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**PS 127K  
THE MCKINLEY PARK SCHOOL**

**2009-2010  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 20K127  
ADDRESS: 7805 – 7<sup>TH</sup> AVENUE  
TELEPHONE: 718-833-2323  
FAX: 718-836-9427**

Submitted: January 19, 2010

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: PS 127 SCHOOL NAME: The McKinley Park School

SCHOOL ADDRESS: 7805 – 7<sup>th</sup> Avenue, Brooklyn, NY 11228

SCHOOL TELEPHONE: 718-833-2323 FAX: 718-836-9427

SCHOOL CONTACT PERSON: Pauline Frank EMAIL ADDRESS: [PFrank@schools.nyc.gov](mailto:PFrank@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pauline Frank

PRINCIPAL: Pauline Frank

UFT CHAPTER LEADER: Irene Gaglio

PARENTS' ASSOCIATION CO-PRESIDENTS: Dana Anzalone & Robin Quiles

STUDENT REPRESENTATIVE:  
(Required for high schools) N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 20 SSO NAME: ESO / CFN #11

SSO NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Karina Costantino

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Pauline Frank	*Principal/Faculty	
Irene Gaglio	*UFT Chapter Chairperson/Faculty	
Dana Anzalone	*PA/PTA Co-President/Parent	
Fatima Abeer Ayesh	Title I Parent Representative	
Mirella Renda	DC37 Representative	
Anna Gold	Member/Teacher	
Deborah Postler	Member/Teacher	
Anita Kelly	Member/Teacher	
Robin Quiles	Member/PTA Co-president	
Catherina Lee	Member/Parent	
Nadine Ruzzier	Member/Parent	
Anne Solomon	Member/Parent	

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

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

PS 127 is a small elementary school located in Dyker Heights, Brooklyn serving 430 diverse learners in kindergarten through grade five. All of our classes are heterogeneously grouped with students of mixed ability levels. We have general education classes on all of our grades; collaborative team teaching classes in kindergarten and grades one, two and three; a grade 3-4 bridge class that is a self-contained special education class.

Dyker Heights is a changing community that has welcomed many new residents from all over the globe. A typical ESL class on any grade will be comprised of students speaking many different home languages including Arabic, Chinese, Spanish, Urdu, Russian, Polish, Albanian and Korean. It is our goal to welcome all of our families and celebrate our cultures and languages together.

Students learn through a differentiated, balanced approach to literacy and numeracy. The workshop model effectively allows our teachers to deliver instruction in a scaffolded manner. Children are supported at each level of learning. Technology is an important tool we use to support instruction. Using different modalities we strive to meet the needs of individual learners.

PS 127's arts teachers/specialists bring lessons to the children in visual arts (art history and making art) and music (recorder and keyboard lessons, general and choral music). Staff and contracted arts specialists bring dance and movement into the school including ballroom dancing through our partnership with American Ballroom Theater. The arts are celebrated all-year-round through concerts and exhibitions and festivals.

Academic intervention services are provided by teachers in small groups that focus on the specific needs of our students identified through one-to-one conferences with students, NYS and NYC approved assessments and teacher-made assessments. We also have trained teachers implementing Reading Recovery to help struggling first graders and Leveled Literacy Interventions for students in other grades that benefit from intensive, small-group instruction.

The extended day program serves both mandated and voluntary students. Mandated students receive small-group academic intervention services three days each week. About 100 students attend our voluntary enrichment programs including a Theater Arts Company (drama, writing, dance, music), Visual Arts, Kindergarten Puppet Theater, "Brain Games" Club and Electronic Keyboard Lab, "Squeek Squad" (technology 3-5); Tiny Techs (technology 1-2).

Our Competent Kids Caring Classrooms program provides social-emotional education activities for all students. This program also includes a book of the month literacy component.

Professional Development is an essential ingredient in our formula for success. Literacy Support Systems, AUSSIE and Teacher's College have provided the bulk of the professional learning activities for us in recent years. The administration has also facilitated in-house turn-key training, inter-visitations to our own classrooms and other schools, common preparation periods for collaborative planning and sharing of best practices. Our literacy/math coach supports new teachers and oversees our programs. Teachers are encouraged to seek professional learning experiences that improve their teaching skills.

Many students attend our after-school program provided through OST, the DOE and our community partner Young Dancers in Repertory. This after-school program is arts-rich and provides time for homework help.



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. 127 Mckinley Park							
District:		20	DBN:	20K127	School BEDS Code:		332000010127		
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7				11
	K	√	4	√	8				12
	1	√	5	√	9				Ungraded
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2008-07	2007-08	2008-09		2008-07	2007-08*	2008-09		
Pre-K	0	0	0		93.8	93.7	TBD		
Kindergarten	71	77	73	<b>Student Stability - % of Enrollment:</b>					
Grade 1	63	70	78	<i>(As of June 30)</i>					
Grade 2	61	54	64		2008-07	2007-08	2008-09		
Grade 3	73	57	58		95.7	90.1	TBD		
Grade 4	58	57	58	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5	79	55	63	<i>(As of October 31)</i>					
Grade 6	0	0	0		2008-07	2007-08	2008-09		
Grade 7	0	0	0		62.2	69.8	72.4		
Grade 8	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 9	0	0	0	<i>(As of June 30)</i>					
Grade 10	0	0	0		2008-07	2007-08	2008-09		
Grade 11	0	0	0		0	11	TBD		
Grade 12	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Ungraded	0	0	0	<i>(As of October 31)</i>					
Total	405	369	386		2008-07	2007-08	2008-09		
					15	6	3		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2008-07	2007-08	2008-09		2008-07	2007-08	2008-09		
# in Self-Contained Classes	7	11	11	Principal Suspensions	7	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	11	28	Superintendent Suspensions	2	0	TBD		
Number all others	26	12	22	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>					
	2008-07	2007-08	2008-09		2008-07	2007-08	2008-09		
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>					
<i>(As of October 31)</i>					2008-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers	30	33	32		
# receiving ESL services only	86	71	62						

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	0	0	Number of Administrators and Other Professionals	4	7	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2008-07	2007-08	2008-09	(As of October 31)	2008-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.0	60.6	75.0
				% more than 5 years teaching anywhere	63.3	57.6	59.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-07	2007-08	2008-09		93.0	94.0	97.0
American Indian or Alaska Native	0.5	0.0	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	93.1	100.0
Black or African American	1.2	1.4	1.3				
Hispanic or Latino	17.3	20.3	22.8				
Asian or Native Hawaiian/Other Pacific Isl.	17.5	18.4	14.5				
White	63.5	59.9	61.4				
Male	50.9	48.5	51.0				
Female	49.1	51.5	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2008-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – 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		5	4	3	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data			TBD		
School Environment:	TBD	Quality Statement 2: Plan and Set Goals			TBD		
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals			TBD		
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals			TBD		
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise			TBD		
Student Progress:	TBD						
(Comprises 60% of the Overall Score)							
Additional Credit:	TBD						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>BH</sup> = 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			
* = 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?

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##### Performance Trends

Performance levels have remained high in all areas (reading, math, science, social studies) and all students continue to participate in our arts programs at every grade level. During this past year we did see an increase in the percentage of students showing growth of one or more years in ELA (present 5<sup>th</sup> grade students that took the 4<sup>th</sup> grade ELA last year) but this continues to be an area of concern on which we will maintain focus. Formative assessments done by teachers on a regular basis is also indicating that student growth in ELA is slowest in the third grade.

