Department of Education

SILAS B. DUTCHER

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (15/ BROOKLYN/ 124)
ADDRESS: 515 FOURTH AVENUE
TELEPHONE: 718-788-0246
FAX: 718-965-9558

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 124 **SCHOOL NAME:** Silas B. Dutcher

SCHOOL ADDRESS: 515 Fourth Avenue

SCHOOL TELEPHONE: 718-788-0246 **FAX:** 718-965-9558

SCHOOL CONTACT PERSON: Annabell Martinez **EMAIL ADDRESS:** Amartinez4@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Karen Lane
PRINCIPAL:	Annabell Martinez
UFT CHAPTER LEADER:	Marguerite Manos
PARENTS' ASSOCIATION PRESIDENT:	Melissa Camacho
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO NAME:** Community Learning Support Organization

SSO NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Annabell Martinez	*Principal or Designee	
Marguerite Manos	*UFT Chapter Chairperson or Designee	
Melissa Camacho	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Alejandra Santiago	Member/Parent	
Milagros Perez	Member/Parent	
Ali Showkat	Member/Parent	
Jose Soto	Member/Parent	
Anna Joy Hurd	Member/Staff	
Karen Lane	Member/Staff	
Amy Caputo	Member/Staff	

(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.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 124 serves a linguistically and culturally diverse community in the Park Slope section of Brooklyn. Our students speak Spanish, Arabic, Bengali, Chinese, English, and Polish. We serve approximately 320 students in grades Pre-K to 5. The faculty is as diverse as its student population. Our teachers hail from many parts of the country and we have an above average number of males as teachers. One of our unique characteristics is small class size across all grades. During the current school year we will serve two self-contained special education classes.

We have an abundance of literature to support our readers and our school library is an excellent resource for both students and teachers. We work hard to foster a life-long love of reading in each and every student. Our students are becoming deeper thinkers and better writers each day. Our writing work is supported by a part-time AUSSIE consultant who models lessons, engages teachers in curriculum planning sessions, and provides a forum for conversations within and across grades. Each year we are making steady progress towards increasing reading achievement. We are aware of the importance of early literacy skills. Last year we instituted a pre kindergarten literacy program that added new literature selections to the classroom library and supported students' early literacy through targeted instruction that is developmentally appropriate. This program builds on students' vocabulary and provides professional development to teachers.

Our progress report reflects our commitment to improving our practice in literacy. We are proud of the A we have received two years in a row and continue to work hard to assure progress in all areas.

Our science lab supports our curriculum and focuses on inquiry based learning. It is well-stocked with materials that engage students in hands-on exploration. We have a full time licensed science teacher with an Undergraduate Degree in Biology and a Masters in Science and Environmental Education. His approach to science instruction has yielded above average results. During the 2008-9 school year, 100% of our fourth grade students performed at levels 3 and 4 on the New York Science Performance!

Public School 124 is proud of its achievements in mathematics. During the 2008-9 school year, 95% of our students in grades 3, 4, & 5 scored at levels 3 & 4 on the New York State Mathematics Exam. Our full time math coach supports the curriculum through professional development, hands on work with teachers in classrooms, and small group instruction.

We support arts education through a full time visual arts teacher and music instructor. Our students are learning to play the recorder and participate in large scale mural projects that reflect our diverse community. Our students' education is enhanced through educational excursions to cultural institutions throughout the city.

Our school is particularly proud of its advanced achievements in technology that is supported by an outside consultant. Our teachers and students are using our school website to share work,

lesson plans, videos, and to communicate with school communities all over the world. We are committed to preparing our students for the technological world they live in and will inherit.

We work hard to enrich our students' lives holistically. We believe in a well-rounded education that incorporates growing strong minds and bodies. To that end, we added a playground in our school yard in 2007-8 that students enjoy daily. Our in-house physical education program has had a positive effect on the health and well being of our students. Our students participate in enriching art and music programs within the regular school program. In addition, outside organizations work with us to provide exciting experiences in dance, movement and music. We have added a school vegetable garden through the generosity of Lowe's. Our students have planted and harvested vegetables. Parents participate in monthly Cookshop workshops where they learn about the nutritional value of specific vegetables and cook them following a recipe. We believe that healthy eating starts at home. We are supporting the Cookshop Program this year by adding Cookshop Classroom in early childhood classes.

We are a dedicated professional community that works hard to provide the best education possible to the students entrusted to us. Our goal is to prepare our students for their continued educational journey. When our students have achieved success, we have achieved success.

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. 124 Silas B. Dutcher							
District:	15	**DBN:**	15K124	**School BEDS Code:**	331500010124			
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	35	33	35		94.9	95.3	96.1	
Kindergarten	49	46	44					
Grade 1	48	54	52	**Student Stability** - *% of Enrollment*:				
Grade 2	50	37	54	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	59	49	48		97.6	93.2	96.1	
Grade 4	43	49	48					
Grade 5	58	46	50	**Poverty Rate** - *% of Enrollment*:				
Grade 6	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	0	0	0		85.9	85.9	85.9	
Grade 8	0	0	0					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		1	6	16	
Grade 12	0	0	0					
Ungraded	0	0	0	**Recent Immigrants** - *Total Number*:				
Total	342	310	319	*(As of October 31)*	2006-07	2007-08	2008-09	
					2	3	3	
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	10	12	12	Principal Suspensions	2	1	2	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0	
Number all others	24	25	27					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	40	45	49	Number of Teachers	26	28	28	

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	1	Number of Administrators and Other Professionals	3	5	5
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:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	84.6	82.1	78.6
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	61.5	60.7	60.7
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	96.0	96.0	93.0
American Indian or Alaska Native	0.0	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.6	74.4	71.4
Black or African American	12.0	12.9	12.2				
Hispanic or Latino	69.6	68.1	68.0				
Asian or Native Hawaiian/Other Pacific Isl.	4.7	4.5	4.4				
White	13.7	14.2	13.8				
Male	47.7	49.4	49.8				
Female	52.3	50.6	50.2				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ___						
	School Requiring Academic Progress (SRAP) – Year ___						

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	74.3	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.3	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	23.8	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	39.2		
(Comprises 55% of the Overall Score)			
Additional Credit:	NR		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The students at PS 124 have consistently shown growth in ELA, mathematics and science as demonstrated in the results of our New York State Standardized Exams.

