnose, and prescribe in a cyclical manner. No group ever remains stagnant. There is ongoing active engagement within the groups with the

teacher serving as a facilitator. When children reach the level of proficiency, they are placed in a monolingual environment.

To lessen the burden of the transition, students are placed in an environment where the preponderance of the class is composed of children who have had similar experiences. The teacher in this class will have received the required ESL professional development and will have ongoing staff development in the area of ELL instruction.

TBE teachers are the linguistic role models. Strong efforts have been made to provide high quality teachers who have mastery over both languages (Spanish/English) with the aim of affording the students high quality instruction. The teachers design lesson plans based on the results of the NYSESLAT, ECLAS-2, EL SOL, State ELA /Math Exams, and other formal/informal assessments. The activities are designed to develop cognition, higher order thinking, introduce relatively novice language concepts, and develop vocabulary. To achieve this, teachers are utilizing challenging techniques that provoke the minds to link their processing skills to the new language. Rubrics are created and utilized so that the individual student goals are generated to motivate progress, challenges and needs. All activities are highly contextualized to encourage thinking, reading, speaking and writing.

ESL Program (Services)

At P.S. 123K we have a Freestanding ESL Program and Self-Contained ESL classes. In our Freestanding ESL Program our students are serviced by one ESL teacher. Our ESL teacher services 30 students in grades K-1 and 30 students in grades 3-4 via a push in/pull out model. In our Self Contained ESL Program, we have licensed pedagogues who incorporate recognized and researched ESL instructional strategies across content subject areas. We have ESL Self Contained classes in grades K-3 with approximately 20-25 students in each class.

The following denotes the manner of instruction.

- Instruction is delivered only in English, but supported by the use of ESL methodologies and techniques.
- The ESL teacher and the classroom teachers share ongoing articulation with the purpose of aligning instruction to student needs.
- Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, text representation and meta-cognition.
- The students are assisted during class lessons, individual conferencing with students to address specific needs.
- Prior to all state assessments, additional small group AIS sessions for each grade are provided to focus on literacy and academic language.
- All beginning and intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction. Intermediate and Advanced Proficiency levels all receive 360 minutes of ELA a week.
- Differentiated instruction is considered during planning to include students' cultures, language background, and academic status.
- Planning includes interdisciplinary instruction (content areas).

- ESL instruction includes the buddy system (shared pair) where one child can assist another child in the native language in order to avoid code switching.
- Instruction is delivered with comprehensible input; teachers utilize clear and unambiguous teaching points.
- Instruction promotes higher-order thinking; teachers utilize a variety of questioning techniques that include Bloom's Taxonomy.
- Teachers Implement and support the workshop model utilizing ESL strategies in all lessons.

Instructional Materials:

Our Bilingual/ ESL class use the same instruction programs that our regular monolingual classes utilize. We implement Reader's and Writer's Workshop. This includes the use of high interest/low interest text. We use Everyday Math. Science and Social Studies are based on curriculum frameworks and city and state requirements. Additionally, our ELL students with the NYSESLAT assessment: We will use Empire State NYSESLAT ESL/ELL by Continental Press.

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our Title III, funding to create supplementary programs for ELLs and their families. These include:

- **Saturday ELL Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and ESL. Additionally, activity clubs in art, gym, and dance are offered.
- **After School Program:** Our students are given the opportunity to come to stay in school at 3:05 p.m. to 4:30 p.m. We assist students academically in reading, writing and math.
- **Parent Classes:** We offer several classes weekly for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on HIV, and citizenship classes. In addition, we have parent workshops delivered in Spanish by school staff on various topics of interest, including curricular and technology. Our parent Association has a parent lending library. Parents have the opportunity to borrow books in a variety of languages. Books vary from specific genres to self help books.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, such as mother's day, father's day, family day, and various cultural events.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in our school. This Title III, funding is used to translate important policy documents, mainly in Spanish. The Parent Handbook is the documents we

have made available. Additionally, interpretation services are a daily help in communication between school staff and parents.