##### Greatest Accomplishments

The school has continued to meet AYP in all measured areas despite the changing demographics of the school. The school's poverty rate has risen steadily since we gained Title 1 status several years ago but this has not affected the academic achievements of our students.

Despite budget cuts we have been able to maintain instructional, arts and social development programs for our students as well as professional development for our staff.

A self-contained special education class and the growth through the grades (K-3+4 next year) of collaborative team teaching classes has enhanced our programs and services to the children of our neighborhood. This past year we introduced our third grade self-contained special education students to the NYS testing program. For these children, some dealing with multiple challenges, standardized testing was a daunting experience. The results of their first efforts in the testing system are admirable. Regarding the special education population, we are also proud of the fact that we have been able to place several children in less restrictive environments during the past two years because they have made good progress in our programs.

The opening of an after-school program through DYCD and OST in partnership with our long-time community partner, Young Dancers in Repertory, has been a great help to our families. Free after-school care in a safe and orderly environment has made life much easier for 110 of our students. This program also provides childcare and fun during school recesses and vacation periods.

Our Pupil Personnel Team has increased its effectiveness in recent years. The team communicates well with all constituencies in the school. Teachers are using tiered activities to identify students that consistently show special needs over time. These children are referred to the team. The team gathers information about each case and discusses it at length before making recommendations on

how to proceed. At risk services are put in place for a period of time and the child is observed carefully. If the team finds that the child's situation requires an evaluation the process is carried out in a timely manner.

Most significant aids or barriers to schools continuous improvement

The most significant aid to the school's continuous improvement is the stable and talented teaching staff and support teams in the school. The cooperation of the majority of our parents is also a great help. As long as we continue to function as a school family that takes care of all of our children we will continue to do well.

Barriers that we face include an inadequate facility that is more than 100 years old, budget loss, continually changing central organization of the NYC Department of Education.

This old school building is in good condition because it has been cared for by its inhabitants. However, the funding needed to keep it modernized to meet the needs of 21<sup>st</sup> century students and educators is inadequate. Lack of power, proper wiring, updated computer hardware and modern electronic equipment are problems we face. Because of the age of the building upgrades and any work on the building requires asbestos abatement that is costly and time consuming. At present, a City Council grant is helping us to upgrade the wiring in the building to provide enough power to air condition all rooms.

We still do not have a real gymnasium where we can conduct physical education activities. Despite this difficulty we intend to fully participate in FitnessGram during this school year. The City Council has also helped us to fund the renovation of our school yard to include play equipment, repaving and painting of games and a track.

Our cafeteria is too small to prepare and serve all of the 'free' lunches to which our students are entitled. Each side of the cafeteria can safely accommodate barely 100 of the 430 students in the school in one seating. This necessitates the scheduling of 3 lunch periods daily, as well as a very crowded breakfast program.

Each year, the administration struggles with the budget to make sure all of our basic needs are funded. With our PTA we use every opportunity to ask for or 'find' (through fund-raising) additional monies to buy services and materials we need to support our basic programs. We also seek free opportunities to support or improve our facility such as NY Cares Day when we have had crews of college students and corporate volunteers work with us to clean, paint and beautify our building.

In less than ten years we have seen significant changes in the central governance of our school system and provision of organizational services. We went from community school districts to regions to empowerment to Children First Network. The constant reshuffling of offices and personnel makes it difficult for the school-based people to contact people for services we need. It is our hope that with the new CFN structure in place, we will be able to access services more easily.

## 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.

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**Goal #1: By May 2010, 67% of students in grades 4 & 5 will demonstrate at least 1 year (or more) progress in ELA as measured by the NYS ELA Test.**

The results of the 2008 NYS ELA and the school's progress report indicated that students in our tested grades were mostly performing at high levels but were not showing the 1+ years growth. The 2009 NYS ELA scores showed more students showing 1+ years progress and still maintaining a high performance rate but the school realizes that improvement needs to continue. We will continue to work to increase the growth of all of our students, specifically targeting grades 4 and 5 for whom we will receive NYS ELA results indicating growth or lack of it this school year.

**Goal #2: By May 2010, 72% of students in grades 4 and 5 will demonstrate at least 1 year (or more) progress in mathematics as measured by the NYS Mathematics Test.**

The results of the 2008 NYS Math and the school's progress report indicated that students in our tested grades were mostly performing at high levels but were not showing the 1+ years growth. The 2009 NYS Math scores showed more students showing 1+ years progress and still maintaining a high performance rate but the school realizes that improvement needs to continue. We will continue to work to increase the growth of all of our students, specifically targeting grades 4 and 5 for whom we will receive NYS Math results indicating growth or lack of it this school year.

**Goal #3: By June 2010, 70% of students in grades 3 will demonstrate at least 1 year (or more) progress in reading as measured by the Fountas and Pinnell Assessment System.**

In examining historical data we have noticed that third grade students have not progressed sufficiently in reading as measured by formative assessments (running records based on the Fountas and Pinnell guided reading levels), the results of which are recorded in data folders for each class. The historical data is showing that the average third grade student is progressing only two levels or less in guided and independent reading. The benchmarks indicate that students reading on grade level in the fall of grade 3 need to improve at least 3 levels to meet the spring benchmark for the grade. This lack of progress or slow progress has affected the performance and growth of the students in the fourth grade as shown by the NYS ELA administered in January 2009. Each student will be assessed in September 2009 using the Fountas and Pinnell Assessment System. This assessment will be repeated in June 2010 to measure growth. Daily reading workshops will be conducted in each third grade class. Teachers will continue with other formative assessments (running records, customized

Instructionally Targeted Assessments from Acuity) to measure interim progress and to drive instruction. Instructional strategies will be used in a differentiated approach to meet the needs of individual learners. Teachers will be supported by a literacy coach and staff developer.

**Goal #4: By May 2010, 90% of teachers in the school will participate in an inquiry project focused on an instructional issue.**

All classroom teachers will participate in an inquiry project with their grade colleagues as mini-teams (2-5 members depending on grade). They will choose a focus for their inquiry by examining student work together. Each team will be required to share their findings at various times during the school year and to participate in a spring share fair. The school's original inquiry team (members are out of classroom teachers) will continue their study of a group of students in the 4<sup>th</sup> grade (identified last year) that did not show one year of progress in reading during their second grade year. Using the data gathered on these students last year the team will identify a new change strategy to continue working with this group to maintain or increase their momentum

