



**PUBLIC SCHOOL 131**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 15K131**

**ADDRESS: 4305 FORT HAMILTON PARKWAY**

**TELEPHONE: (718) 686-1457**

**FAX: (718) 686-1457**

## **TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

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

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

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Public School 131      **SCHOOL NAME:** Magnet School for Performing Arts

**SCHOOL ADDRESS:** 4305 Fort Hamilton Parkway

**SCHOOL TELEPHONE:** (718) 686-1457      **FAX:** (718) 853-5952

**SCHOOL CONTACT PERSON:** Ruth N. Quiles      **EMAIL ADDRESS:** Rquiles2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Violet Windbush

**PRINCIPAL:** Ruth N. Quiles

**UFT CHAPTER LEADER:** Lorraine Donlon

**PARENTS' ASSOCIATION PRESIDENT:** Oumsaad Chebeur

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

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

**DISTRICT:** 15      **SSO NAME:** Community

**SSO NETWORK LEADER:** Irma Marzan

**SUPERINTENDENT:** Anita Skop

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
<b>Ruth N. Quiles</b>	*Principal or Designee	
Lorraine Donlon	*UFT Chapter Chairperson or Designee	
Oumsaad Chebeur	*PA/PTA President or Designated Co-President	
Rhana Hossain	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Flor Gonzalez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Beatrice Osorio	Member/Parent	
Jessica Barreto	Member/Parent	
Agate Mularczyk	Member/Parent	
Violet Windbish	Member/Teacher	
Haydee Rentas	Member/Guidance Counselor	
Beatrix Illes	Member/Parent	
Marie Martinez	Member/Parent	
Sherry Clarke	Member/Paraprofessional	
Nancy Vido	Member/Teacher	

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

- Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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P. S. 131, Magnet School for Performing Arts, is an elementary school located in the Boro Park section of Brooklyn. We service grades Pre-K through 5 that include Bilingual and Special Education (MIS 1 and CTT). Historically, P. S. 131 has served a population that is largely immigrant and first generation. Our enrollment is currently **91.8%** with classes averaging between 20 -- 28 students. According to the 2008-09 school report, P. S. 131's public ethnic census indicates a diverse population as follows: **Hispanic 63.1%** from 8 different Spanish speaking countries, **Asian 29.7%** from 11 different countries, **White 6.4%** and **Black .8%**. The socioeconomic makeup for 2008-09 indicates that 89.9% of our students are eligible for free lunch. That designates P. S. 131 as a Title 1 School. The attendance for 2008-2009 was **93.1%**. 100% of our teachers are fully licensed and permanently assigned to the school; **89%** hold a masters degree or higher. . For 2008-09, **40%** of our students were identified as English Language Learners (ELL). All classes in P.S. 131 are heterogeneously grouped.

Our students and staff are involved in Teacher's College Reading and Writing Project which works hand-in-hand with the New York City customized Performance Standards. We utilize a workshop model which promotes independence. The model is as follows:

- 10-minute direct instruction
- 5-minute active engagement
- 20- minute independent work time
- 5-minute share

This model is implemented in Reading, Writing and Math.

As a means of supporting the New Math Standards, we have implemented the Standards-Based Everyday Math program for Grades K. This program is evident throughout the entire school. Math Steps and Tantilizers programs will support Everyday Math.

To advance the technology skills of our students, we have a Mac computer lab, consisting of a Mac G5 Server, a 20" iMac Teacher's Station, 25 iMacs and 5 eMacs. Computers have been introduced into every classroom for utilization by our classroom teachers. At P. S. 131, all of our classrooms have internet accessibility. There is a wireless mobile laptop cart available in Grades 2, 3, 4 and 5. Axim Pocket PC handheld computers are being piloted in one classroom in Grade 4. There are Smartboards, projectors, and laptops available in every 4<sup>th</sup> and 5<sup>th</sup> Grade classroom. The Library Media Center has a Smartboard, a Tandberg video conferencing unit, 5 desktop computers and a 10 laptop mobile cart.

Our Science program is a hands-on program. There are two Science clusters that provide lab experiences for the students. Two rooms have been allocated as lab sites with Science equipment. One Science teacher will provide Extended Day Services to those students who did not pass the NYS Science Exam.

Social Studies is planned by individual grades. The teachers follow the NYS Social Studies standards and integrate Balanced Literacy. Classroom libraries are reflective of these current units of study. Projects are utilized as part of their assessment.

We have taken the 37 ½ minute program and created a program called "Special Time". Special Time occurs 5 days a week for 35 minutes a day. All at risk students receive intervention in groups of no more than 10 students. Students on level will receive enrichment during this time. Enrichment includes Science, Visual, Performing Arts, Technology, Physical Education and Library during the day enables all students to benefit from either intervention or enrichment. Students and teacher interests are considered when programming enrichment.