In ELA 78.2% of our 3rd, 4th and 5th grade students achieved a level 3 or 4. This is an increase of 5.2% from the 2007-8 school year. Overall, 58.7% of our students made at least 1 year of progress. And, 88.6% of our student in the lowest third showed a gain of one year, an increase of 7.3%.

The work of the Inquiry Team has been instrumental in achieving student growth and the team will follow the same cohort of students as last year to ensure that they continue to make gains in ELA. We are expanding the work of the Inquiry Team to all pedagogues so that more students across all grades receive additional support as identified by school based assessments.

In mathematics, 96.2% of our 3rd, 4th and 5th grade students achieved levels 3 or 4 on the New York State Mathematics Exam. This is a 4.8% increase from the 2007-8 school year. 68.2% of all students made one year of progress. Our achievements in mathematics are a result of the work of the math coach, the math curriculum; Everyday Mathematics, professional development, the use of math games and centers/environments in the classroom and math journaling in the upper grades that focuses on demonstrating thinking skills and math vocabulary.

In science, 100% of our students achieved levels 3 or 4 on the New York State Science Performance Test. This is an increase of 2% from the 2007-8 school year. Our tremendous achievements in this content are due in large part to the work of the science specialist, an increase in lab hours for upper grade students, the science curriculum and targeted intervention for 4th grade students not achieving the necessary skills. We are continuing to support science instruction through scheduling and instruction in the classroom.

In social studies, 92% of 5th grade students achieved levels 3 or 4 on the New York State Social Studies Exam. This is a 22.5% increase from the 2007-8 school year. Our success in this area was due to the implementation in a formalized social studies curriculum, intervention support for students in need and aligning our writing curriculum to social studies so that students are writing in non-fiction genres. We will continue to support social studies through writing workshop and the implementation of the formalized curriculum. We will support teachers through professional development.

Learning Environment Survey2008-9

The results of the 2008-9 survey were positive. 81% of families completed the survey, an increase of 45% over the previous year. An analysis of the results confirmed that we are communicating effectively with parents and guardians. We are providing a level of education that parents are satisfied with and parents are very involved in their children's education. We launched monthly *Breakfast and Tea with the Principal* last year to support parents' involvement in their children's education and had very positive outcomes. All grades were included separately so that common issues related to the grade could be addressed and to facilitate networking amongst families.

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.*

English Language Arts:

- 50% of fifth grade level 2 students will score at level 3 or above on the New York State English Language Arts Exam in June 2010.

- Improve the literacy and language skills of 50% of intermediate English language learners to advanced level of proficiency (or test out of program) as determined by the New York State English as a Second Language Achievement Test in Spring 2010.

Mathematics:

- Improve number sense of students in early grades Kindergarten to third grade as measured by Everyday Mathematics Assessment, in that, 75% of students in each grade will master the number sense strand for their grade by May 2010.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **English Language Arts**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**50% of fifth grade level 2 students will score at level 3 or above on the New York State English Language Arts Exam in June 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Assess and monitor student reading levels using Fountas & Pinnell Reading Assessment monthly, ➢ 150 minutes of intervention every week in small group with certified teachers to participate in structured reading activities, ➢ Include the Inquiry Team to work with the target group and pull out for individualized support three times a month according to intervention plan, ➢ Hire AUSSIE Literacy Staff Developer to work with fifth grade teachers on writing workshop, ➢ Develop an intervention plan with group goals, action plan and timelines, and personnel support that address needs based on assessment to be shared with classroom teacher and parent, ➢ Conduct monthly meetings with grade five teachers to check in on student progress in the classroom, ➢ ESL teacher will conduct small group reading and writing instruction with ELL Level 2 fifth graders, ➢ Support Guided Reading instruction through a push-in model 3x a week, and ➢ Conduct parent meetings every two months to update on student progress.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Literacy Staff Developer: Title I SWP ➢ School Librarian: TL FSF ➢ Principal: TL FSF ➢ Teachers: Title I SWP, TL FSF & TL DRA Stabilization ➢ ESL Teacher: TL FSF
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	➢ Each fifth grade level 2 student will increase one reading level by March 2010 and two reading levels by June 2010 as measured by Fountas and Pinnell Reading Assessment, and, ➢ 50% of level 2 fifth grade students will score at level 3 or above on New York State English Language Arts Exam in June 2010.

Subject/Area (where relevant): **English Language Arts**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Improve the literacy and language skills of 50% of intermediate English language learners to advanced level of proficiency (or test out of program) as determined by the New York State English as a Second Language Achievement Test in Spring 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Institute writing workshop approach for ESL students in grades 2-5 during pull out ESL, ➢ Targeted small group instruction for ESL students in grade 1 focused on speaking and listening skills, ➢ Modeled writing in response to texts in grade 1, ➢ Guided reading instruction with non fiction texts with upper grade students, ➢ Journaling about texts in read alouds in grades 2-5, ➢ Students will use Voicethread technology to improve oral language skills, ➢ Teachers will participate in professional development offered by the Office of /English Language Learners related to Best Practices for Learning a Second Language, ➢ ESL teacher will provide three professional development sessions for classroom teachers focused on ESL teaching strategies and NYSESLAT expectations.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Principal: TL FSF ➢ Teachers: Title I SWP, TL FSF & TL DRA Stabilization ➢ ESL Teacher: TL FSF

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	➢ 50% of intermediate ELLs will publish two standard based writing pieces aligned to a rubric by January 2010, ➢ Student Voicethread projects will be published on school web blog, ➢ 50% of intermediate students will score at advanced levels or test out based on the results of the NYSSLAT administered in Spring 2010.