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal #1: By May 2010, 67% of students in grades 4 &amp; 5 will demonstrate at least 1 year (or more) progress in ELA as measured by the NYS ELA Test.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All classes in grades 4 and 5 will have daily reading and writing instruction delivered through a workshop model, including shared reading, guided reading, read-aloud, mini-lessons, book clubs and individual conferences with students. Teachers will focus on higher level questioning designed to boost comprehension. Enrichment through the arts and technology will be integrated into daily lessons. Differentiated instructional strategies will be used to address needs of all students. Test preparation sessions provided during the school day, extended-time and after-school. Staff: 5 classroom teachers (4 general education, 1 special education); literacy coach; 2 supervisors; 5 cluster teachers (including arts and library-media specialists, science and social studies teachers); AIS/Enrichment Reading teacher; 4 per session teachers. Professional Development provided for all teachers to support work to improve comprehension and support instruction for ELL students. Learning Leaders Parent Volunteer tutors will also be assigned to students requiring additional assistance. Activities will take place from September 2009 – June 2010.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom and cluster teachers TL FSF &amp; CFI; Cluster teachers also funded with Title 1 SWP; Supervisors funded through TL FSF &amp; CFI and Title 1 SWP; Literacy coach funded through C4E and Title 1SWP; reading teacher is funded with Title 1SWP; PD is funded with Title 1SWP; Title 3; TL FSF. School schedule includes common preparation periods to allow for grade meetings (monthly or as needed) and also provides teachers with a PD period each week. Whole staff trainings are planned for citywide staff development days.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will use periodic formative assessments, one-to-one conferences to monitor progress of all students. Teachers do running records as needed (but at least once each month). All grade 4 &amp; 5 students will take part in ACUITY assessments (2 ITA, 1 predictive). Students that are reading on grade level are expected to progress at least 3 levels (as indicated by Fountas &amp; Pinnell leveling system). Writing will be monitored using the Teachers' College Writing Assessment rubrics. Supervisors and literacy coach will meet with classroom teachers periodically to review data (progress or lack of it) and discuss the effectiveness of instructional strategies.</p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #2: By May 2010, 72% of students in grades 4 and 5 will demonstrate at least 1 year (or more) progress in mathematics as measured by the NYS Mathematics Test.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All classes in grades 4 and 5 will have daily mathematics instruction delivered through a workshop model using the Everyday Mathematics Program in whole class, and small group settings and individual conferences with students. Differentiated instructional strategies will be used to address needs of all students. Classroom teachers and AIS reading teacher will use intervention strategies to assist students in comprehending math problems, focusing on math terminology and commonly used math vocabulary. Teachers will focus on higher level questioning designed to boost comprehension of verbal problems and deep understanding of mathematical concepts for students that show they are proficient or better at grade level skills. All students will benefit from this strategy as well, as it presents the children with more challenging ideas and tasks. Differentiated test preparation sessions will be provided during the school day, extended-time and after-school for math students at all performance levels. Staff: 5 classroom teachers (4 general education, 1 special education); AIS reading teacher; SETSS teacher; coach; 2 supervisors; cluster teachers (including arts and library-media specialists, science); 4 per session teachers. Professional Development will be provided for all teachers to support work to improve questioning technique and boost comprehension and solution seeking techniques for verbal problems. Learning Leaders Parent Volunteer tutors will also be assigned to students requiring additional assistance. Activities will take place from September 2009 – June 2010.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Classroom and cluster teachers TL FSF &amp; CFI; Cluster teachers also funded with Title I SWP; Supervisors funded through TL FSF &amp; CFI and Title 1 SWP; reading teacher is funded with Title 1SWP; Coach funded through C4E and Title 1SWP; PD is funded with Title 1SWP; Title 3; TL FSF. School schedule includes common preparation periods to allow for grade meetings (monthly or as needed) and also provides teachers with a PD period each week. Whole staff trainings are planned for citywide staff development days.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will use periodic formative assessments, one-to-one conferences to monitor progress of all students. All grade 4 &amp; 5 students will take part in ACUITY assessments (Instructionally Targeted Assessments and Predictives). Classroom teachers will administer Everyday Mathematics Unit Assessments each month (or at the end of each unit of study). Teachers will observe students as they play math games to see that they are applying math concepts, vocabulary and strategies.</p>

	It is projected that more than 85% of all students tested with EDM unit tests and ITAs will show adequate progress in the areas measured.
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**Subject/Area (where relevant):** English Language Arts

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Goal #3: By June 2010, 65% of students in grades 3 will demonstrate at least 1 year (or more) progress in reading as measured by the Fountas and Pinnell Assessment System.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	All classes in grade 3 will have daily reading and writing instruction delivered through a workshop model, including shared reading, guided reading, read-aloud, mini-lessons, book clubs and individual conferences with students. Teachers will focus on higher level questioning designed to boost comprehension. Classroom teachers will use articulation cards to identify starting reading levels in September to group students for guided reading. The Fountas & Pinnell Assessment System will be administered in order to confirm the starting level of each student and to further identify individual needs of students. Students that are at-risk of not reaching the third grade benchmarks will be serviced by the AIS reading teacher in small groups (push-in program during school day) and will be mandated for extended-time instruction. If the student is at high risk of failure, the classroom teacher may assign a Learning Leaders tutor or other volunteer to provide further support. Teachers will focus on vocabulary development as well as activities to strengthen comprehension skills beyond retelling of reading materials. Higher performing students (grade level or better) will participate in book clubs to generate more focused discussion of reading material using higher order thinking skills. All teachers will track student progress and focus instruction on needs determined through formative assessments. By mid-year (end of January) students that are not making adequate progress will be identified, parents notified and if possible, further interventions will be applied (at-risk SETSS, test prep). Third grade teachers will work collaboratively with the literacy coach and AIS teacher to shape the instructional program. Supervisors will periodically meet with teachers and coach to examine data and discuss implications on instructional practice. Staff: 4 classroom teachers (3 general education, 1 special education); literacy coach; 2 supervisors; 4 cluster teachers (including arts and library-media specialists, science teachers); AIS Reading teacher; 2 per session teachers. Professional Development provided for all teachers to support work to improve comprehension and support instruction for ELL students. Learning Leaders Parent Volunteer tutors will also be assigned to students requiring additional assistance. Activities will take place from September 2009 – June 2010.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom and AIS reading teacher funded with TL FSF &amp; CFI and Title 1 SWP; Supervisors funded through TL FSF &amp; CFI and Title 1 SWP; Literacy coach funded through C4E and Title 1SWP; PD is funded with Title 1SWP; Title 3; TL FSF. School schedule includes common preparation periods to allow for grade meetings (monthly or as needed) and also provides teachers with one PD period each week. Whole staff trainings to support literacy instruction are planned for citywide staff development days.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Classroom teachers (with assistance from AIS teacher &amp; coach as needed) will assess students periodically throughout the year. The Fountas &amp; Pinnell Assessment System will be administered at the beginning of the school year (September/October) and at the end of the school year (May/June). All eligible third grade students will take the Acuity assessments (ITA 2X &amp; predictive) in ELA. Running records will be administered by all teachers periodically to monitor progress and target instruction. Teachers will maintain data folders to track guided reading, independent reading. Students that begin the school year reading at grade level or better are expected to progress three levels or more (Fountas &amp; Pinnell leveling system) to demonstrate 1 or 1+ years growth. Students that begin the school year reading below grade level are expected to progress more than three levels to reach or approach grade level at the end of the year.</p>