Summer School will service students in Grades 2 through 5. These students are our holdovers and our at risk population. During the summer, the students will participate in the Writing Process and Accountable Talk. Talk will be implemented by paired and literature circles. Students will be engaged in non-fiction text. Math will be a hands-on activity. The focus on Writing and Accountable Talk and Interactive Math will continue throughout the school year 2009-10.

To help facilitate the cultural and social growth of our children, P. S. 131 participates in Project Arts. This will enhance Music, Art, Theater and Dance enrichment. All classes involved in the program receive workshop experiences in Art, Music, Dance and Drama. Several classes receive musical instrument instruction in Recorder study. A band of Wind instruments has been formed and meets with an outside instructor from Brooklyn Conservatory of Music (BCM). Our auditorium has been equipped with professional sound and light equipment. Theater productions are presented monthly, which involve children on designated grades, staff members and parents. Kindergarten is involved with Studio in a School. 2<sup>nd</sup> Graders are in a Dramatization of Literature Program with LEAP. 3<sup>rd</sup> and 4<sup>th</sup> Graders study Recorder. 5<sup>th</sup> Graders have the band with BCM and Theater Arts with Inside Broadway.

We are fostering student creativity and giving them the sense of excitement that comes with a true search for knowledge with our Performing Arts Magnet. The Performing Arts provides an excellent vehicle for achieving that goal. It's the Arts that equip our children with the skills necessary to speak, interpret and create in this new language of the 21<sup>st</sup> Century.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 131 Brooklyn								
<b>District:</b>	15	<b>DBN:</b>	15K131	<b>School BEDS Code:</b>	331500010131				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09		(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	107	91	108			93.1	94.4	95.3	
Kindergarten	117	136	121						
Grade 1	136	117	143		Student Stability - % of Enrollment:				
Grade 2	146	120	119		(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	133	119	134			96.0	93.7	94.5	
Grade 4	122	119	134						
Grade 5	127	118	117		Poverty Rate - % of Enrollment:				
Grade 6	0	0	0		(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0			80.4	84.9	89.9	
Grade 8	0	0	0						
Grade 9	0	0	0		Students in Temporary Housing - Total Number:				
Grade 10	0	0	0		(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	0	0	0			1	3	5	
Grade 12	0	0	0						
Ungraded	0	12	1		Recent Immigrants - Total Number:				
Total	888	841	858		(As of October 31)	2006-07	2007-08	2008-09	
						31	25	27	
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09		(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	13	12	11		Principal Suspensions	8	2	5	
# in Collaborative Team Teaching (CTT) Classes	25	27	33		Superintendent Suspensions	0	0	1	
Number all others	54	51	51						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
					(As of October 31)	2006-07	2007-08	2008-09	
					CTE Program Participants	0	0	0	
					Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09		(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	110	60	68						
# in Dual Lang. Programs	0	0	0		Number of Teachers	52	66	66	
# receiving ESL services only	264	302	302						

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	4	0	Number of Administrators and Other Professionals	7	10	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.5	100.0
				% more than 2 years teaching in this school	75.0	69.7	74.2
				% more than 5 years teaching anywhere	65.4	57.6	54.5
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	94.0	85.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.6	74.3	78.1
American Indian or Alaska Native	0.2	0.1	0.0				
Black or African American	1.6	1.0	0.8				
Hispanic or Latino	63.2	64.0	63.1				
Asian or Native Hawaiian/Other Pacific Isl.	27.0	28.4	29.7				
White	8.0	6.5	6.4				
<b>Male</b>	49.0	49.1	48.8				
<b>Female</b>	51.0	50.9	51.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	5	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	92.3			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	12.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	53.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</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			
				NR = No Review Required			

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

P. S. 131 is a school that is very proud of its' continuous progress. Our NCLB Accountability is a School in Good Standing. In school year 2008-2009 we did not meet the AYP in ELA for Special Education Students. In our progress report of 2008-2009 we did receive additional credit for exemplary gains in ELA for Special Education students.

In ELA we are at 71% of our students attaining proficiency; 74.6% of our students are also making a years progress while 91.6% of our lowest third of students made at least one years' progress. This is a clear indication that our interventions, professional development and coaches are successful for all students in ELA.

In Mathematics 87.8% of all students attained proficiency. 68.1% of all students show one years progress and 72.1% of our lowest third made a year's progress. On the Progress Report we received extra credit for exemplary gains with Hispanic and other Students in the lowest third

Our attendance has been at 95% for this past school year. We would like to see this improve and/or remain the same in the 2008-2009 school year. Incentive programs that recognize attendance in regular school, as well as, Saturday Scholar will be implemented.

Our Quality Review has shown our being "Well Developed" for the past two years. We have been exempt due to our Progress Report status of A this past year and this year as well. The recommendations have been to begin goal setting with students. It has also mirrored our Parent Survey in the area parental engagement. We received a score 7.5 which was the lowest score on our survey. We must continue to engage parents as partners in this process.