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Improve number sense of students in early grades; Kindergarten through third grade as measured by Customized Acuity Math Assessment in grade 2 & 3, and Everyday Mathematics Assessment, in that, 75% of students in each grade will master the number sense strand for their grade by May 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	➢ Math Coach support on number sense games in the classroom, ➢ Context for Learning (Heinemann) resource guide on number sense for grades K-2 will be used to supplement the Everyday Mathematics Curriculum, ➢ Parents as Math Partners focused on number sense, ➢ Two parent workshops that teach the games of the math curriculum, and ➢ Supervised math games during the breakfast program Mondays and Fridays (parental involvement),
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	➢ Principal: TL FSF ➢ Teachers: Title I SWP, TL FSF & TL DRA Stabilization ➢ ESL Teacher: TL FSF ➢ Math Coach: C4E, Title I ARRA SWP
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	➢ Grades K & 1: Mid Year Everyday Math Assessment 50% of students will master their grades' content strand of number sense, ➢ Grades K & 1: End of Year Everyday Math Assessment 80% of students will master their grades' content strand of number sense, ➢ Grades 2 & 3: Mid Year Customized Acuity Assessment 50% of students will master their grades' content strand of number sense, and ➢ Grades 2 & 3: End of Year Customized Acuity Assessment 80% of students will master their grades' content strand of number sense.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	4		N/A	N/A	15			
1	8		N/A	N/A	14			
2	17	4	N/A	N/A	15			
3	16		N/A	N/A	16			
4	12		5		16			
5	14			10	20			
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:	• Morning Intervention (50 min x 3 days)-small group guided reading, Reading Recovery, Wilson Reading (before school) • Book Club (Comprehension Focus)- Grade 2 targeted students (during school) • Small group guided reading-grades K-5 (during school) • Saturday Academy (NY State Coach ELA)-grades 3, 4, 5 on Saturdays (6-7 sessions) in the Spring (classroom teachers)
Mathematics:	• Morning Intervention (50 min x 3 days)-small group/grade 2/before school • Saturday Academy (NY State Coach Math)-grades 3, 4 5 (6-7 sessions) in the Spring (classroom teachers) • Small group-guided math (math coach and classroom teachers) during school (EDM)
Science:	• Morning Intervention (50 min x 3 days)-grade 4 (science specialist) • Scientific method and content understandings (FOSS)
Social Studies:	• Small group-project based learning/during school (grade 5 classroom teachers) • Small group content based writing during school hours (using primary sources)
At-risk Services Provided by the Guidance Counselor:	• Small group mediation • School Service Squad (grade 5) • School Ambassadors (grade 4)
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	

At-risk Health-related Services:	• Dealing with Asthma-small group/during school (school nurse)

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

NCLB/SED requirement for all schools

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

Language Allocation Policy
2009-10
School: **P.S. 124 Community Learning Support Organization**
School Support Organization Contact: **Ms. Margarita Nell**

Part 1: School ELL Profile

A. Language Allocation Policy Team Composition

Principal: **Ms. Annabell Martinez**
Assistant Principal: **Ms. Jeannie Villavicencio, Ms. Maurina Welch**
ESL Coordinator/Teacher: **Marisa Cohen**
Teacher**: Karen Lane**
Parent**: Imee Hernandez**
Parent Coordinator: **Donna Maxil**

B. Teacher Qualifications

Currently there is one licensed, certified ESL teacher who works collaboratively with classroom teachers to plan for English Language Learners at P.S. 124. The ESL teacher and the classroom teachers schedule articulation periods to discuss the academic progress of the English Language Learners. Furthermore, professional development activities regarding second language acquisition strategies support and inform continued communication between the ESL teacher and general education, special education and related services teachers and providers.

C. School Demographics

Public School 124 serves a linguistically and culturally diverse population of approximately 321 students located in the Park Slope section of Brooklyn. P.S. 124 serves students in Pre-kindergarten through grade 5 with approximately thirty-six (36) students in Pre-kindergarten, forty-eight (48) students in kindergarten; forty-five (45) students in first grade; fifty-four (54) students in second grade; fifty-three (53) students in third grade; thirty-four (34) students in fourth grade and forty-eight (48) students in fifth grade. The school enrollment by ethnicity is as follows:

sixty-four (64%) percent Hispanic, seventeen (17%) percent White, thirteen (13%) percent Black, three (3%) percent Asian and two (2%) percent other ethnicities/multi-racial. *Eighty-four (84%) percent were born in Brooklyn or one of the five boroughs, six (6%) percent were born in Mexico, two (2%) percent were born in Ecuador, two (2%) percent were born in the Dominican Republic, and six (6 %) percent were born in a state other than New York.* There are a total number of 46 students to be served by the Language Allocation Policy.

Parents of all students identified as English Language Learners are given parent option letters where they decide which instructional option is most suitable for their child. The choices include a Bilingual, Dual Language or English as a Second Language setting. The parent's role is to rank the choices of instruction from 1-3. The trend in parent choice letters at P.S. 124 has favored the English as a Second Language program, which provides one hundred percent instruction in English. As a result of parental options there has been no need to offer bilingual instructional programs.