Subject/Area (where relevant):                     Inquiry Projects                    

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal #4: By May 2010, 90% of teachers in the school will participate in an inquiry project focused on an instructional issue.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The School Inquiry Team that was formed two years ago will continue with their current project following the progress of 15 students in the 2011 graduation cohort. This team is made up of out-of-classroom teachers. This year all classroom teachers will form grade level inquiry teams. They will identify a problem of practice as their focus. Their inquiry will help them to improve their instructional practice and increase teacher effectiveness. Teachers will meet during their common preps as needed. Each team will gather various types of data (formative and summative) that is pertinent to their focus. They will work together to analyze the data, formulate a change strategy and effect changes in their practice. All inquiry projects will begin in the fall of 2009 and must be completed by May 2010 or sooner. Projects will be shared at a share fair during the June Professional Development day.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers may request funding to support participation in professional development workshops pertaining to their project. This funding will come from Title 1 funds. Training regarding the inquiry process will be provided by our School Inquiry Team, Data Specialist and CFN #11 staff. The school schedule provides each grade with 4 common preparation periods each week and also includes an additional 6<sup>th</sup> period for professional development activities. This common time will allow teachers to meet and work on their projects.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each month at grade meetings, grade supervisors will ask for an update on the projects. The supervisors will monitor projects and must approve requests for funds and time to attend workshops. Supervisors will require a mid-project reflection in order to identify successes and challenges in bringing the project to successful completion. The project will be shared at the school-wide share fair in June 2010.</p>

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	4	0	0	17
1	44	22	N/A	N/A	3	0	3	20
2	21	21	N/A	N/A	6	0	2	14
3	49	33	N/A	N/A	8	0	0	19
4	34	18	6	14	7	0	0	13
5	35	25	0	12	1	0	0	3
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Small group instruction (push-in/pull-out) with reading specialist during school day</b></li> <li>• <b>Small group instruction during extended day (10 or less students per teacher or 5 or less special education students per teacher)</b></li> <li>• <b>Reading Recovery (1:1 for 30 minutes each day for 20 weeks)</b></li> <li>• <b>Wilson (small groups with classroom teacher or paraprofessional)</b></li> <li>• <b>Foundations (whole class instruction supported by 1:1 or small group reinforcement)</b></li> <li>• <b>At-risk SETSS (8 or less pupils with a special education teacher in pull-out instructional group for 45 minutes each day)</b></li> <li>• <b>One-to-one tutoring by Learning Leader volunteer (1:1 or small group tutoring in the classroom focused on issues identified by the teacher using materials from the teacher)</b></li> <li>• <b>Peer tutoring (partner work in the classroom)</b></li> <li>• <b>Extended time program (3 days per week for 50 minute period small group instruction using various methods including but not limited to technology supported practice, guided reading and writing, interactive read-aloud, Wilson, Foundations, LLI, Reading Recovery, TC Writing Project methodology)</b></li> <li>• <b>Leveled Literacy Intervention (LLI) (3:1 with a teacher trained to use the program during extended time program – 3 days each week for 50 minute period)</b></li> <li>• <b>Test Prep – focus on test taking strategies in the classroom, extended time and after school for limited number of weeks prior to the NYS ELA test.</b></li> <li>• <b>ESL support (10 beginner level students with one ESL teacher during extended time 3 days per week for 50 minute period; will introduce Imagine Learning online tutorial program this year)</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Small group instruction (push-in/pull-out) during school day</b></li> <li>• <b>Small group instruction during extended day (reinforce Everyday Math lessons using manipulatives, games, extension activities)</b></li> <li>• <b>One-to-one tutoring by Learning Leader volunteer</b></li> <li>• <b>Peer tutoring</b></li> <li>• <b>At-risk SETSS (8 or less pupils with a special education teacher in pull-out instructional group for 45 minutes each day)</b></li> <li>• <b>Test Prep – focus on test taking strategies in the classroom, extended time and after school for limited number of weeks prior to the NYS Math test.</b></li> </ul>

<b>Science:</b>	Extra support is provided by the classroom, cluster and extended day teachers through the use of hands-on activities, content area big books as well as experiential learning through field trips, leveled reading material in the content area
<b>Social Studies:</b>	Extra support is provided by the classroom, cluster and extended day teachers hands-on activities including work with primary source material, documents and artifacts, content area big books, leveled reading material in the content area and related field trips
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Small group or individual counseling as needed. Supportive classroom visits (to see individual students or to teach a whole class lesson) as needed.</li> <li>• Uses literature, games, and hands-on activities</li> <li>• Positive Reinforcement</li> <li>• Reinforcement of lessons from Competent Kids Caring Classrooms</li> <li>• Crisis counseling</li> <li>• Parent outreach</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Individual crisis counseling as needed</li> <li>• Parent outreach</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Individual or small group counseling as needed</li> <li>• Crisis counseling</li> <li>• Parent outreach</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Open-Airways training provided by school nurse for students diagnosed with asthma – Series of lessons to teach children how to manage their condition and when to seek help.</li> <li>• Contact with parents by school nurse or guidance counselor with assistance from school administrator (as needed) regarding at-risk health-related issues.</li> <li>• Speech – small group or 1:1 as mandated or recommended by SBST (short-term services)</li> <li>• OT – mandated services as per IEP to support academic growth</li> <li>• PT – mandated services as per IEP to support academic growth</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Language Allocation Policy (LAP) 2009-2010  
PS 127K/ McKinley Park School  
CFN Network 11**

LAP Team

Pauline Frank	Agatha Alicandro	Rosann Vento	ToniAnn Laudicina
Principal	Assistant Principal	Parent Coordinator	Literacy Coach
Caroline Nicolosi	Dana Isaac		
ESL Teacher	Guidance Counselor		

**The current instructional program available to ELL students** is a pull-out / push-in English as a Second Language Program (ESL).

Demographic Information

Total number of ELLs: 83 students      Percent of Student Population: 20%

*Number of students by grade in each language group*

	K	1	2	3	4	5
Spanish	10	6	7	2	0	2
Chinese	4	2	2	2	0	0
Cantonese	0	0	0	0	0	0
Russian	1	0	1	0	0	0
Bengali	0	0	1	0	0	0
Urdu	0	0	1	1	0	0
Arabic	9	9	6	6	3	3

Korean	0	0	0	0	0	0
Polish	0	0	1	0	0	1
Albanian	0	1	0	0	1	0
Indonesian	0	0	0	0	0	0
Portuguese	0	0	0	0	0	0
French	0	0	0	0	0	0
Italian	1	0	0	0	0	0
Slovak	0	0	0	0	0	0
Total # ELLs by grade	25	18	19	11	4	6

P.S. 127 is a small, urban, Title I school located on Seventh Avenue and 78<sup>th</sup> Street in Dyker Heights, Brooklyn serving children in Kindergarten through grade five. It is a three-story structure, built in 1900, that houses nineteen classrooms. In addition there is a music lab, library, multi-purpose room, various small instructional rooms housing special programs, a schoolyard and two small lunchrooms (separated by the boiler room) in the basement.

The student population is economically, culturally and linguistically diverse. Of the 424 students enrolled about 15% are recent immigrants of many different countries. Many more come from families where the home language is not English. Many of these students are enrolled in our ESL program when they first begin school.

### Parent Choice

After reviewing the Parent Survey and Program Selection forms for the past few years it is apparent that parents overwhelmingly prefer to have their children in an ESL program rather than a bilingual program. A fact that influences this choice is that there are not enough ELL students in a grade or contiguous grades from the same language group to form any bilingual class. Parents also prefer to have their children in their zoned school. Most parents also choose to have their children in an ESL setting rather than a bilingual setting during the regular school day. If they select a bilingual program it would mean that their children would have to travel to another school. Some of the ELL students attend schools that teach their first language after school or during the weekend.