Mentoring of student's progress throughout the school is a process that we will continue to implement. This has enabled us to provide immediate intervention when there is little or no progress. We utilize Rigley Profiles in ELA, Teachers' College Writing Continuum in Writing and check-in Progress for Everyday Mathematics.

## 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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### **ELA**

1. To address the needs of Special Education students in self contained and CTT classes in literacy. Special education students in self contained and CTT classrooms will be assessed utilizing Rigby Benchmarks and will receive differentiated interventions in ELA. The Literacy by Design will supplement the units of study in Literacy. Special education students in self contained classrooms will move from 76% at levels 2 through 4 to 77% as demonstrated on the ELA exam.

### **Math**

2. To align math games to student needs that would allow for differentiation. Students will be assessed in math and math games will be matched to their needs. This will provide for immediate differentiation of intervention for students. The lowest third of students making at least one year's progress will go from 72.1% to 73% in mathematics as demonstrated on the NYC Mathematics exam.

### **Social Studies**

3. Students will engage in project based learning in Social Studies. All students in grades 4 and grades 5 will be engaged in creating projects at the end of every unit described in the NYC Scope and Sequence in Social Studies. This will be demonstrated by their completed projects for display at the end of every unit.

### **Goal Setting**

4. All 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will set Science goals with their teachers. . These goals will be set in coordination with the NYC Science Scope and Sequence. Ninety per cent of students in every third, fourth and fifth grade class, will know the current goal they are working towards in a particular unit. As students master this/these goals new ones will be set so that they are working on a goal all year long.

## **Professional Learning Community**

**5. To develop Curriculum Committees which are comprised of teachers across grades that will create a Professional Learning Community. Teacher teams will be given the autonomy to create an end of year project of their choice that will have an impact on students' learning. Teachers will be able to choose which teacher team they wish to affiliate with. They will set their own goals and in consultation with administration create an end of year project. Every committee will present on Brooklyn Queens Day their end of year project to the entire school community. Projects need to be 90% completed for dissemination. Projects must clearly state the relationship to outcomes in student learning.**



**Indicators of Interim Progress and/or Accomplishment**

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

Teachers will submit monthly reading profiles that will demonstrate growth on Rigby Benchmark. If students are not moving up levels then intervention will be immediately reassessed. Periodic Assessments will be compared for growth as well.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>.To align math games to student needs that would allow for differentiation. Students will be assessed in math and math games will be matched to their needs. This will provide for immediate differentiation of intervention for students The lowest third of students making at least one year’s progress will go from 72.1% to 73% in mathematics as demonstrated on the NYC Mathematics exam.</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 students will participate in Math Enrichment Activities by:</p> <ul style="list-style-type: none"> <li>• Utilizing special time (extended day).</li> <li>• A minimum of one math period a week set aside for math games which will be delineated on the class schedule.</li> </ul> <p>All students will keep a math journal. This will enable students to:</p> <ul style="list-style-type: none"> <li>• Express critical thinking in mathematics.</li> <li>• Increase vocabulary in mathematics.</li> <li>• Practice mathematical short answer responses.</li> </ul>
<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>Contract for Excellence and Title 1 School wide funding will be utilized for this.</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>Classroom visits will be made as well as walkthroughs during special time and math game periods on grades 1 through 5. Math journals will be reviewed to ensure its implementation and value. Monthly end of unit check in progress charts will be reviewed and monitored specifically for the students identified as the lowest third. Meetings will classroom teachers will be arranged when students do not show progress.</p>



**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will set Science goals with their teachers. These goals will be set in coordination with the NYC Science Scope and Sequence. Ninety per cent of students in every third, fourth and fifth grade class, will know the current goal they are working towards in a particular unit. As students master this/these goals new ones will be set so that they are working on a goal all year long.</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>Teachers will set goals with and for every student. They will develop their own systems of keeping track of the goals and share this system with administration. This system must also include a plan for students to maintain their goals throughout the year. Teachers will then confer with students and inform them of their current goal and skills necessary to meet the goal(s).</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>Fair Student Funding, teacher legacy and title 1 school wide funds will be utilized for this.</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>The individual systems that the teachers developed and direct conversations/observations with students will be evidence of this goal.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Teacher Teams