VI. ASSESSMENT ANALYSIS

NYSESLAT Results for 2009 - 2010

- There were 298 students tested in 2008 - 2009, less 74-(52 Kgn + 22 newcomers). Of the remaining 224 students we had 91 advanced students. NYSESLAT data shows that **59** of those advanced students **exited the program**, which is **67%**.
- 86 students (29%) achieved Proficient in one modality with Advance in the second modality.
- Of these 86 students:
 - 14 students (16%) = 1 raw score point from achieving total proficiency
 - 26 students (30%) = 2 raw score points from achieving total proficiency
 - 39 students (45%) = 3-5 raw score points from achieving total proficiency
 - 7 students (8%) = more than 5 raw score points from achieving total proficiency.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (LAB-R, State Math, ELA, ECLAS, Teacher-made tests/observations). Adjustments and improvements to our program this year include:

- Academic Intervention Services (AIS) is provided to all our ELL students on a daily basis for 45 minutes during extended morning. At this time, students are provided small group instruction in reading, writing and/or math. The teacher assigned to the classroom collaborates with the classroom teacher to determine what the student needs after reviewing the various data (the running records, E-clas, benchmark tests).
- Bilingual classrooms in grades 3 – 5 are all have very small registers. They have at least 15 students. This allows the teacher to give special attention and guidance in all academic areas.
- The Inquiry Team will continue its specific long term ELLs (LTE) in grades 4 and 5. The team will review data and looked for trends to help these students progress academically. Aggressive assistance is provided to the classroom teachers. The staff developers (members of the Inquiry Team) in conjunction with AIS and paraprofessionals will support reading and writing.

All activities and additional support provided to our ELL population is based on their academic needs and language levels. Our goal for our students demonstrates progress in English language proficiency and academic achievement.

Implications for LAP in English Language Arts Area

We have designed and implemented a clear and present focus on the diversified needs of the ELL population with regard to linguistic, developmental, and emotional requirements. It further incorporates the use of learning styles and multiple intelligences with the purpose of creating meaningful, differentiated and enriching instruction.

The program seeks to provide ELL's complete accessibility to a standards based academic curriculum that parallels that of the monolingual settings.

ELA instruction is implemented during reading workshop, writing workshop and daily read aloud. When presenting read aloud to the ELL students, picture description and interpretations are emphasized. The children are taught how to use these tools to develop comprehension skills. Vocabulary is presented in advance of a new lesson to enable the ELL students to become familiar with the words and meanings. This approach helps the students to access prior knowledge. The vocabulary is used repeatedly during the ongoing instruction. Oral pre-reading and mid-reading activities including partner discussion, give the students opportunities to use their background information and to develop linguistic skills. The children are instructed in using graphic organizers, charts, maps and graphs as visual clues and aids. While teaching content, grammatical structures are emphasized. Cooperative learning experiences where the students are paired with a buddy or a small group enables the ELL students to work more efficiently.

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we have ensured. They include but are not limited to the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration and intentionality between content and ESL Teacher to create a learning community which is knowledgeable and experienced in researched based instructional strategies.
- Teachers analyze data of ELLs with the Data Specialist to become well-informed about the performance of each ELL student in order to make sound educational decisions.
- Teachers administer baseline, midline and end line tests to monitor progress to analyze data and identify strength and weakness. Their findings are used to drive and differentiate instruction.
- Make certain that our staff developer works closely with teachers (ELA, ESL and TBE) to support rigorous instruction.
- In the TBE classes, we make sure that the CR Part 154 and requirements are adhered to.
- Encourage teachers to participate in onsite/offsite professional development opportunities that focus on instructional strategies for ELLs.

Implications for LAP in Mathematics Content Area

In order to assist our student in both academic achievement and assessment, we have made certain to implement and monitor the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration and intentionality between class teachers and math coach and/or the AIS person to create a learning community which is knowledgeable and experienced in researched based instructional strategies.
- Provide opportunities for students to participate in with mathematical academic language via conversations, reading, solving word problems and using an interactive word wall.
- Incorporate writing as a component of the mathematics lessons i.e. journals.
- Provide opportunities for students to articulate problem solving techniques and strategies and the justification of their answer.
- Teachers analyze data on ELLs with the Data Specialist to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Teachers administer baseline, midline and end line tests to monitor progress and to analyze data and identify strength and weaknesses. Their findings are used to drive and differentiate instruction.
- Ensure that Math Coaches and AIS personnel work closely with teachers to support rigorous instruction.

VII. Plan For Newcomers

Newcomers are made to feel right at home when they come to P.S. 123. They are given a tour of the school and introduced to their teacher and classmates on the first day. Newcomers are assessed in language and academics and an individualized plan is immediately put in place. Goals and objectives are set for each student. Students are given formal and informal assessment regularly to monitor their growth in their basic interpersonal skills and cognitive academic language. We ensure that parents are well informed of their children's progress.

VIII. Plan for Sife

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who enter an English language school system at age eight (grade 3) or older, and who are at least two years behind their peers in reading in their native language and in other academic areas. Currently, P.S. 123K does not have any SIFE students. Upon arrival, SIFE students would be immediately placed in a program that provides Sheltered English for part of the day. This approach helps the student develop knowledge in specific subject area through the medium of their second language. Teachers modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development. Often students are placed in an early childhood classroom during reading and are exposed to phonemic awareness, phonics and reading and oral expression. This allows the student to become familiar with the English alphabet, letter sound recognition and the English language in a more controlled environment.