### Assessment Analysis

**NYSESLAT Results 2007** (report indicates the students' present grade).

	K (LAB- R)	1	2	3	4	5
Number of students scoring at Beginners (B) level		9	1	3	2	2
Number of students scoring at the Intermediate (I) level		8	4	1	0	1
Number of students scoring at the Advanced (A) level		0	14	7	2	3

After examination of the NYSESLAT results in 2009 the following patterns emerged. Kindergarten level does not reflect any numbers because the results of their first NYSESLAT are not yet available. Upon entering kindergarten the eligible students are administered the LAB-R. 25 students will be mandated for ESL from the new kindergarten cohort. In grades 1-5 six students scored at proficient level during the 2009 testing period. These children will not receive ESL services during the 2009-10 school year.

#### Content Areas

##### Math

The school's main concern in this area was reading verbal problems in English. Test preparation sessions and after-school classes concentrated on these problems.

On the *NYS math test* for grades 3-5 in 2009, all ELL students met the criteria for promotion.

##### *NYC Interim Assessments*

ELL students did not show significant differences in achievement in these assessments from their non-ELL classmates. No patterns noted

##### English

On the *NYS ELA* for grades 3-5 in 2009, all tested ELL students met the criteria for promotion. Those students that have less than one year in an ELSS were not tested.

*NYC Interim Assessments* – Beginning ESL students were not required to take these assessments. Intermediate level students and advanced students did take them. Achievement varied. No patterns noted.

**The implications for the school's LAP and instruction are as follows:**

The ESL pull-out / push-in model requires careful scheduling so that service times do not interfere with literacy or math blocks set up for each grade. However, this model does provide good support for the ELL students. The ESL teacher must articulate with classroom teachers on a weekly basis (or more often if the need arises). Because PS 127 is a small school this is easily carried out.

It is important that all classroom teachers understand the needs of the ELL students in the class. The ESL teacher has met with all teachers to explain the 3 levels of proficiency and how their students are categorized. They are also required to use differentiated instructional approaches so ELL students receive the support they need. The ESL teacher serves as a resource person for all teachers in how to work with their ELL students.

All upper grade teachers focus attention on vocabulary development in literacy and content area studies for all students but with special attention to ELL students. Bilingual dictionaries are available for the students both in ESL class and in their home classrooms. The children are permitted to borrow the dictionaries for home use. Upper grade teachers are also encouraged to set up “listening centers” for the ELL students’ use. The books and tapes provide invaluable language experiences for the children.

The balanced and individualized approach used in the literacy program at all grade levels affords ELL students many opportunities to interact with other students, on a one-to-one level with the teacher and some classes had the assistance of tutors and AIS teachers.

Some of the ELL students that enroll in our school in the upper grades do come with skills in their first language. In most instances their ability to read and write in their first language has given them the needed background to acquire a second language more quickly than those without any language experience. The skills and strategies they already understand and use to read and write in their first language are mostly transferable to their learning of the structures and sounds of English. Students that do not have any experience with printed language or writing in their first language and who have limited oral/aural skills in their first language, do not have any language skills to transfer. Strong skills in the first language are of great assistance to the children learning English. These children progress more quickly than those without any first language skills other than the ability to speak the language.

An after-school program to support the ELL students that need to take standardized tests was valuable to this population. ELL students need to become more sophisticated test-takers just as the general population does. More focus on academic, content-area vocabulary is a big help to ELL students.

### **Description of program model**

All ELL students identified by the 2009 NYSESLAT as well as the LAB-R for the 2009-10 Kindergarten class receive the mandated 180 minutes of instruction per week through a pull-out ESL program. The children in the Beginning and Intermediate ranges received an additional 40-minute period of instruction each day to total the required 360 minutes of mandated instruction per week. The first 200-minutes of instruction is delivered in grade groups. The additional instructional minutes for the Beginning and Intermediate level students are delivered in mixed groups. Only one ESL teacher is available to deliver this service to all of the students.

With additional funding (Title 3, Title 1) the school will be able to introduce digital support for our ELL population that will continue to support English acquisition outside of the ESL classroom (regular classroom settings, extended time classes, after school classes, work at home and parent support). The funding is needed for software, site licenses for internet access to a digital ESL program, additional hardware for teacher and student use. The school has reviewed the Imagine Learning English program and believes that this program will help us to extend ESL instruction throughout the school day and after school.

#### **Grades K-2**

Noting the outstanding progress of our lower grade students we examined both the instruction in the ESL and the classroom literacy periods. The balanced approach to teaching literacy in the early grades proves to be very effective in the early grades for our ELL students. They are exposed to a lot of oral English during daily shared-reading and read-aloud sessions. They are given the opportunity to participate in oral English exercises in a supported environment (reading with the teacher and with classmates). The ELL students work in small groups for more focused instruction during guided reading (learning strategies and skills needed for decoding and comprehension). ELL students also have the opportunity to meet individually with their teachers during independent reading and writing sessions to discuss their work and ask specific questions. Teachers keep track of student progress by taking running records and through teacher created quizzes and tests. Writing is evaluated through the use of rubrics based on the standards. The word work sessions in the early grades focus a lot of attention on the structures of the English language. These lessons are of great help to ELL students. All lower grade classes have “listening centers” and ELL students are given more opportunities to use the books and tapes than other students. The exposure to oral English and the text it follows helps the children to perfect their listening skills, pronunciation and reading skills. A similar type of activity is provided by “living books” that are interactive stories presented in software. The ESL pull-out program provides these students with another shared reading/writing and/or guided reading/writing experience each day. The ESL teacher provides instructional support and remediation when needed.

#### **Grades 3-5**

Instruction in the testing grades is similar in approach to that of the lower grades. However, there is more emphasis on the acquisition of academic vocabulary and preparation for standardized tests. The ESL teacher and classroom teacher plan with these emphases in mind. The use of bilingual dictionaries has been helpful as well although direct translation is not the method of choice. The students retain the new vocabulary they learn when it is embedded in a context for them. A thematic approach is helpful. The themes chosen by the ESL teacher are related to current work going on in the respective grades.

Curriculum maps and pacing calendars provided by the grades are very helpful to the ESL teacher for planning purposes and when

choosing new materials for purchase.

Students reaching the proficient level are provided with continuing support by the Reading Support program or an AIS teacher when necessary after they exit the ESL program. This has proven to be a good practice.

Students that show little progress or very slow progress after three years in the ESL program are usually referred to the Academic Intervention Team for screening and if necessary, to the School Assessment Team for testing if problems appear to have roots in issues other than second language acquisition.

Materials used in the ESL program:

- Rigby's On Our Way to English
- Flash cards and photo library
- Big Books
- Guided Reading Books
- Books with Tapes
- Picture Dictionaries
- Bilingual Dictionaries

Future purchase as funding allows:

- Imagine Learning English

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

**Form TIII – A (1)(a)**

Grade Level(s) K-5 Number of Students to be Served: 79 LEP 0 Non-LEP

Number of Teachers 1 ESL teacher Other Staff (Specify) n/a

## 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.

Historically, PS 127 has had very limited response from LEP students for after school and weekend programs because the majority of our LEP students are in the early grades. The school day becomes too long for the children, especially on Monday, Tuesday and Wednesday when we have 50 minutes of extended time instruction for the children already in place. Saturdays have not been popular either, again because of the age of the children. It has also been difficult to find a certified ESL teacher that can add these hours to their work day. The administration also recognizes the necessity for students to have support in their regular classrooms during instructional hours beyond the mandated minutes when they are in the free-standing pull-out ESL program. An additional ESL certified teacher will be hired F-status for 2 days per week for 15 weeks to provide additional ESL support through a push-in program in the students' own classroom during content area instructional time. The teacher will specifically target small groups (2-6 pupils) of LEP students in classes to support their learning of content area material. The teacher will plan with the classroom teacher and will articulate with the ESL teacher that delivers mandated services for information and data that will inform her work with each LEP student. The F-status teacher will also service a group of LEP students during the extended-time program focusing on students in grades 3, 4 and 5 that are taking the standardized tests.