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop Curriculum Committees that are comprised of teachers across grades that will create a Professional Learning Community. Teacher teams will be given the autonomy to create an end of year project of their choice that will have an impact on students' learning. Teachers will be able to choose which teacher team they wish to affiliate with. They will set their own goals and in consultation with administration create an end of year project. Every committee will present on Brooklyn Queens Day their end of year project to the entire school community. Projects need to be 90% completed for dissemination. Projects must clearly state the relationship to outcomes in student learning.</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>Every teacher on staff will participate during Faculty Conferences this school year. The administration will choose key faculty members to head the committees. A survey will be given out asking teachers to indicate preferences to committees. They will be assigned based on preference order and beginning with the October faculty conference the meetings will begin. Careful consideration will be given in the make up of the committees for cross grade representations.</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>Title 1 funding and UFT contract mandates will support this.</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>Administration will receive monthly minutes and attendance sheets after every Faculty meeting. There will be four meetings scheduled throughout the school year where administration meets with the staff members that are leading each committee to monitor progress and ensure that a professional learning committee is maintained.</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	15	10	N/A	N/A	0	0	0	0
1	30	25	N/A	N/A	2	0	0	0
2	45	30	N/A	N/A	3	0	0	0
3	60	50	N/A	N/A	2	0	0	0
4	33	8	20	0	2	0	0	0
5	46	26	15	10	12	0	0	0
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.).
<p><b>ELA:</b> <b>Academic Intervention Services</b></p> <p><b>Reading Recovery</b></p> <p><b>At Risk Resource Room</b></p> <p><b>Summer School</b></p> <p><b>90 Minute Literacy Block</b></p> <p><b>Assessment Driven Instruction</b></p> <p><b>Reading Intervention Specialist</b></p> <p><b>Push in ESL</b></p>	<p>This may be provided before or after school. This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth. Soar to Success and National Geographic will be used.</p> <p>This is the reading recovery program that is primarily provided to first graders. They will also oversee transitional students to grade two. This service is rendered during the school day. These teachers will also provide small group instruction to fourth graders.</p> <p>Classroom teachers will recommend students for additional support in reading and math. This will be during the school day. Literacy by Design will be used.</p> <p>This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades three through five. National Geographic and Summer Success will be used.</p> <p>Every student in the school will participate. This block will include reader's workshop and an independent reading activity. This is everyday during the school day. Teachers college reading and writing program.</p> <p>Every child will have a folder that will consist of running records, Scholastic benchmark exams, writing sample and a Math sample. Teachers will use conference notes to provide guided and focused strategy lessons for students. This is daily.</p> <p>This service will be provided for grades three through five. Small group instruction will be provided for students during the school day.</p> <p>As much as the program allows, ESL will be provided during the literacy block. This will be on a daily basis.</p>
<p><b>Mathematics:</b></p> <p><b>60 Minute Math Block</b></p> <p><b>Summer School</b></p>	<p>Every student in the school will participate. This block will include a workshop. This is everyday during the school day program. Explorations will be a part of this program.</p> <p>This program will provide reading, writing and math instruction during summer vacation. This year it is only for grades three through five. Summer Success will be used.</p>

<p><b>At Risk Resource Room</b></p> <p><b>Academic Intervention Services</b></p>	<p>Classroom teachers will recommend students for additional support in reading and math. This will be during the school day.</p> <p>This may be provided before or after school. This service will be Two hours of reading instruction and one hour of math instruction weekly. Folders will be kept to have evidence of growth.</p>
<p><b>Science:</b></p> <p><b>AIS Science</b></p>	<p>The science teacher will provide small group instruction to at risk students in the science laboratory. This will be weekly during the school day.</p>
<p><b>Social Studies:</b></p>	<p>Students in Grade 5 were grouped for the 37 ½ minutes and review of Reading and Writing in the content area of Social Studies was provided.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p><b>Support Services-Guidance</b></p> <p><b>Primary Mental Health</b></p>	<p>An after-school program will provide for anger management two days a week.</p> <p>The guidance counselor will provide in class activities as well as group and individual sessions. This is also during the school day.</p> <p>This is a guidance program for students Kindergarten through grade 2. At risk students will do this on a daily basis.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>N/A</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>N/A</b></p>
<p><b>At-risk Health-related Services:</b></p>	<p><b>N/A</b></p>

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

*NCLB/SED requirement for all schools*

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

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### **Language Allocation Policy 2009-2010**

P.S 131 has Transitional Bilingual (TBE) classes in Spanish/English and Chinese/English. There are 77 students in our TBE program. In Kindergarten there are 19 students in Spanish and 21 students in Chinese; a total of 40 students. In grade one there are 21 students in Spanish and 16 students in Chinese; a total of 37 students.

We have students in ESL self contained classes. There are 36 students in Kindergarten, 44 students in grade 2 and 16 students in grade 5. There are the following numbers of ELLs in a push in/pull out program: 30 in grade k; 40 in grade 1; 9 in grade 2; 47 in grade 3; 57 in grade 4 and 36 in grade 5.

When the ELLs are disaggregated we find 31 SIFEs, 331 newcomers, 56 ELLs with 4-6 years of service, 23 special education ELLs and 5 long term ELLs. Our 392 ELLs are distributed amongst 21 different languages. We have a total of 937 students which includes pre k of which 392 students are ELLs. Removing the pre k students shows that we are at 47% ELLs.