IX. Plan for Long Term ELL's

Our long term ELLs are in 4th and 5th grade. These Long-term ELLs are monitored carefully. This team assists in targeting them to provide intensive and aggressive support. Instructional support is provided via push in and small group instruction. Intensive reading, writing and math support is given to these students to help them master their needs. Collaboration is ongoing between the classroom teacher and the support providers. Informal and formal assessments drive the instruction for the students. These students are mandated to participate in extended morning, and also attend after-school and Saturday Academy.

Teachers with newcomers, long-term or transitional students may use the following strategies:

- Focus on language use and language development in all areas of the curriculum.
- Identify and focus student language needs.
- Develop higher-level cognitive skills and critical thinking, rather than on simple recall.
- Provide good models of oral and written English used for a variety of purposes.
- Children are regularly involved in collaborative learning through group and pair work.
- Teachers regularly interact with children on an individual basis.
- Students are actively encouraged to be independent learners by having access to information sources such as word walls, dictionaries, learning centers, computers and library.
- Analyze patterns of proficiency level progress in the four modalities in order to increase meta-linguistic skills

X. Plan for Special Needs Students

At P.S. 123K our special need students plan ensures that teachers of students with IEP's are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. We make sure that there is constant collaboration between the ESL teacher, the classroom teacher and the IEP contact person. The data specialist works with all the teachers involved to promote and engage instruction to fit the needs of all the students.

XI. Professional Development

The professional development program will highlight ESL strategies embedded in all content areas. All teachers of all grades regardless of classroom assignments (i.e. monolingual, bilingual or special education) are included in the Professional Development sessions. All staff members such as assistant principals, guidance counselors and therapist are included in our sessions.

Professional Development sessions are conducted by: the Math Coach, Title I math teachers, The Staff Developers/Literacy Coach, Literacy/ESL teacher, Title I reading teachers, AIS teachers, science teachers (monolingual and bilingual) and other school staff who have attended Teachers College and Regional workshops (CSLO). Our ESL teacher will assist with all Professional Development meetings to instruct on incorporating ESL techniques focused on reaching our ELL population. During the

month of October, teachers who provide the Title III After -School instruction will receive additional professional development in the area of ESL techniques and strategies.

In addition to the following chart professional development is provided in science, social studies and technology. These sessions are to promote scaffolding instruction through the use of manipulative, experiments and online resources to make instruction more comprehensible.

PROFESSIONAL DEVELOPMENT 2009-2010

	NEED	GOAL
MATHEMATICS	Based on the results of the Spring'09 city/state mathematics test, teachers need a deeper understanding on writing and explaining problem solutions; raise the level of thinking; provide multiple ways to solving problems.	Teachers will be knowledgeable about the variety of ways to present to problems solving. Teachers will receive further information on rubrics in mathematics to assess student work. Teachers will understand the impact of math in the Science Scope and Sequence.
ESSENTIAL ELEMENTS OF INSTRUCTION	To become knowledgeable about the Essential Elements of Instruction and understanding the connection between instruction, student learning and the impact on student achievement.	Teachers will be aware of the essential elements of instruction and use strategies as they plan and implement their lessons.
ESL COMPLIANCE	Aligning language compliance for all ELL students in bilingual classes.	Teachers will gain an understanding of how to move the class from Spanish to English in compliance CR-154 while addressing the needs of newcomers.
ESL TECHNIQUES AND STRATEGIES	To become knowledgeable of ESL techniques. To develop methods of embedding ESL strategies in all content areas. <ul style="list-style-type: none"> • Developing Centers that can have students use the modality that is their weakest. 	Teachers will become knowledgeable of ESL techniques and strategies and will be better able to instruct their students.
Extended Morning	In an effort to prepare for the administration of the State ELA exam in January, the focus will be on effective AIS strategies and developing and understanding of differentiated supports for the students. <ul style="list-style-type: none"> • Guided Reading • Vocabulary introduction • Instructional strategy groups 	Teachers will group students for needed strategies and skills to provide intensive intervention using a variety of materials and/or programs in addition to daily Reading and Writing workshop lessons.
WRITING	To gain a better understanding of student progress by analyzing their writing. To understand the impact of conventions in scoring student writing.	Focus on the Writing Units of Study implemented to this point. Teachers will differentiate writing instruction based on analysis of student writing.