Based on the 2009 New York State English as a Second Language Assessment Test (NYSESLAT), twenty-three (23%) percent of the English Language Learners are beginners, thirty-three (33%) percent are intermediate, twenty-two (22%) percent are at the advanced level and twenty-two (22%) percent are at the proficient level. Performance results of English Language Learners on the NYSESLAT are as follows:

Modality and Grade	**Number Tested**	**Beginner Level**	**Intermediate Level**	**Advanced Level**	**Proficient**
Listening and Speaking (Grades K-1)	27	**(0-18)** 2	**(19-31)** 5	**(32-36)** 7	**(37-39)** 13
Reading and Writing (Grades K-1)	27	**(0-14)** 9	**(15-24)** 8	**(25-32)** 3	**(33-35)** 7
Listening and Speaking (Grades 2-4)	19	**(0-18)** 0	**(19-31)** 1	**(32-36)** 7	**(37-39)** 11
Reading and Writing (Grades 2-4)	19	**(0-14)** 0	**(15-24)** 1	**(25-32)** 7	**(33-35)** 11
Listening and Speaking		**(0-18)**	**(19-31)**	**(32-36)**	**(37-39)**

(Grades 5-6)	3	0	0	1	2
Reading and Writing (Grades 5-6)	2	**(0-14)** 0	**(15-24)** 0	**(25-32)** 2	**(33-35)** 1

New York State results in *English Language Arts* in 2009 indicated that of the fifteen (15) English Language Learners tested in Grades 3, 4 and 5, no students scored at Level 1, 33% scored at level 3 and 66% scored at Level 2.

New York State results in *Mathematics* in 2009 indicated that of the 81% of English Language Learners in grades 3, 4 & 5 scored at Levels 3 and 4. Sixteen (16) students were tested; thirteen (13) students met and/or exceeded standards.

New York State results for Grade 4 *Science* in 2009 indicated that of the six (6) students tested, all scored at either Level 3 or 4.

In order to meet the linguistic needs of our English Language Learners, as well as comply with parental choice and CR Part 154, P.S. 124 provides English as a Second Language instruction through push-in and pull-out models to all eligible students.

Students are grouped according to their level of language proficiency and grade. Students in the beginner and intermediate language proficiency level are provided with three hundred and sixty (360) minutes of ESL instruction a week. Students in the advanced language proficiency level are provided with one hundred and eighty (180) minutes of ESL instruction a week. In addition to receiving 180 minutes of ESL instruction, advanced students also receive 180 minutes of ELA instruction a week.

The ESL program provides students with the opportunity to acquire English through ESL methodologies and serves as a focal point of reinforcement for English Language Learners. The ESL teacher uses ESL methodologies, which include Total Physical Response (TPR), Cognitive Academic Language Learning Approach (CALLA), and Cooperative Learning while incorporating them into a balanced literacy workshop model. Materials used include books in English and in various native languages (including varied genres), visual imagery props, CDs and audiocassettes. The above-mentioned methodologies, techniques and approaches help the English Language Learner develop their basic interpersonal skills in the beginning of their language development and as they progress in their language acquisition.

The cornerstone of our curriculum is a commitment to literature. We are committed to immersing children in books that illuminate their experiences, enrich their language and learning and enable them to have high expectations of books as sources of enjoyment and information. In addition to complying with one of the seven recommendations of the Chancellor, the Language Allocation Policy will serve to assure the

development of a quality, uniform ESL instructional program that meets the needs of English Language Learners as they move toward meeting high expectations and learning strategies set for all children.

PART II-ELL IDENTIFICATION PROCESS

Parents complete the Home Language Identification Survey and reviewed by the licensed ESL Teacher. An oral interview of the parent and child is conducted by the pedagogue to determine the dominant language. If the dominant language is one other than English, then the Language Assessment Battery-Revised is administered.

A parent orientation focused on parent options for ELL programs is conducted in October by the ESL Teacher and Spanish-Bilingual Assistant Principal. Parents receive brochures that explain the benefits of each program and have an opportunity to ask questions about these programs. Parents are informed of the program availability at PS 124; ESL pull-out and push-in.

Program survey and selection forms are returned to the ESL Teacher and reviewed. Parents who attend the orientation meeting complete them at that time. Forms are sent to parents via backpack who do not attend the orientation meeting. The ESL Teacher maintains an ATS report/list of students and follows up on missing forms via the classroom teacher and phone calls by the bilingual assistant principal. Should parents choose programs not available in the school, they are provided with a list of schools that have the program they selected.

LAB-R results are reviewed to determine eligibility and proficiency level. Students are grouped according to grade and proficiency level in our ESL Program. The ESL program is the only ELL program available at our site.

PART III-ELL DEMOGRAPHICS

A. ELL Programs

Grade Level	K	1	2	3	4	5
Pull Out		7	9	7	5	4
Push In	16	2				

B. Programs and ELLs by Subgroup
Number of All ELLs: 46
Number of SIFE: 2
Number of newcomers: 12
Number of ELLs in years 4-6: 7
Number of ELLs in special education: 17
Number of long-term ELLs: 7
Breakdown of number of ELLs by subgroups and years of service: See charts below.