Since students are admitted throughout the academic year at all grade levels our LAP is designed to meet instructional needs/goals based on language acquisition levels not solely on grade levels. In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, PS131K Language Allocation Policy will be as follows:

- ◆ Transitional Bilingual Classes Grades K-1 will follow a 70:30 model (70% English, 30% Spanish and 70% English, 30% Chinese).
- ◆ ESL Classes (self-contained/Pull Out/ Push In) - 100% English

In the transitional bilingual classes Reading/Writing/Math Workshop will be conducted in English. This model supports the use of Native Language and SIFEs as well as new comers. In order to support vocabulary and conceptual understanding, each workshop session or any content area lesson which is conducted in English, will follow the Preview/View/Review Model (Freeman & Freeman) which utilizes Natural Language and consist of the following:

- ◆ A preview of the lesson in the native language. [5-10mins.]
- ◆ A mini-lesson in English. [10-15mins.]
- ◆ Independent work. Conferring takes place in the language which provides the most support for the individual student. [20-25mins.]
- ◆ A "Share" in English. [5mins.]
- ◆ A review of the lesson in the native language. [5mins.]
- ◆ Native Language Arts [NLA] will take place daily and will be aligned with the Read Aloud.

- ◆ Content area [S.S. or Science] may be in the native language. As the school year progresses and students' understanding of English develops, more content area work will be presented in English, with the support of the pre-view/review in the native language.

We currently have (4) Bilingual Classes; two Spanish and two Chinese. All of these teachers are bilingual certified teachers. We also have five self contained ESL classes. Four ESL teachers are certified and one is working on certification. There are four pull-out ESL teachers all of which are certified in ESL. These programs enable us to meet the mandates of minutes in programs as well as CR Part 154.

The classroom environment will support language acquisition and will have the following:

- ❑ Print rich materials in both languages [Bilingual Classes]
- ❑ Languages separated by color
  - Spanish/Chinese-Red
  - English-Black
- ❑ Word Walls
  - Pictures
  - Portable
  - English Word Wall. Content area charts may be in the native language.
- ❑ Libraries
  - In both languages
- ❑ Listening Centers
  - Smart Boards
  - Laptops
  - Desk Tops
  - LEAP Frog
  - Whisper Phones
- ❑ Strategy Charts Related to Current Unit of Study
  - Reading
  - Writing
  - Math
- ❑ Charts modeling correct language usage
- ❑ Flow of the Day
  - Pictures
  - In both languages

ELLs that are long term, four years and those with special needs are supported by our print rich environments. Our instructional workshop models in reading and writing support them as well. The workshop model provides for conferring with individual students and differentiation of instruction.

Our ESL program language allocation is 100% English. ESL techniques and strategies will be used to teach English Language Learners in the ESL program. Instruction will be aligned with the ELA standards. Beginners and Intermediate level students will receive 360 minutes of ESL instruction and advanced students will receive 180 minutes of ESL instruction and 180 English Language Arts instruction. To maximize differentiation of instruction, we have begun and will continue to work on creating ESL groups based on NYSESLAT subgroup test results.

Professional development for all personnel working with ELL's includes: Grade meetings, committee SSO meetings intern-visitations and teachers college workshops. The 7.5 hours of compliance with ESL methodologies is supported with professional development after school and observations of ESL certified teachers. Sign sheets and hours are maintained by a senior ESL teacher. Once completed a notice will be in their files.

Our print rich environments i.e. Multicultural Libraries, Listening Centers, Computer Centers, strategy charts related to current unit of study in Reading/Writing and Math, Flow of the Day with pictures, and charts modeling correct language usage, support language development. All students participate in the reading and writing curriculum developed by Teachers' College and in which all teachers have and will continue to participate in extensive professional development. Our Title III Program Coordinator provides on-going professional development for all P.S. 131 pedagogues on promoting the language development of our ELL students in the Balanced Literacy classroom. Teachers also participate in study groups that address the needs of our ELL population, i.e. whole school reading of and discussion group of Pauline Gibbons', Scaffolding Language, Scaffolding Learning. A quick Guide to Making Your Teaching Stick, Shawna Schwartz will be a whole school reading for this year.

ELLs are yearly assessed with the NYSESLAT exam. This data is disaggregated to evaluate our instructional program. This desegregation is then shared with the entire staff for an understanding of the skills necessary to achieve English proficiency. When disaggregating data on the NYSESLAT, trends are evident. In the lower grades (K, 1 & 2) we see that the students score the least in Reading then Writing, then Listening and best in Speaking. In the upper grades the students score almost equally in Reading and Writing. These are still their lowest subtest. This data allowed us to utilize Readers Theater to continue to fortify Listening and Speaking for our ELLs. We will continue to utilize Rigby and Fountas and Pinnell that will us to monitor for progress on a monthly basis. These programs check for fluency and comprehension. Writers workshop will along with Teachers College Writing Continuum will allow us to monitor for progress as well. These monitoring systems will enable intervention regularly to occur. When looking at the LAB-R we see that most students are scoring from 0 – 10, and few students are testing out. There are no ELLs participating in NYSAA ELA or Math. ELLs score higher on the multiple portions of the NYS Science and the NYS Social Studies exam. This is consistent with the NYSESLAT results. We do not participate in the ELE exam or the Chinese Test.