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

Form TIII – A (1)(a)

Grade Level(s) Kgn. - 5 Number of Students to be Served: 300 LEP ___ Non-LEP

Number of Teachers 15 Other Staff (Specify) Educational Paraprofessionals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

At PS123K, language instruction program for Limited English Proficient (LEP) students is as follows:

ESL Instruction for all ELLs as required under CR Part 154

<u>Beginners:</u>	*360 minutes per week (ESL) = 60:40 per day
	*Native language arts = 45 minutes per day
	*Social studies/science = 35 (NL)- 10 (EL)
	*Art/Music = 45 (EL)
<u>Intermediate:</u>	*360 minutes per week (ESL) = 50:50 per day
	*Native Language Arts = 45 minutes per day
	*Social Studies/science = 35 (NL) – 10 (EL)
	*Art/music = 45 (EL)
<u>Advanced:</u>	*180 minutes per week (ESL) = 25:75
	*180 minutes per week (ELA) as per CR Part 154
	*Social studies/science = 35 (EL) -10 (NL)
	Art/music = 45 (EL)

All students are appropriately grouped and instructed in accordance with CR Part 154 Regulation. The teachers continuously assess with the purpose of differentiating instruction to meet the needs of the children. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially and emotionally. Further, all teachers instruct, assess, diagnose and prescribe in a cyclical manner. Students are placed in an environment where the preponderance of the class is composed of children who have had similar experiences. ESL instruction is implemented through the reading workshop, writing workshop, and daily read-alouds. When presenting to ELL students, picture descriptions and

interpretations are emphasized. Oral pre-reading and mid-reading activities include partner discussions, which further help develop linguistic skills. The instructional program emphasizes the use of graphic organizers, charts, maps and graphs as visual clues and aids. While teaching content, grammatical structures are emphasized. Cooperative learning experiences where students are paired with a buddy or small group enable the ELL students to work more efficiently.

We use the following instructional materials in our language instruction program: smartboard animation, auditory tapes with stories; tactile activities using word works; manipulative (math/science/social studies); pantomime during instruction; onset and rime cards; poetry to build repetition in language; and big books (where appropriate). In the school year 2009 – 2010, we will use the Envisions math program. This program highlights ESL differentiation. Our ELL students participate in Studio In A School, VTS (Visual Thinking Strategies) and media arts (PIXIE, FRAMES, etc)

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

Professional Development

The professional development program will highlight ESL strategies embedded in all content areas. Teachers of all grades regardless of classroom assignments are included in the Professional Development sessions. Professional Development sessions are conducted by: the Math Coach, Title I math teachers, The Staff Developers/Literacy Coach, Title I reading teachers, AIS teachers, science teachers (monolingual and bilingual) and other school staff who have attended Teachers College and Regional workshops (CSLO). During the month of October, teachers who provide the Title III After -School instruction will receive additional professional development in the area of ESL techniques and strategies.

In addition to the following chart professional development is provided in science, social studies and technology. These sessions are to promote scaffolding instruction through the use of manipulative, experiments and online resources to make instruction more comprehensible.

PROFESSIONAL DEVELOPMENT 2009-2010

	NEED	GOAL
MATHEMATICS	Based on the results of the Spring’09 city/state mathematics test, teachers need a deeper understanding on writing and explaining problem solutions; raise the level of thinking; provide multiple ways to solving problems.	Teachers will be knowledgeable about the variety of ways to present to problems solving. Teachers will receive further information on rubrics in mathematics to assess student work. Teachers will understand the impact of math in the Science Scope and Sequence.
ESSENTIAL ELEMENTS OF INSTRUCTION	To become knowledgeable about the Essential Elements of Instruction and understanding the connection between instruction, student learning and the impact on student achievement.	Teachers will be aware of the essential elements of instruction and use strategies as they plan and implement their lessons.

ESL COMPLIANCE	Aligning language compliance for all ELL students in bilingual classes.	Teachers will gain an understanding of how to move the class from Spanish to English in compliance CR-154 while addressing the needs of newcomers.
ESL TECHNIQUES AND STRATEGIES	To become knowledgeable of ESL techniques. To develop methods of embedding ESL strategies in all content areas. <ul style="list-style-type: none"> • Developing Centers that can have students use the modality that is their weakest. 	Teachers will become knowledgeable of ESL techniques and strategies and will be better able to instruct their students.
Extended Morning	In an effort to prepare for the administration of the State ELA exam in April, the focus will be on effective AIS strategies and developing and understanding of differentiated supports for the students. <ul style="list-style-type: none"> • Guided Reading • Vocabulary introduction • Instructional strategy groups 	Teachers will group students for needed strategies and skills to provide intensive intervention using a variety of materials and/or programs in addition to daily Reading and Writing workshop lessons.
WRITING	To gain a better understanding of student progress by analyzing their writing. To understand the impact of conventions in scoring student writing. Developing rubrics.	Focus on the Writing Units of Study implemented to this point. Teachers will differentiate writing instruction based on analysis of student writing.