**Comment [A1]:** Suggestion: describe why the F-status teacher will be supplementing ESL instruction during the school day instead of an early-bird/after school or Saturday program

**Comment [A2]:** A total of -----

P.S.127 will be implementing an interactive Software program for our English Language Learners called Imagine Learning English. This program is specifically designed to meet the ELL student's individual needs. ELL students at all levels of language acquisition in grades 2-5 will be participating. This program also provides native language support for beginning level students. Students will be able to use the software program daily for up to 30 minutes. Because the program is online, it can be accessed anywhere in the school building through our wireless internet. Students will attain English proficiency while meeting State academic achievement standards. Title 3 will provide partial funding for the purchase of this online program and the requisite software.

**Comment [N3]:** Include revision items noted for part 1 Done

Using this program ELL students will be provided with follow-up practice assignments that will be done on a laptop computer in the ESL classroom or back in their own classroom. The assignments will be on targeted skills determined by the ESL teacher to be areas of need for the student. The student will be able to complete the leveled assignment at his/her own pace each day. The certified ESL teachers and classroom teacher will be able to retrieve reports on the student's progress. Parents will also be able to receive reports about their children's work in this program.

The ESL teacher and classroom teacher have analyzed the data provided for ELL students from the NYSESLAT, NYS ELA, periodic assessments and the classroom teacher's literacy data folders (info from classroom assessments), conference notes, observation notes and writing portfolios. On every grade it has been found that students are performing at many different levels of proficiency. Teachers are in need of ways to address the

individual needs of their students after teaching lessons to the class or group of learners. The concept lessons can be taught to the group or class but the practice material needs to be tiered. Imagine Learning English will provide a way for teacher to tier the practice material.

Additional technology will assist the ESL push-in and classroom teachers in providing additional support for ELL students during the regular school day and during extended-time instruction. The use of an interactive white board (SmartBoard) by ESL teachers in her classroom for instruction will help students to focus on lessons as well as provide a means for the teacher to show students how to work with various components and activities in the Imagine Learning English program. The interactive nature of the software can be demonstrated easily on the SmartBoard. Students can access the internet-based program using the smaller and less costly netbooks that can be brought back to their own classrooms at times for students to continue working on their activities later in the school day or during the extended-time program for ELL students. The use of an ELMO document projector can facilitate the enlargement of text and pictures that the ESL and classroom teachers can use to share text during literacy lessons. The use of the ELMO would be very effective for extended-time instruction of ELL students where the beginner level students can be exposed to a larger variety of enlarged texts used in a shared reading approach. Title 3 funds will provide partial funding for the cost of this equipment.

**Comment [N4]:** This paragraph adds the use of technology we need to purchase to support ESL instruction.

ELL students in grades K-5 will participate in an arts enrichment residency program in script writing and performance from Learning Through Expanded Arts Program, Inc. (LEAP). The specially designed program addresses the needs of students with limited English proficiency and creates a language rich environment where all students can succeed. A variety of learning approaches and hands on activities will focus on developing oral and written communication skills. A certified teaching artist (that has been trained to work with ELL students) will provide additional time working with the ESL teacher and ELL students using the four modalities (speaking, listening, reading and writing) through a script writing and performance program. The artist will provide these services through a weekly residency program that will last 7 weeks; each participating group meeting with her for one hour workshops during the school day. The ESL teacher and the classroom teacher will participate in the workshops so they can extend the activities once the artist leaves. At the end of the 7 week residency, the participating ELL students will have the opportunity to present their work in a performance. Various venues will be offered (small group, classroom, grade, assembly, parents, etc.) so that students can present in one that is comfortable for them.

**Comment [N5]:** Include revision items noted for part 1 done

The LEAP scriptwriting and performance program was selected because it is an activity that all ELL students can participate in during the school year and develop skills in English language public speaking. This program will provide students with a way to use their strengths and the skills they are learning to create presentations that they will share with their peers and parents.

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

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All Teachers in the school will attend a LEAP workshop where the teaching artist will present and involve them in various ways to use theater arts to encourage participation of ELL students in literacy experiences. The strategies they will learn will be tailored specifically for the ELL population that may function at different levels of English proficiency. There will be no expense incurred to the Title 3 budget for teacher coverages.

**Comment [A6]:** If coverages are needed, please adjust buget to allow for this. Otherwise note: at no expense to the T3 budget.

Teachers will also gain skills and strategies in working with ELL students by participating in the workshops with the children when they work with their LEAP artist. These are techniques that teachers will be able to incorporate in their daily teaching and work with ELL students and other learners. The administration will facilitate the participation of the ESL and classroom teachers through flexible programming on residency workshop

days. Time will also be provided for teachers to debrief and collaborate (articulation and professional development periods are already built into the school schedule).

**PARENT AND COMMUNITY PARTICIPATION**

Imagine Learning English includes a component through which reports can be generated for parents so they can see their children’s progress. The school will be sending home these reports periodically. The program includes a way to generate the reports in most of the home languages of our students. This will be very helpful to our parents. Our PTA will provide opportunity for the ESL teacher and her students to demonstrate the program (via SmartBoard) at a general PTA meeting.

At the beginning of the LEAP residency program all parents of participating students will be notified about the activity. We will ask them to save a date for a performance at the end of the residency. Parents of participating students and other school community members will be invited to various performances and presentations of the participants of the script writing program from LEAP as the culminating activity. The students will be working on their scripts with the goal of performing for an audience (their parents, teachers and peers).

**Form TIII – A (1)(b)**

School: PS 127 McKinley Park School

BEDS Code: 332000010127

**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)	\$9,618	Two-day F status ESL teacher (\$331.66x29 days) for push-in ESL support program including extended-time group.
Purchased services	\$3,200	LEAP arts enrichment residency program for ELL students

**Comment [A7]:** Breakdown budget by \$49.89 (teacher)x2 x 15

<b>Supplies and materials</b>	\$576	Partial funding for SmartBoard; Netbooks, ELMO
<b>Educational Software (Object Code 199)</b>	\$1,606	Partial funding for Imagine Learning start up software
<b>Travel</b>	\$0	n/a
<b>Other</b>	\$0	n/a
<b>TOTAL</b>	\$15,000	

**Comment [A8]:** Suggestion: mention one which the money will go to; or show breakdown of \$ for each piece of equipment

### **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**

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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.

During the registration process, each family is asked to inform us of the language in which they would like to receive written communications if available. This is done through the telephone translation service if needed. The school's Parent Coordinator also speaks to parents that come to the office and asks them about language preferences when appropriate. The ESL teacher meets with all of her students' parents each year at the start of mandated services and shares the information through video presentations available in different languages. She notes the parents' preferred languages and passes this information on to the pupil accounting secretary who then checks the records to ensure that we have the correct preferred language on record. The PTA executive board and officers as well as our Title 1 committee officers are aware of the availability of translation and oral interpretation services. They have been encouraged and assisted by the administration and Parent Coordinator to use these services as needed. The parent leadership is also very actively involved with the different language groups in our community. They provide us with valuable information from the groups in terms of their needs for translation or oral interpretation services.