Assessments include reading profiles, classroom tests, check in progress and interim assessments. These assessments monitor for progress so that immediate interventions are provided. We use Rigby, Fountas and Pinnell as well as ECLAS-2. These instruments measure progress fluency and comprehension. We track each child, set goals and monitor monthly for progress.

In order to best meet the needs of our diverse population we offer a variety of additional academic and test preparation opportunities for our SIFE, Newcomers, Long Term ELLs and students who have recently passed the NYSESLAT. These opportunities include: Academic Intervention Services [AIS] offered before and after school, Saturday Scholars, Title III Extended Day Program, NYSESLAT extended day test preparation in the spring.

When students first arrive at our school they are admitted by the pupil accounting secretary who provides the Home Language Identification Survey (HLIS) in the parents' native language. A Spanish, Chinese and Russian translator is provided if necessary. The HLIS is then given to our

ESL teachers. ESL teachers then within ten days implement an informal oral interview in English and the native language (where possible) as well as administer the LAB-R if the HLIS indicates a language other than English.

Once students are identified as ELLs parents are invited to a meeting. Here they are informed about the process of identification and their rights to programs. Letters are sent via backpack followed by phone calls when they do not respond via tear off. During our parent meetings, our parents are given choice. These are informed choices. A description of Transitional Bilingual, Dual Language and Freestanding ESL is provided for students. The description includes the process along with a visit to our existing programs. Parents are presented with the LAP and the instructional models of all our programs. At the actual parent meetings there are translators and program selection forms are collected. Each ESL teacher maintains a list of the forms that are returned by the students they service.

When students are new to our school we place them in bilingual or ESL classes depending upon parent choice at the time of registration. Once the LAB-R has been administered and graded we hold meetings and parents choose programs as indicated on the parent choice form. Students who were in bilingual programs will continue if parent has not voiced a concern. Students who are in ESL programs will continue in those programs unless parents voice concern. Our school community has consistently opted for free standing ESL programs. Parents have voiced their concerns for their children learning English as quickly as possible. They have expressed that they are responsible for their own native language developments. Parents have voiced this concern due to the lack of superintendent programs (gifted) available for bilingual students. These middle school programs are currently available in English only. We have continued to increase the number of ESL teachers and/or self contained classes available for parental choice.

Parents are informed at informational meetings throughout the school year. We hold curriculum conferences and grade meetings for parents. The PTA meetings may also be utilized for this. Title III funds are utilized to provide workshops for parents as well.

The language allocation team, which consists of administrators [listed below] and bilingual/ESL teachers, will review this policy twice a year, in September and in June. The NYSESLAT data in September will provide valuable information to further improve and reassess our language policy and determine changes where necessary.

Members of Language Allocation Team	
Ruth Quiles	Principal
Alina Alvarez	Assistant Principal
Jacqueline Nikovic	Assistant Principal
Lorraine Donlon	ESL Teacher
Iris Meza	Teacher
Carrie Ho	Bilingual Teacher

Grade Level(s) 3 and 4      Number of Students to be Served: 100 LEP 0 Non-LEP

Number of Teachers 7      Other Staff (Specify) Supervisor as needed

### 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.

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The Extended Day Program at 15k131 will follow the Literacy Model and Mathematics Model. The ELL students will participate in the Title III Program twice a week from 3:10 – 4:40 P.M. There will be 6 classes with 15 students in each class. The grades serviced will be 3,4 and 5 A coordinator will facilitate and provide Professional Development. There will be six teachers paid out of Title III. They each work 3 hours a week which becomes 18 hours a week for 19 sessions. The sessions will run from November through May. On Tuesdays the students will be instructed in literacy and on Thursdays they will receive mathematics instruction. Five teachers and the coordinator are paid from Title III. One teacher is paid from the Academic Excellence Funds. The teachers will be N.Y.S. Certified Bilingual, ESL, Special Education and Common Branches Teachers. All teachers have New York State certification. Two (2) teachers have Chinese Bilingual Certificates. One (1) teacher has a Spanish Bilingual Certificate. Two (2) teachers plus the Coordinator have New York State ESL Certificates. One (1) teacher has a Special Education Certificate. The coordinator, an ESL teacher, will rotate in and out of this classroom to provide additional instructional support to ELLs. Supervisors will work in the Saturday Scholars Program for ELL's when the school offers NYSESLAT Test Prep. Saturday Scholars is the name given to Saturday classes for test prep. In this case it will be classes in preparation for the NYSESLAT. They will also oversee any parent involvement activities and workshops. Day one will be Literacy instruction and the second day will be Mathematics introduction. The Literacy Program will use the workshop model. Teachers will use ESL instructional methodology that will develop the four language skills for students at different stages of second language acquisition. Content area ESL will be part of the Language Arts session. The Math program will focus on specific skill building and use a concept-based approach. Students will be exposed to the Arts through the performances of the SEA Theater program. They will be offered one performance in the school related to the Literacy curriculum and at the same time be provided a cultural experience by visiting the theatre in New York City to see a performance also related to the Literacy Curriculum. All these activities will be funded by Title III. There will be instruction and