Form TIII – A (1)(b)

School: P.S.123K _____ BEDS Code: 333200010123

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$34,124.76	3 hours per week for 19 weeks per session to support ELL students.
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$7,755.24	Supplemental materials to reinforce ESL instruction.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$41,880	

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.

At PS123K, we identify translation needs through the Home Language Survey. Our parent coordinator contacts the parents of enrolled students. We hold monthly Parents Association meetings, with translation. Our School Leadership Team provides parents a voice in school affairs

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 PS 123K, Spanish is the predominant written and oral translation needed. In-house personnel translate written communications in both languages. Other language needs are met by providing contact information to the DOE Translation Services.

Part B: Strategies and Activities

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

Written and oral Spanish translation services are provided by In-house school staff and parent volunteers. Other translations will be provided by the D.O.E. and outside vendors if needed.

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.

Written and oral Spanish translation services are provided by In-house school staff and parent volunteers. Other translations will be provided by the D.O.E. and outside vendors if needed.

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>.

As per the Regulations of the Chancellor, regarding parental notification, the school determines within 10 days of enrollment the primary language spoken by the parent. This insures that all communication with the students' parents or guardians will be in the primary language. In-house school staff will translate all communications both written and oral. Parents receive, in translated form, documents related to instruction, health and safety. All parent workshops and Parent Teacher Association meetings are conducted with translation services.

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:	\$1,177,679.00	\$63,928	\$1,241,607
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$11,776.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		N/A	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$58,883.95		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		N/A	
6. Enter the anticipated 10% set-aside for Professional Development:	20,063.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6392.80	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 96.9%
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.

PS 123 in collaboration with the New York City Department of Education (NYCDOE) continues to make progress towards NCLB’s goal of 100% HQ. The school uses BEDS Survey data to measure its own progress toward 100% HQ in each core subject and target resources appropriately.

Maximizing teachers assigned to their area(s) of certification by:

- Title I 5% Set Aside Funds- Title I schools receive funds that can be used to help non-HQ teachers become HQ in core subjects. PS123 adheres to the models and support mechanisms provided by Central as to how these funds could be used.

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.

School Parental Involvement Policy:

I: General Expectations

P.S. 123K agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary, Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This includes providing information and school reports required under section 1111 of the ESEA. These reports will be in an understandable and uniform format.
- The school will involve the parents of students in Title I Part A Programs in decisions about how the 1 percent of Title I, Part A funds is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in meaningful communication involving student academic learning and other school activities. This will ensure:
That parents will be actively involved in their children's education

That parents are included in decision- making and will participate in advisory committees according to section 1118 of the ESEA

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

II: Description of how school will implement required parental involvement policy components:

P.S. 123K will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA by:

- Convening an annual meeting for Title I parents to inform them of the Title I program and their rights to be involved in developing, implementing and evaluating our school's parent involvement policy
- Offering meetings to provide training on child rearing practices
- Offering meetings to provide training on teaching and learning strategies

P.S. 123K will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

1. P.S. 123K will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities and training to improve students academic achievement and school performance by:

- Providing an interest survey for parents during the school year to ascertain their needs (workshops, training).
- The school will examine the results of the Learning Environment Survey of 2008-2009 to promote greater parental involvement. The school will use its findings to design strategies for more effective parental involvement.
- The Parent Coordinator along with the Parent Teacher Association President will conduct needs assessment surveys with parents. According to the findings, our school will provide the parents with workshops and strategies that will be meaningful to them.

2. P.S. 123 K will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities:

The school will provide assistance to parents in understanding:

- The progress reports
- The Learning Environment Survey
- How to navigate the ARIS system
- Title 1
- Early Childhood Standards
- Early Childhood Assessments
- ELL Program choice (ESL, BILINGUAL)
- State Academic Content Standards
- State Student Academic Achievement Standards
- Alternate Assessments

3. Workshops and Conferences offered to parents in English with translations:

- ELA Standards
- ELA Assessments
- Math Standards
- Math Assessments
- Technology: ARIS, ACUITY
- Science Standards
- Science Assessments
- Social Studies Standards
- Social Studies Assessments
- Special Education (Due Process)

4. P.S. 123K will provide materials and training to help parents work with their children to improve their children's academic achievement, such as:

- Workshops to teach parents how to access information on-line
- Parent access to Acuity and ARIS
- Literacy Workshops
- ESL Workshops
- Cultural Arts workshops
- Technology

5. P.S. 123K will, in collaboration with its parents, work to build strong community ties by offering information on:

- Cornell Cooperative Extension Institution Workshops
- NYC Department of Health Wellness and Nutrition Programs
- Medical and Health Research Association of NYC
- Financial Management
- Safety of the children in our community
- Public Library Accessibility
- Hope Gardens Multi-Service Center
- Learning Leaders
- Effective Parenting Classes
- Coalition for Hispanic Families Services

III: Discretionary school parental involvement policy components:

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 to support their children's academic achievement, such as the following listed under section 1118 E of the ESEA.