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.

All findings about our school community involving parents are shared through our PTA, SLT and our Parent Coordinator. What we have found is that a small percentage of our parents need translated written materials. In many cases where the home language is other than English, there is a family member that does read and write English and the family prefers to receive the communications in English. We continue to offer the translations and only stop sending them at the request of the family. When we send out a communication about a parent workshop, we do ask if an attending parent would need oral interpretation services. If we do not have a parent or staff member available to do oral interpretations we will call a service.

## Part B: Strategies and Activities

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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.

Schoolwide communications for parents will be sent to the DOE translation unit to be translated into the major home languages needed in the school. PTA notices will be translated by the translation unit as needed. Brief notes regarding students daily interactions will be translated by staff members that are fluent in the home language of the target family. Notes sent home regarding students but not involving confidential information may be translated in writing by a volunteer parent that is fluent in the language. If a translator is not available to do a written translation, the school may use the telephone translation service from the DOE to contact a parent.

The DOE has also been able to provide translated communications online that are easily accessed by administrators and teachers. This has been very helpful.

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.

Parent Committees and the PTA are aware that funds are available for translation services from outside contractors for meetings. Volunteers for most languages have come forward and do assist at many meetings. Many families bring their own translators to parent-teacher meetings. Using children as translators is discouraged. The DOE telephone translation service is used as needed.

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

The DOE poster regarding translation services is prominently posted in the school lobby and in the main office as well. Notices about these services are sent home at the beginning of the school year.

**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:	\$378,305	\$56,257	\$434,562
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,783.05		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$562.57	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,915.25		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,812.85	
6. Enter the anticipated 10% set-aside for Professional Development:	37,830.05		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$5625.70	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

- 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy. (see attachment B)**
- 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact. (see attachment B)**

**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.

### **Title I Parent Involvement Policy for P.S.127**

**P.S. 127, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P.S. 127’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school’s community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:**

- build a home-school partnership that assists parents in acquiring effective parenting skills;**
- provide parents with the information and training needed to effectively become involved in planning and decision making;**
- increase their understanding of their right to support their child’s education by being involved in the educational process;**
- increase the role of the home in enriching education and improving student achievement; and**
- develop positive attitudes toward the entire school community.**

**P.S.1 127’S Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to**

improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the P.S. 127 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement P.S. 127 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Section 1118 of Title I, Part A;
- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

**P.S.127 will further encourage school-level parental involvement by:**

- holding an annual Parent Curriculum Conference;
- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library;
- starting school clubs for parents and students (e.g., book clubs, chess clubs, etc.);
- hosting events for male parents/guardians and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter; and
- providing school planners for daily written communication between school/teacher and the home.

#### SCHOOL - PARENT COMPACT for P.S. 127

*PS127 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.*

#### SCHOOL RESPONSIBILITIES

PS127 staff will:

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:
  - using academic learning time efficiently;
  - providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
  - respecting cultural, racial and ethnic differences;
  - implementing a curriculum aligned to State standards;
  - offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- **address communication issues between teachers and parents by:**
  - **conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;**
  - **convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;**
  - **arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;**
  - **ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;**
  - **involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;**
  - **providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and**
  - **ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.**
- **provide parents reasonable access to staff by:**
  - **notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and**
  - **providing for Open School activities that include observations of classroom activities.**
- **provide support to parents by:**
  - **assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;**
  - **sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and**
  - **supporting parental involvement activities as requested by parents.**

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PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor my child’s attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child’s extracurricular time such as, afterschool extra learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow the school’s rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will;
  - communicate with my child’s teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
  - respond to surveys and notices when requested;
  - become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
  - participate in or request training that the school offers on teaching and learning strategies whenever possible;
  - take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share the responsibility for the improved student achievement of my child.

\*\*\*\*\*

**STUDENT’S RESPONSIBILITIES**

**I will:**

- attend school regularly and be on time for school;

- complete my homework and turn in all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to solve disagreements or conflicts peacefully; and
- always try my best to learn.

+++++Note the Compact should be sent to Parents/Guardians  
with a note, such as:

I have read and discussed the contents of the School-Parent Compact with my child as it relates to his/her education at PS XX.

Student Signature \_\_\_\_\_

Parent /Guardian Signature \_\_\_\_\_

**This Parent Involvement Policy and School-Parent Compact were distributed for review by the PS 127 Title 1 Parent Committee on November 5, 2008.**

**The final versions of these documents will be distributed to the school community on December 3, 2008 and will be available on file in the Parent Coordinator's office.**

## 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.

Refer to pages 9-10

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

See Action Plan pages 13-17

3. Instruction by highly qualified staff.

All teachers are highly qualified to teach in their assignments.

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.

See School Description page 5; Action Plan pages 13-17

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

PS 127 has welcomed student teachers from many NYC teacher preparation programs (CUNY schools, St. John's University, St. Joseph's College, Wagner College, etc.). Many of these student teachers graduate and return to our school in search of teaching positions. The administration interviews potential candidates for positions and clearly communicates our school's vision and mission. A walk through our beautiful school and a look at the active learning in our classrooms are the best advertisements we can offer to attract highly qualified teachers. Professional Development is a major element in our successful organization and a supportive administration as well.

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

The school's Parent Coordinator communicates personally with parents each day at line-up, at meetings and community events. The PTA and Title 1 committee offer many opportunities for parents to volunteer and join in learning experiences such as trips.

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.

In June, newly registered kindergarten students are invited to take a tour of our kindergarten classrooms with their parents. They meet the present kindergarten students and teachers. In September parents are invited to several orientation meetings (day time and evening) to introduce them to the school. The first day of school is a parent-child orientation session.

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.

Teachers of target grades are consulted at grade meetings, faculty conferences, SLT meetings as to decisions to be made regarding the use of academic assessments. These meetings are held monthly so the staff can continuously be updated and have input if changes need to be made. The testing team is made up of one administrator/supervisor and teachers.

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.

Formative assessments provide teachers with information about students in need of academic intervention. These assessments are given periodically throughout the year. Students found to be in need of intervention are addressed in AIS programs (push-in and pull-out) during the school day, the extended time program and after school test preparation academy. Teachers attend professional development and training programs to prepare them to use various intervention programs such as Reading Recovery, Leveled Literacy Intervention, Reading Reform. Small group instruction and small class size are helpful when addressing students with academic needs. The Pupil Personnel / Academic Intervention Team meets monthly to address issues involving students showing significant academic delays.

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.

The Pupil Personnel / Academic Intervention Team along with pupil accounting, DOE offices of Pupil Transportation, Placement, Special Education, Food Services, Offices of the Integrated Service Center (Youth Development Office) our Empowerment Network Team all work together to see that federal, state and local services and programs are tapped to serve our school population.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A**

**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 N/A**

*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<sup>1</sup> 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.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) N/A**

*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.