materials purchased to supplement other materials in the Title III Extended Day program. The materials will include fiction and non-fiction literacy support. Test Prep for ELL's will also be acquired. Mathematics materials will also enhance the ELL's student's concepts and skills. Some examples of the materials may include:

Benchmark Education Company

Government and citizenship

- Communities
- Water and Weather
- Changes in the Earth

Other materials may include: Attanansio and Associates

- Spanish/English dictionaries
- Chinese/English dictionaries
- Urdu/English dictionaries

Other materials may include: Rigby Harcourt Achieve

- Reader's Theatre - Science and Social Studies – Grade 3
- Reader's theatre – Science and Social Studies – Grade 4
- Grade 3 Shared Reading and Writing Strand for ELL's
- Grade 4 Shared Reading and Writing Strand for ELL's

The above mentioned materials will be used in the Title III program. Some will be used by parents of these students who attend workshops.

A licensed supervisor will also be funded to implement, coordinate, and monitor this Saturday Institute. The supervisor will observe instruction, provide support to participating staff and students, monitor student and teacher attendance, articulate between the official classroom teacher and the Saturday Institute teachers, and secure appropriate instructional and assessment materials. The supervisor will ensure safety and security of students and teachers.

**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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**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.

A comprehensive on-going professional development program will be implemented for all Title III pedagogues. A coordinator will offer bi-monthly Staff Development including demonstrating the necessary adaptation of curriculum. Teachers will develop curriculum aligned with the New York State Standards in ELA, Math, ESL and Art. The 7 Extended Day teachers will attend these bi-monthly workshops for two hours each session for 7

sessions to develop Best Practices for ELL students. As a group they will engage in action research. The focus questions that will guide their action research will be "How can we adapt our instruction for ELL's so that they may improve their academic achievement?" Teachers will focus on

identified scaffolds, language structures and functions for units of study. Special attention will be given to providing new staff members with strategies on how to adapt the content area curriculum for ELL students. All professional development will be funded out of Title III. Professional books such as English Language Learners, the Essential Guide will be purchased for the professional development. Workshops will consist of training in CALLA for the content areas of math and social studies. Teachers will be trained on scaffolding techniques so they can make balanced literacy accessible for ELLs. The professional development schedule is as follows:

November:	Identifying the needs and levels of the students.
December:	Differentiation of instruction for ELLs.
January:	Scaffolding the Balance Literacy Model for ELLs.
February:	CALLA for the content area of Social Studies
March:	CALLA for the content area of Mathematics.
April:	Infusing the reciprocal teaching model for literacy.
May:	Reflections and assessments for ELL students.

7 Teachers @ 2 hours for 7 sessions @ \$49.89 = \$ 4,889.22

Mondays at 3:10 to 5:10.

### **Parental Involvement**

Parents will be provided with various workshops on how to support their children at home, in particular preparing for standardized tests and enhancement activities that promote language and Math skills. Workshops will be provided after-school and on Saturdays. These workshops will be conducted by the Title III Coordinator. Translations will be available. Parents will receive resources to facilitate their role as a home-school connection support. Parents will also participate in the school performance and accompany their children to a performance at a theatre in New York City. Refreshments, snacks and a performance will be funded by the Title III program. The Sea performance will take place at the school in the Spring. All students in the Title 111 program along with their parents will be invited. It will be a bilingual performance. Materials will be purchased from Title III funds for Parental Involvement activities. They may include:

### Flame Company

- You Can Help Your Child with Homework – English/Spanish
- You Can Help Your Child with Math – English/Spanish
- Questions and Answers About Standardized Tests – English/Spanish
- Chicken Soup for the Parents Soul
- Parent's Homework Dictionaries – English/Spanish and Chinese/English

Tentative schedule for parent workshops:

November	Preparing your child for the Social Studies Exam
December	How to help your child with homework and study skills