- The Title 1 Parent Allocation Plan will be developed collaboratively with parents to support the needs expressed in the parent surveys and needs assessments.

IV: ADOPTION

This school parental involvement policy has been developed jointly and agreed upon, with the parents of children participating in Title I, Part A programs, as evidenced by the signing and dating of this document. This policy was adopted by P.S. 123K in June 2009 and will be in effect for the period of September 2009- June 2010.

- 1. School-Parent Compact – Attach a copy of the 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 DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm> 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.**

P.S. 123K 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), agree that the compact outlines how the parents and the entire school staff, will share the responsibility for improving students’ academic achievement in mastering New York State standards. The School –Parent compact is in effect during the school year- 2009-2010.

- 2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

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 at the NYCDOE website link provided above.

Required School Parent Compact Provisions

School Responsibilities:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet New York State achievement standards.
- P.S 123K will continue to maintain a highly professional licensed staff. An effective learning environment will continue to be fostered throughout the school community through Professional Development, AUSSIE INC., and CSLO support.
- P.S.123K will hold afternoon and evening parent-teacher conferences twice during the school year.
- Provide parents with frequent progress reports.
- Provide parents reasonable access to staff (teachers, administrators, support service providers).
- Provide opportunities for parents to become Learning Leaders.
- Encourage parents to become active members of the School Leadership Team.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy.
- To inform parents of the school's participation in Title I Part A Programs
- To provide information to parents on school policies through dissemination of parent handbook and school brochure.

Parent Responsibilities:

As parents we will support our children's learning in the following manner:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring the amount of time our children spend viewing television
- Volunteering in school
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of our children's extra curricular time
- Staying informed about children's education and communicating with the school
- Acknowledging all notices sent home and responding when needed

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 standard

Section IV page 11

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

Section VI page 13

3. Instruction by highly qualified staff.
 - Continue to professionally develop our staff to promote professional growth. (CSLO support, AUSSIE, INC., staff developers)
 - Mentor new teachers
 - Inter-class and inter-school visitations
 - Formal and informal observations
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.

Section VI page 13

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - School representation at job fairs
 - Selective interviewing of prospective candidates
6. Strategies to increase parental involvement through means such as family literacy services.

See Parent-Involvement Plan page 31

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.

During the month of May, we invite incoming kindergarten students and parents to visit our school. To assist the children in becoming familiar with the school environment, their visit includes a tour of the building where they see kindergarten classes in session. The incoming students are given a snack while experiencing a classroom read-aloud. Each incoming student receives a book to take home. While the children are taken on a tour of the building, the parents are informed of school policies and are given recommendations on preparing their children for kindergarten

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.

Section VI page 13

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.
 - All students (including ELL and Special Education) in grades K-3 who experience difficulty in mastering the proficient or advanced levels of the academic achievement standards are identified through several assessment measures. ECLAS-2 in grades K-3 provides significant information to identify the needs of the students. ECLAS-2 is administered to the kindergarten in January and twice yearly (Fall and Spring) for grades 1, 2 and 3. Running records will be administered periodically during the school year in all grades. This information will be utilized in creating extended morning rosters, after-school enrollment and daily small group differentiated instruction.
 - In grades 3, 4, and 5 (including ELL and Special Education) ECLAS-2 and the Acuity interim assessments (ELA and Math), along with running records will continue to measure student progress. This information will be utilized in creating extended morning rosters, after-school enrollment and daily small group differentiated instruction.
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.
 - SAPIS
 - Nutrition Council
 - Parent Literacy Workshops
 - Parent ESL Workshops
 - Parent Technology Program
 - Child Abuse workshops for Parents and Students

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

N/A

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

²To 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.

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.

Curriculum maps have been developed by teachers in collaboration with our administration, AUSSIE INC. consultants, and staff developers.

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

x Applicable Not Applicable

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

It was determined that curriculum maps need to be further developed by teachers in collaboration with our administration, AUSSIE Inc. consultant and staff developers that are in closer alignment with SED standards

Our curriculum maps will represent a two tiered model. Tier 1 - a grade specific yearly curriculum overview, including all components of literacy, content area literacy and assessment. Tier 2 - monthly grade specific maps with state standards embedded through genre, essential questions with goals targeted to what students will know and achieve at the end of the month. These curriculum maps will be vertically and horizontally aligned to the state 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.