NYSESLAT Results by Grade Level
Spring 2008-2009

Level	Beginner	Intermediate	Advanced	Proficient
Grade				
K	7	4	0	1
1	2	4	2	6
2	1	6	0	2
3	1	0	4	0
4	0	1	3	1

ELL Years of Service
2009-2010

Grade	K	1st	2nd	3rd	4th	5th
Yrs. of Service						
0	11	1	0	0	0	0
1	4	9	1	1	0	0
2	0	0	7	0	2	0
3	0	0	1	5	1	0
4	0	0	0	1	0	0
5	0	0	0	0	2	0
6	0	0	0	0	0	4
7	0	0	0	0	0	0

C. Home Language Breakdown and ELL Programs

Percent of ELLs by Grade Level and Language
2009-2010

Grade	K	1	2	3	4	5
Language						
Spanish	86%	90%	89%	71%	100%	100%
Bengali	7%	10%	0%	14%	0%	0%
Arabic	7%	0%	11%	0%	0%	0%
Cantonese	0%	0%	0%	14%	0%	0%

D. Programming and Scheduling Information

English Language Arts are taught through literacy strategies such as the Teacher's College Reading and Writing Workshop models. In addition, Science and Social Studies are incorporated through ELA instruction for all levels. The instructor follows the scope and sequence in each grade for these content areas. Math is addressed through literature and practical scenarios (ex. Using money to purchase ingredients in cooking projects in addition to learning to measure while following recipes).

Students who are receiving ESL services for four to six years continue support by participating in various intensive and small group programs. Sunrise Academy, taking place three (3) days a week focuses on literacy skills and strategies while Saturday Academy focuses on math skills and strategies. After-school programs and reduced class sizes in all grades ensure that long term ELLs receive the support they need.

The plan for long term ELLs include participation in Sunrise Academy, Saturday Academy and after-school programs.

For ELLs identified as having special needs, the instructor pushes in the classroom and supports the teacher using realia, visual props, manipulatives, and TPR methodologies. Lessons using these strategies are modeled for the teachers and paraprofessionals as well. These pedagogues are included in staff workshops given by the ESL instructor.

For those students who have reached proficiency on the NYSESLAT, transitional support is provided by the Sunrise Academy. In addition, former ELLs are given ESL testing accommodations for two years.

For newcomers, we provide an environment that encourages oral development and social interaction. Students are encouraged to use their native language to further support their language development and to express understanding or to ask for clarification. In addition, books in various native languages are available to support instruction. For Students with Interrupted Formal Education (SIFE), we offer early morning or Sunrise Academy sessions, after school programs and Saturday Academy that serve as academic intervention to further support language development.

F. Professional Development and Support for School Staff – 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 programs are attended by the ESL teacher in house, in addition to off-site programs offered by the Office of English Language Learners and the Department of Education. In house professional development is ongoing and continuous. On site professional development includes planning sessions and grade meetings with classroom teachers in Kindergarten through 5th grade, training and collaboration with the media specialist, and working with the current Aussie in monthly collegial circles.

Off-site professional development includes study groups on assessment and promotional policy, and Quality Conversations in the Native Language Arts Classroom given through the Office of English Language Learners. The target audience for professional development workshops is teachers of English Language Learners. Other professional development for the support of English Language Learners will be attended as they are announced by the New York City Department of Education.

Continuous professional development will support the supplemental instructional program by providing various strategies for guiding instruction, assessing instruction and for implementing effective instruction. By attending professional developments, the ESL teacher will be kept abreast of current and novel teaching methodologies as well as enabling communication between herself and classroom teacher.

General Education teachers participate in a minimum of four (4) hours yearly of In-House professional development provided by the ESL Teacher and administrative staff that focus on ESL methodologies, assessment and the NYSESLAT, best practices, language and literacy learning and language acquisition. Teachers *also* participate in off site professional development provided by the New York City Department of English Language Learners.

The Assistant Principal supervising ESL holds a Master's Degree in TESOL (Teaching English to Speakers of Other Languages) and provides professional development in-house to staff including secretary and parent coordinator.

G. Parental Involvement

All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Programs and activities to be offered include ESL classes for adults, instructional and literacy strategies to use with children at home, in addition to informational sessions about English Language Learners regarding testing and promotional policy. Language of service will be in English,

however, there will be translation if needed. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at the parent workshops.

Parent workshops will take place throughout the 2009-2010 school year, bi-monthly, for a duration of one (1) hour for a total of four (4) hours/year. The workshops will take place in the early evening during the week. The workshop provider is the current certified ESL teacher.

A partnership with the community YMCA provides students with after school homework help, in addition to providing ESL classes for parents.

The needs of parents are evaluated with the annual School Learning Environment Survey, regular PTA meetings and parent surveys.

Part IV: Assessment Analysis

NYSESLAT Results by Grade Level
Spring 2008-2009

Level	Beginner	Intermediate	Advanced	Proficient
Grade				
K	7	4	0	1
1	2	4	2	6
2	1	6	0	2
3	1	0	4	0
4	0	1	3	1

B.

To assess the early literacy skills of our ELL students we use ECLAS-2, Fountas and Pinnell and TCRWP. With these tools we are able to assess reading levels, comprehension, and phonemic awareness skills. We differentiate instruction according to this data and the students' various needs. The 2008-2009 ELA results showed that our ELL students' performance level was below their peers on the same grade. This data had a direct impact on our school's instructional plan, and is addressed as a goal in our current CEP.

Data patterns from the NYSESLAT and LAB-R exams reveal that students are more proficient in the listening and speaking modalities. In addition, results show that students need more support in reading and writing across grade levels.

Because of these assessment patterns, ESL instruction includes specific ELA strategies. For example, the ESL instructor conducts the reading and writing workshops as part of her daily instruction.

The success of the ESL program is determined by gains made on the NYSESLAT exam. In addition, the program success is determined by students excelling in their mainstream classes and performing at or above grade level on state exams.

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) PK-5 **Number of Students to be Served: 46 LEP _____ Non-LEP**

Number of Teachers 1 **Other Staff (Specify) _____**

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.

The Title III Program will serve seven (7) English language learners in 3rd grade. The language background of these students is Spanish except for one. The Title III program will provide ESL instruction and support focusing on various test preparation and newcomer language skills including basic interpersonal communication and cognitive academic language skills.