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

**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.

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**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)<sup>2</sup> 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

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<sup>2</sup> 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 school engages in planning for the following year in the spring of each school year. The planning is done collaboratively by teachers on each grade in consultation with teachers in contiguous grades. Great care is taken in examining data to determine the success of our instructional program and the areas in which we must improve. Our curriculum maps are re-examined each year in light of our findings. We revise as needed. The original curriculum maps were created in alignment with the NYS/NYC Standards. We also consult the online resources on curriculum posted on the NYC DOE website.

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?

- Curriculum maps are aligned to state and city standards.
- There are ample materials in the school to address the needs of the diverse population we serve. Differentiation of instruction occurs in every classroom using the resources we have.
- If additional resources are needed or a new resource is introduced to our staff that would be useful we purchase it. If budgetary constraints limit our ability to purchase we turn to fundraising or other discretionary funding. Resources are carefully preserved in the school by holding teachers, students and parents accountable for school materials. We have been quite successful in maintaining our resources.

- Student performance in all areas meet AYP each year and the majority of students are performing at or above grade level in all areas.
- Our ELL population is much larger in the early grades. By the third grade most of our ELLs that have been with us for three years are either classified as Advanced ESL students or they have already reached proficiency.

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

## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

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

Everyday Mathematics is used throughout all grades in our school. Teachers follow the pacing calendar and are using a variety of hands-on materials to support the instruction. The unit tests are administered after each unit and do show us what students can and cannot do. This guides instruction. Supervisors observe all classrooms on a daily basis and during a week will have seen a variety of math lessons or other lessons that incorporate math skills. Plan books are checked. Discussions with teachers and between teachers occur often.

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?

The Everyday Math program offers children a variety of ways to approach mathematical problem solving using real world context. Students understand and use math in other content areas such as science, social studies, music and art. Students are observed to actively and appropriately use their math skills throughout the school day (e.g. using rulers during art; counting during music; measuring a particular item for a science activity, etc.). These are all skills they have learned in the math program that the teacher of other content areas do not have to re-teach; the students understand how to proceed.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances

when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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.

- Grade meetings are held monthly
- common preps allow for collaborative planning and discussion on each grade
- Supervisors observe teachers regularly on a formal and informal basis
- Lesson plans are reviewed to see that they reflect engaging and differentiated lessons to meet the needs of 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?

- literacy coach, staff developer and supervisors provide support by guiding teachers to develop motivating and engaging lessons
- workshops were provided on differentiated instruction, identifying students' learning styles and how to reach students in different ways
- intervisitations for teachers to see how colleagues approach instruction
- sharing best practices
- walk throughs

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

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## **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<sup>3</sup>) 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.

- Grade meetings are held monthly
- common preps allow for collaborative planning and discussion on each grade
- Supervisors observe teachers regularly on a formal and informal basis
- Lesson plans are reviewed to see that they reflect engaging and differentiated lessons to meet the needs of students
- Hands on materials are found in abundance throughout all classrooms (commercially purchased or teacher-made)

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?

- Everyday Math provides math games that engage all of our students in practice and reinforcement activities using their math skills
- Teachers tier activities in math
- Small group instruction occurs on a daily basis as students show need

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

2B.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.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

The school's profile indicates a very low turnover rate among teachers in this school. 100% of the teachers are highly qualified. Every effort has been made to retain teachers on staff from year to year. No teachers were rated unsatisfactory. No teacher's probation period was extended.

Comparison of Tables of Organization from this and past years indicates little change in the staff.

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?

Teachers from this school have not transferred to other schools. The only teachers leaving the organization each year were those going on leaves, sabbaticals or retiring. New teachers were hired for new programs (e.g.: newly formed special education classes or collaborative classes).

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

N/A

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#### **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.

- Grade meetings are held monthly
- common preps allow for collaborative planning and discussion on each grade
- Supervisors observe teachers regularly on a formal and informal basis
- Lesson plans are reviewed to see that they reflect engaging and differentiated lessons to meet the needs of students
- Articulation time between classroom teachers and the ESL teacher is built into the schedule

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?

- Each year the school provides professional development for all teachers in effective ways to meet the needs of ELLs in the classroom
- All teachers are aware of testing accommodations for ELLs and why they are provided
- Articulation occurs between the ESL teacher and other teachers on a regular basis
- All teachers expressing the need or desire to attend ELL instruction workshops are assisted in finding the appropriate workshop to attend. Funding is provided to all staff members to attend workshops. Funding for substitute teachers is available to cover classroom teachers that need to attend workshops.
- The administration actively seeks PD opportunities for the entire staff to learn how to work more effectively with ELLs.

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

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**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.

- All classroom teachers and ESL teacher use ARIS and ATS reports to monitor student progress
- Data is gathered for all students, including ELLs in data folders. The data is analyzed and used to drive instruction
- Supervisors actively observe teachers (formally and informally)
- Teachers articulate on a regular basis during common preparation periods and grade meetings

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?

- All teachers use the data and findings about ELL students to collaboratively plan instruction
- The ESL teacher is responsible for administering the NYSESLAT each year and shares the results with all appropriate classroom and cluster teachers to ensure that ELL students' needs are met
- Evidence of ELL support is in every classroom (visuals, laptop computers, various media resources, listening centers, books on CD or DVD, etc.)

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

## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

- Meetings and discussions occur regularly to educate all members of our teams as to the needs of our special education students and students requiring related services.
- All teachers have been trained to use performance indicators
- All teachers have been provided with the IEPs of students in their class and are assisted by the IEP teacher in understanding the information
- There are monthly Pupil Personnel Team meetings where all teachers are welcome to attend and ask questions about or contribute to the compilation of a profile needed to assess a student demonstrating particular needs or problems.
- A clear referral process is in place and all teachers are aware of it
- All teachers have been informed by our testing coordinator and team about the testing process and why accommodations are made for certain students and how we adhere to the mandates in IEPs.

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?

- All teachers have a copy of their students' IEPs
- The growth of the ICT model through grades K-3 has provided an effective venue for general education teachers to learn more about special education (IEPs, differentiated instruction, scaffolding of instruction, learning styles, disabilities, etc.). Teachers are very willing to visit each others classrooms to learn about the programs.
- All teachers often consult with the PPT, related service providers and special education teachers

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. N/A

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**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.

- All IEPs are reviewed annually by the team and parents
- All IEP interim goals are reviewed by teachers and service providers periodically
- Observations and visits to classrooms indicate that modifications are being provided appropriately
- The testing coordinator and team assure the proper implementation of modifications during state tests by planning carefully for adequate time and space to test students requiring testing modifications

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 are aware of their students' testing accommodations and do their best to allow for these accommodations during regular classroom instruction and assessments.
- All classrooms have a variety of equipment/manipulatives for use by students as needed
- Students with IEP modified goals and objectives are included in mainstream instructional activities, are taught grade-level curriculum through differentiated approaches and using support materials and equipment.
- Special Education teachers attend grade meetings with general education teachers where curricula and instruction are discussed.
- In ICT classes the partnership between the special education teacher and the general education teacher is a supportive model. One teacher is able to reinforce lessons in 1:1 instruction or in a small group while the other teacher continues with the rest of the group.

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. N/A

**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.)

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2. Please describe the services you are planning to provide to the STH population.
  - Establish close and constant communication with parents or guardians
  - Provide basic necessities as needed
  - Assist family in getting medical, dental or other services
  - Offer at-risk school counseling if needed

**Part B: FOR NON-TITLE I SCHOOLS N/A**

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.