- Grade common preps are built into our school schedule. These common preps facilitate on-going collaboration and revision of curriculum maps. Grade specific teams, staff developers, AUSSIE INC., and CLSO content area specialists assist and support this process.
- At this time we believe our support will be provided adequately by our CLSO.

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.

Our school assessed the impact of the EDM program on our students by:

- Examining the data available from all assessments for yearly growth.
- Using insights from the item analysis study to identify particular areas of concern as indicated by SEC data.
- Re-visited curriculum plans

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

x Applicable Not Applicable

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

The trend over the past few years shows that our math scores meet or exceed state standards. The 2007-08 progress indicated however, that while overall scores were high, a percentage of students failed to make one year's progress. In 2008 – 09 greater improvement was made. However, a strong focus needs to be placed on math literacy, concepts and vocabulary with comprehension. This indicates the need for more in depth attention to the process of mathematical thinking, problem solving and in particular, attention to creating a strong foundation in the early childhood classrooms.

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.

- Researched and then purchased a new math program, envisions to better address the diverse needs of our students.

- Staff development in K-5 classes to include all aspects of the envisions program including technology and differentiated centers
- More time for concept development through problem solving, visual learning bridge from concrete to abstract, and center activities

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

A school-based committee comprised of the instructional cabinet was given the task of assessing whether finding 2A was relevant to our school's educational program. The committee met periodically throughout the year. Committee members included the principal and APs, the data specialist, staff developers, SLT members and Inquiry Team members. During each meeting components of Key Finding 2A were addressed. The committee reviewed formal and informal observation reports. The focus of the observations was to decipher whether direct instruction was the predominant method of instruction and to what degree differentiated instruction was being implemented. The results of this assessment process were shared at an instructional cabinet meeting. It was determined that this Curriculum Audit finding had some relevance to our school's educational program.

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

Applicable Not Applicable

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

The evidence that supports the relevance of finding 2A is as indicated below:

A review of formal and informal observation reports indicate:

- Teachers need further development in implementing differentiated practices.
- Teachers need further development in implementing lessons that are student centered.
- Teachers need further development in grouping according to student needs.
- Need for professional development indicated in student learning styles

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.

Relevant findings will be addressed by the following:

- Professional Development with the support of our CLSO content area specialists.
- In-house Staff Development support.
- AUSSIE Consultant

We do not anticipate the need for additional support from central at this 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 (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

A school-based committee comprised of the instructional cabinet was given the task of assessing whether finding 2B was relevant to our school's educational program. The committee met periodically throughout the year. Committee members included the principal and APs, the data specialist, staff developers, Math Coach, AIS provider, SLT members and Inquiry

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.

Team members. During each meeting components of Key Finding 2B were addressed. The committee reviewed formal and informal observation reports. The focus of the observations was to decipher whether direct instruction was the predominant method of instruction and to what degree differentiated instruction was being implemented. The results of this assessment process were shared at an instructional cabinet meeting. It was determined that this Curriculum Audit finding had some relevance to our school's educational program.

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

Applicable Not Applicable

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

Observations indicate that hands-on engagement and technology is taking place in our classrooms. The monthly math unit assessments show that more students need to achieve mastery of concepts. Therefore, greater emphasis of hands-on engagement and use of technology would be beneficial to our students' growth.

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.

- Researched and then purchased a new math program, envisions to better address the diverse needs of our students.
- In addition to our math coach, a new position of ENVISIONS math coordinator was established
- Staff development in K-5 classes to include all aspects of the envisions program including technology and differentiated centers
- More time for concept development through problem solving, visual learning bridge from concrete to abstract, and center activities.
- At this time our needs are expected to be met by CLSO services.

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.

We examined the school organization sheet, seniority list and school based mentoring plan. We determined that Key Finding 3 is not applicable to our school.

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

Applicable Not Applicable

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

P.S. 123's new teachers are mentored by staff developers. Staff developers provide professional development to all staff members. New teachers in our school are paired with more experienced teachers on their grade. In house professional development, inter-class visitations, intra-school visitations, Aussie Inc. consultant and CLSO specialists are provided as support for our teachers. These actions are responsible for the stability of the staff which provides for a positive impact on instruction.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

During ESL/Bilingual grade conference discussions, administrators observed the degree of knowledge teachers had of the LAP and off-site professional development opportunities. Additionally, a review was made of the QTEL applications to determine staff participation.

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

Applicable Not Applicable

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

The Spring 2009 NYSESLAT results indicated an increase in English language proficiency by our students. Although very significant progress has been achieved for the past two years, we are aware that we must accelerate progress for these students.