II. Instructional Program

Based on the New York State English as a Second Language Assessment Test (NYSESLAT) and the English Language Arts assessment, it is apparent that a supplementary instructional program in ESL is essential to the academic and social success of our English Language Learners. In addition, the arrival of upper grade newcomers also suggests the need for a supplementary ESL program. The Title III Program will support

student English language development in basic interpersonal communication and cognitive academic language skills. The program will take place two days after school for two hours (2) hours per day for a total of four (4) hours per week for a total of 24 hours/year. The program will include one (1) free standing group of seven (7) students per group to include a newcomer program and assessment preparation program. A certified ESL teacher will provide instruction in English. The Principal will be the supervisor in charge.

The supplemental newcomer program will focus on the following instructional activities, including acquiring and practicing basic interpersonal communication skills through small group hands on activities. Students will work on collaborative language projects, participate in Total Physical Response activities, listen and respond to read-alouds, and use visual props to aid communication. In addition, students will have exposure to a variety of literary and communicative genres. The program duration will begin in February 2010 and continue throughout the 2009-2010 school year.

The assessment preparation program will focus on test taking strategies, time management strategies, understanding the language of tests, using native language glossaries in addition to reading and comprehension strategies. The duration of the assessment preparation program will begin in February and run to the beginning of June focusing on various assessments as they arrive. The program will focus on ELA, Math and NYSESLAT preparation.

Supplemental materials will be acquired for Title III to provide support to the newcomer and test preparation groups. Instructional materials including teacher and student books, teaching aids, and other various appropriate realia will be purchased.

IV. Parent Activity

All parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Programs and activities to be offered include ESL classes for adults, instructional and literacy strategies to use with children at home, in addition to informational sessions about English Language Learners regarding testing and promotional policy. Language of service will be in English, however, there will be translation if needed. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at the parent workshops.

Parent workshops will take place throughout the 2009-2010 school year, bi-monthly, for a duration of one (1) hour for a total of four (4) hours/year. The workshops will take place in the early evening during the week. The workshop provider is the current certified ESL teacher.

Form TIII – A (1)(b)

School: 15K124 **BEDS Code: 331500010124**

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session	$3,093.12	**After school program for grade 3 students to support ELA and Math content. Two (2) days per week, for two (2) hours per day, for a total of four (4) hours per week. This includes teacher and supervisor's salary.**
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$10,406.88	**Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, Picture Books, Digital Cameras, Photo Printer, Printing Supplies, Mini Video Recorders, Paper, Laminating Supplies, Book binding Machines, Professional Texts, Words Their Way Materials, Student Notebooks, Readers Theater.**
Educational Software (Object Code 199)	$1,000	**Renewal contract for ELLIS software.**
Travel		
Other	$500.00	**Excursion to Pizzeria Uno to participate in personal pizza making.**
TOTAL	$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.

Analysis of the following:

a. ATS Reports of ethnic survey
b. Home Language Surveys
c. Emergency Blue Cards
d. Learning Environment Parent Surveys

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.

- Results of findings indicate a need for Spanish translation of documents; Parent Compact, Parent Involvement Policy, report cards, and school calendars. Translators are provided at workshops, PTA meetings and during Parent Teacher Conferences.
- Findings were reported to School Leadership Team Members and at PTA meetings.

Part B: Strategies and Activities

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

- In-House school staff: Parent Compact (yearly), Parent Involvement Policy (yearly), report cards (quarterly), and school calendars (monthly), PTA Meeting Minutes (monthly)

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.

   - In-House school staff: Translators are provided at workshops, PTA meetings, IEP meetings and during Parent Teacher Conferences.
   - Translation and Interpretation Unit: Translators used via phone services during registration process as needed and translators contracted during Parent-Teacher Conferences in the fall and spring.

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.

   - Parent Coordinator phones Translation and Interpretation Department for over the phone translations
   - School has posted the availability of translation services in the main hallway
   - Bilingual school staff are made available for translations to assist teachers, IEP meetings, ELL parent workshops
   - Bilingual Assistant Principal and Principal assists PTA, workshop presenters, school staff and district officials with oral translation

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:	$321,095	$71,599	$392,694
2. Enter the anticipated 1% set-aside for Parent Involvement:	$3210.95		$3210.95
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$715.99	$715.99
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$16,054.75		$16,054.75
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$3579.95	$3579.95
6. Enter the anticipated 10% set-aside for Professional Development:	$32,109.50		$32,109.50
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$7,159.90	$7159.90

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _85.7%__

9. If the percentage of high quality teachers during 2009-2010 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.

   One teacher is currently enrolled in college courses in his teaching assignment to become licensed. His tuition expenditures are covered by Title I funding. He will be reimbursed upon successful completion of his course work at the end of the school year. .

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

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

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

P.S. 124 Title I Parent Involvement Policy
2008-9/2009-10 School Years

1. P.S. 124 will take the following action to involve parents in the joint development of the District Parental Involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA:
   - convene several meetings to actively involve parents in planning and developing the Parent Involvement Policy.

2. P.S. 124 will take the following action to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
   - The parents on the School Leadership Team will engage in the process of school review and improvement.

3. P.S. 124 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs such as: Learning Leaders and Literacy Inc. by:
   - encouraging parents to participate in all literacy related workshops and other curriculum training.
   - encouraging parents to attend Family Science and Family Math Nights.
   - encouraging parent participation in Learning Leaders and Literacy Inc. in order to volunteer in classrooms.

4. P.S. 124 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include

identifying barriers to greater parental involvement. The findings of the evaluation will be used to redesign strategies for more effective parental involvement policies if necessary.