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.

We will continue our efforts to provide professional development opportunities to our staff. Notification of QTEL programs will be disseminated. We will continue to nominate teachers for the ITT program which we feel better meets the Early Childhood need of our 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.

Our Data Specialist and Instructional cabinet have studied the data indications of ELL student progress. Available data (ACUITY, running records, baseline-midline-endline assessments, NYSESLAT, ELA/Math/Science state tests) indicate that teachers are informed and monitoring ELL's academic progress on a regular basis. Short/long term goals are developed based on students' disaggregated data

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

Applicable Not Applicable

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

Our awareness of our SINI year 2 status in 2008-2009, due in part to our ELL subgroup, directed the instructional cabinet, Data Specialist and teachers to carefully monitor ELL instruction. Additional materials that foster best practices in language acquisition were provided. Our Progress Report, 2008-2009, shows an increase in state exam performance by our ELL students. This progress is indicated by achievement of AYP in all subjects by this subgroup. Currently we are a school In Good Standing.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The following was done in order to assess whether the above finding was relevant to our school’s educational program:

- We had some of our teachers, related service providers and paraprofessionals complete simple checklists. These checklists provided us with information on where we were deficient in the above areas and where we needed to provide more professional development.
- We performed informal, oral surveys which provided us with information regarding staff’s knowledge and familiarity of instructional approaches, IEP components, and possible modifications and interventions.
- We performed daily informal observations and walk-throughs.
- We looked evidence of(or lack of):
 - Differentiation of instruction
 - Evidence of modifications in classrooms for instruction/class work
 - Leveled libraries
 - Evidence of flexible grouping

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

X Applicable Not Applicable

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

Based on administrative evaluative procedures (observations, walk-throughs, articulations, conferences, surveys and checklists) it was determined that:

- Additional professional development is indicated for general education teachers in the understanding and interpretation of student IEPs. This includes the development of appropriate strategies for accelerating student academic and social management needs.

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.

- We are continuing to implement Chapter 408 to ensure that all general education teachers and paraprofessionals who work with students who have IEPs, receive a copy of those IEPs. This will be accompanied by appropriate and, where indicated, tiered professional support.
- The SAT will continue to provide IEP assistance and support to staff members.
- This team will serve as a resource for teachers who require assistance working with students with IEPs who may be having behavioral difficulties. They will pay special attention to pages 4 and 11 of the document.
- The School Assessment Team will continue to assist teachers who are considering referring students. They will assist teachers in developing pre-referral intervention strategies for students who are experiencing academic and/or behavioral difficulties.
- Content area teachers will articulate with special education teachers and/or related service providers to discuss IEPs, goals, needs and strategies to better instruct students with special needs.
- The services of the data specialist and the inquiry groups will be used for additional support.

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

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

Please respond to the following questions for Key Finding 7:

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

The following process was used to assess whether the above finding was relevant to our school's educational program:

- Teachers have had the opportunity to confer with the Data Specialist to validate that IEP goals are being met.
- We reviewed all IEPS to ensure that a Behavioral Intervention Plan was in place for every student who had one written on page 11 of their IEP. Teachers were questioned as to whether or not they were following the plan or if a new one needed to be written.
- Walkthroughs were conducted to assess whether there was sufficient alignment between students' goals and instruction.
- There was ongoing communication between the home and the school which helped us determine if there was a need for further interventions.

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

X Applicable Not Applicable

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

Based on administrative evaluative procedures (observations, walk-throughs, articulation, conferences, lesson plans reviewed) it has been noted that additional support is indicated in aligning instruction with students' IEP goals and behavioral plans.

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

The following steps will be taken:

- All IEPs and Annual Reviews written by our school personnel will be reviewed to insure that appropriate accommodations are addressed.
- School guidance counselor will provide turn key training on Behavioral Intervention Plans and Functional Behavioral Assessments to teachers.
- New teachers will receive mentoring in these areas.
- Appropriate “Academic Management Needs” indicated on page 3 of the IEP, will correspond with the present academic performance and child’s learning characteristics.
- All IEPs received from outside our building will be reviewed to insure that a Functional Behavioral Analysis is completed and a Behavioral Intervention Plan is implemented.
- Teachers and guidance counselor will collaborate to write behavioral goals on page 6 for any child who has behavioral issues.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

October 2009 – 30 students are in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.
 - We plan to include our STH population in our extended morning program, and after-school program. This includes Chorus, and enrichment opportunities. Pending funding, these students will also be invited to participate in a Saturday academy program.
 - We anticipate the continued support of the OYED which provided art therapy, counseling and martial arts programs during 2008-2009 for our STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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