- The evaluation will be conducted via a parent design survey translated into Spanish.
- The Parent Coordinator will be responsible for assisting the PTA Advisory Board in collecting and collating the findings.
- A meeting will be convened to discuss findings and plan revisions as needed.

5. P.S. 124 will build parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school, parents and the community to improve student academic achievement through the following activities specified above (See # 3).

a.) The school will provide assistance to parents in understanding the following topics through conferences, parent meetings, and workshops:

- the State's student academic assessments including alternate assessments
- the requirements of Title I, Part A
- how to monitor their child's progress
- how to work with educators

b.) P.S. 124 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Ensuring that a majority of parent documents be translated into the native language
- Provide oral translations when necessary

c.) P.S. 124 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- Involving the parent coordinator in faculty conferences
- Including parental involvement agenda items in faculty conferences and School Leadership Team meetings

d.) P.S. 124 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Encouraging participation in Learning Leaders and LINC
- Bringing in outside agencies to provide information to parents about childhood development

e.) P.S. 124 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Adoption
This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by ELL Meeting provided in the Fall 2008.

This policy will be adopted by P.S. 124 on November 18, 2008 and will be in effect for the period of 2008-09 and 2009-10 school years. The school will distribute this policy to all parents of participating Title I Part A children on or before November 30, 2008 & November 30, 2009.

Principal's Signature: _____

Date: _____

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

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

P.S. 124 School Parent Compact
2008-9/2009-10 School Years

School Responsibilities

P.S. 124 will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- by providing staff development opportunities for teachers to reflect on their practices of reading and math through ongoing training in best practices.
- by having the consultants model exemplary practices in reading and math teachers observe and have time to discuss the teaching strategy modeled.
- by planning and identifying the focuses to the Standards as outlined in *A Comprehensive Approach to Balanced Literacy: A Handbook for Educators, published by the New York Department of Education* and a *Comprehensive Approach to Balanced Mathematics: A Handbook for Educators.*
- supporting literacy and mathematics for at-risk learners through small group instruction
- holding parent-teacher conferences annually during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: In November and March.
- providing parents with reports on their children's progress three times a year as part of the child's report card
- providing parents with reasonable staff access for consultation during one of the teachers weekly preparation periods and an information sheet with the numbers of key staff (guidance counselor, nurse, parent coordinator, principal, school psychologist, etc.)
- providing parents opportunities to volunteer and participate in their child's class monthly as part of Parents as Reading Partners, Parents as Math Partners and Learning Leaders.

Parent Responsibilities

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

- reading together with my child every day,
- providing my child with a library card,
- offering praise and encouragement for academic achievement,
- staying informed about my child's education and communicating with the school,
- reading all notices sent home with my child in the Home School Communication Folder and responding appropriately,
- making sure my child is on time and prepared everyday for school,
- scheduling daily homework routines,
- making sure homework is complete,
- providing an environment conducive for study,
- monitoring the amount of television my child watches,
- supporting my child's learning by making education a priority in our home by:
    - monitoring attendance
    - talking with my child about his/her activities every day
- volunteering in my child's classroom and/or volunteering to support school related activities,
- participating, as appropriate, in decisions relating to my children's education,n
- participating in school activities on a regular basis,

- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate,
- communicating positive values and character traits, such as respect, hard work and responsibility,
- respecting the cultural differences of others,
- helping my child accept consequences for negative behavior,
- being aware of and following the rules and regulations of the school and district,
- supporting the school's discipline policy, and
- expressing high expectation and offering praise and encouragement for my child's academic, social, and emotional successes

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable) – Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

   See pages 13-15

2. Schoolwide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See pages 16-18

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

    - Literacy professional development by Community Learning Support Organization and Australian United States Services in Education
    - Full Time Math Coach
    - Mentoring of new teacher
    - On site coaching
    - Off Site Professional Development by New York City Core Curriculum
    - Family workshops by Literacy Inc., Learning Leaders, Health Plus, school staff

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

    - Not Applicable

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

- Monthly Parents as Reading Partners (grade Pre-kindergarten to 2)
- Monthly Parents as Math Partners (grades Pre-kindergarten to 2)
- Monthly Breakfast and Tea with the Principal (all grades)
- Curriculum Conferences in the September (all grades)
- Literacy Workshops by school staff
- ARIS workshops by parent coordinator
- Bilingual Parent Lending Library
- Instructional Technology Workshops by school staff
- Learning Leaders Volunteer Program
- Cookshop

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.

    - Phase-In Program for Early Childhood Families
    - Support by Academic Intervention Services Personnel to address separation anxiety
    - Parent Surveys
    - One on one conference with families and teachers: Getting to Know YOU!

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.

    - Grade Meetings
    - ARIS
    - Collaborative Team Planning
    - Monthly In-School Professional Development Sessions
    - Development of social and emotional expectations

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.

    - Full Time Reading Recovery Teacher
    - Small group instruction 150 minutes per week: Sunrise Program
    - Reduced class size in kindergarten, first grade and third grade

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.
    - Child Abuse Prevention Program
    - NYPD School Safety: Bullying and Gangs
    - Gang Retention Intervention and Training
    - Transitioning into Middle School
    - Community Friends as Reading Partners: Career Day

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR[1] 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

[2] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

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

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

The instructional cabinet has met to examine this finding and plan accordingly. We have looked at, and will continue to examine, our maps with accompanying rubrics and checklists on all grade levels. We have aligned all of our writing units of study to the New York State Standards in English Language Arts Standards. On most grades our writing curriculum maps are accompanied by rubrics or checklists which address performance standards. These rubrics help keep our teaching in line with the standards. We will work towards creating more of these rubrics in all of the grade maps. We also need to work on a tighter vertical alignment. In the area of instructional materials, our school is quite rich. Our classrooms have classroom libraries that reflect all genres. Last year we received a Title 3 grant and ordered additional books (many in Spanish) to supplement our classroom libraries. We recognize the need for children to have easy access to books on their reading levels and work hard to provide this for our students..

We use the Acuity Periodic Assessments to check for trends throughout the grades and to analyze the students' strengths and weaknesses. As these assessments are directly aligned with the NYS ELA standards we are monitoring and adjusting instruction accordingly. We have implemented "Data Days" in all of the grades this year. In the upper grades, we plan around the Acuity exams as well as other informal assessments.

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

☒ Applicable ☐ Not Applicable

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

We have successfully aligned our writing calendars to the state standards and are working on doing the same with our reading calendars. We will revisit our maps using the standards to plan for specific skills and strategies to be addressed during each reading unit of study. We will work towards creating a stronger vertical plan that will be available for all grades through our school website.

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.

We will use our current instructional schedule to address the alignment of state reading standards to our current reading maps on each grade level. Teachers will be provided with additional periods to look at student work and plan to address student needs.

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.

Based on the analysis of the results of the New York State Mathematics Exam, our students struggled with problem solving strands. Students were not always able to choose the correct operation(s) when solving a word problem.

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

☒ Applicable ☐ Not Applicable

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

Our current mathematics instructional program; Everyday Mathematics, is a standards based math program that has proven to be successful with students and teachers with the support of a full time math coach. Our standardized exam results have been very positive and our students enjoy mathematics. We conduct a math competition in the upper grades every year and teachers institute math games into every unit of study. In addition, our school provides family math workshops twice a year and Parents as Math Partners once a month whereby parents learn the games students are playing in school to support automaticity.

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.

Our school instituted math journals two years ago for students to demonstrate their thinking about problem solving skills. We will create bi-weekly math word problems for grades 2-5 to assess students' abilities and understandings and adjust instruction accordingly.

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.

Classroom observations indicated that teachers use a variety of teaching models to deliver effective instruction to our students.

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?

Our school uses the Balanced Literacy Model of instruction to support literacy learning. Students participate in whole, small, partner and independent group learning on daily basis. Formal classroom observations in literacy are focused on the workshop model of instruction and supervisors are cognizant of giving teachers feedback that will improve instruction in this area.

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.

2B – Mathematics Instruction

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

mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Classroom observations have indicated that teachers engage students in partner work and small guided group work during the math instructional period. The math coach acts as a liaison between classroom teachers and administration. Lessons with teachers are planned and supported by the math coach during regular individual conferences as well as at grade meetings.

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?

Our school focuses its instruction on the workshop model. Students are engaged in a mini-lesson, receive guided practice, then are expected to work in small groups, with partners, or independently. Teachers work with students needing additional support during group work time. This is the expectation for every mathematics lesson. Also, teachers pose math problems using Smart Boards and overhead projectors. Students are directed to websites with activities that support these skills for use in classrooms and at home.

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.

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.

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

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.

PS 124 is a small school with a stable staff. An analysis of organization sheets indicate that 90% teachers hired in the past five years have remained on staff into the current school year. The majority of pedagogues at PS 124 have 8 or more years in the 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?

School organization sheets maintained on file for the past five years indicate that staff is stable and the few teachers that have left are still in the teaching profession or have retired.

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.

PS 124 reviewed the survey results from teachers in the 2008-9 Learning Environment Survey. The results indicated that our school needed to provide time for teachers to meet with the ESL Specialist to debrief student progress, plan for academic success and learn more about ESL assessment in order to adapt instruction for students.

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?

See 4.1

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.

In planning for the current school year, we instituted administration periods that belong to supervisors to address staff professional development needs. We are ensuring that every classroom teacher and out of classroom personnel receive professional development on ESL methodologies, assessment, language acquisition and best practices.

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.

PS 124 reviewed the survey results from teachers in the 2008-9 Learning Environment Survey. The results indicated that our school needed to provide time for teachers to meet with the ESL Specialist to debrief student progress, plan for academic success and learn more about ESL assessment in order to adapt instruction for students.

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?

2008-9 Learning Environment Survey results indicated that teachers needed more support in this area.

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.

In planning for the current school year, administrators took into consideration that teachers needed time to understand the assessment and the expectations of the state. Each grade has already received professional development in this area or will before December 31, 2009.

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.

In faculty conferences and Pupil Personnel Committee meetings, it was discovered that many teachers needed more support in this area.

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

☒ Applicable ☐ Not Applicable

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

Teachers have expressed concerns regarding their teaching practices as it relates to this population.

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 have begun to address this area by providing all teachers with students with disabilities copies of the IEPs and conferring time with the IEP teacher to review the IEP and answer questions related to it. In addition, the PPC creates an instructional plan for some

students with IEPs based on assessments that are shared with parents. ***Our school needs more support in this area from the central office.***

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.

In faculty conferences and Pupil Personnel Committee meetings, it was discovered that many teachers needed more support in this area.

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

☒ Applicable ☐ Not Applicable

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

Teachers have expressed concerns regarding their teaching practices as it relates to this population.

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.

We have begun to address this area by distributing IEPs to all teachers who have students with disabilities, making the IEP Teacher available to staff and assigning a point person for each grade on the PPC. In addition, the PPC creates an instructional plan for some students with IEPs based on assessments that are shared with parents. ***We need more support in this area from the central office****.*

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

   Twelve (12)

2. Please describe the services you are planning to provide to the STH population.
   Last year, we provided students with school supplies and plan to do the same this year. We also provided a workshop for parents on securing affordable housing and their rights as tenants. We also conducted community outreach and secured food donations from Pathmark during the holiday season.

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.