	Total per sessions: \$36.900	
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$1500	<b>One School Performance</b> SEA performers
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	Total: \$16,920  \$11687.30	<b>Literacy supplementary books, instructional materials for student program</b>  <u>Benchmark Education Company</u>  Government and citizenship <ul style="list-style-type: none"> <li>• Communities</li> <li>• Water and Weather</li> <li>• Changes in the Earth</li> </ul> <u>Other materials may include: Attanansio and Associates</u> <ul style="list-style-type: none"> <li>• Spanish/English dictionaries</li> <li>• Chinese/English dictionaries</li> <li>• Urdu/English dictionaries</li> </ul> <u>Other materials may include: Rigby Harcourt Achieve</u> <ul style="list-style-type: none"> <li>• Reader's Theatre - Science and Social Studies – Grade 3</li> <li>• Reader's theatre – Science and Social Studies – Grade 4</li> <li>• Grade 3 Shared Reading and Writing Strand for ELL's</li> <li>• Grade 4 Shared Reading and Writing Strand for ELL's</li> </ul> <b>Professional books for pd</b>  English Language Learners, the Essential Guide  <b>Parental involvement-books –bilingual dictionaries; materials,</b>

	<p>\$1000.00</p> <p>\$1,732.70</p> <p>\$2500.00</p>	<p><b>refreshments and snacks for workshops</b></p> <p>Refreshments and snacks</p> <p><u>Flame Company</u></p> <ul style="list-style-type: none"> <li>• You Can Help Your Child with Homework – English/Spanish</li> <li>• You Can Help Your Child with Math – English/Spanish</li> <li>• Questions and Answers About Standardized Tests – English/Spanish</li> <li>• Chicken Soup for the Parents Soul</li> <li>• Parent's Homework Dictionaries – English/Spanish and Chinese/English</li> </ul>
<b>Educational Software (Object Code 199)</b>	0	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>	0	
<b>Other</b>	0	
<b>TOTAL</b>	\$55,320	

### **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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**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.

54% of the 854 students at P. S. 131 are enrolled in ESL. School data indicates there is a need for written translation to major languages Spanish, Arabic and Chinese. Recent parent meetings indicate a need for written translation into these languages. While we do translate certain information, more is needed to increase parent participation and inform parents of academic programs, participation and approaches. In addition, informal feedback from our Parent Coordinator indicates a strong need for more timely written communication in these languages.

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.

Informal observations at parent meetings indicate a strong need for oral translation into Arabic, Chinese and Spanish. Surveys and questionnaires indicate a need for this. Also, through dialogue with the Parent Coordinator and PTA President the need for oral translation has been expressed

#### **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.

Communication in writing to increase parent participation, inform parents of academic performance and programs available under NCLB:

- A. English/Spanish
- B. English/Chinese
- C. English/Arabic

Translation primarily provided by school personnel. DOE translations will be utilized wherever possible.

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

Oral translation at parent workshops, open school nights and special meetings will inform parents of academic performance, programs and pertinent NCLB requirements:

- A. English/Spanish
- B. English/Chinese
- C. English/Arabic

Chinese – Family Worker

Urdu – Para Professional

Spanish – Parent coordinator and School Aide

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>.

We will provide interpretation services (either on-site or over-the-phone) during regular business hours to parents whose primary language is a covered language and who request such services in order to communicate with the DOE regarding critical information about their child's education.

We will provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages.

We will post in a conspicuous location at or near the primary entrance of a school or office a sign in each of the appropriate covered languages indicating the available translations.

**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:	902,306	122,742	1,025,048
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,023		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,227	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	45,115		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		6,137	
6. Enter the anticipated 10% set-aside for Professional Development:	90,230		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		12,274	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 78.1%
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.

Teachers will be informed of the opportunities available along with title 1 funds to assist in making them highly qualified. Teachers will be placed in grades that will consider them to be highly qualified.

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

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

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

## SCHOOL PARENT INVOLVEMENT POLICY PUBLIC SCHOOL 131 2009-2010

### 1. Introduction

We believe parents are first and primary educators. The importance of parent involvement reflects the improvement of pupil achievement.

### 2. School Level

- Adherence to “**The Blue Book**”, *Parent Associations and the Schools*, which Summarizes New York City Department of Education policy on PA and parent involvement.
- Making the school a welcoming environment
- Routine school outreach to parents, through open school, report cards, letters, phone calls, open houses to incoming parents etc.
- Outreach to parents of Special Education pupils.
- Parent roles in School Leadership Team, parents comprise 50% of the team (per registers)
- References to parent involvement and education in the CEP and budget.
- Parent involvement and parent education workshops.
- PA activities (e.g. meetings, workshops).
- Parent volunteers (Learning Leaders).
- Working together to get school necessary supplies and equipment.

The Parents Association holds regular monthly meetings in an effort to keep the entire parent body informed of all school

events. Announcements of all meetings are sent to all parents in the school. The Parents Association Executive Board meets monthly and meets regularly with the Principal formally and informally.

Parent volunteers are encouraged at the school.

The school will have two Parent/Teacher Conferences per year, allowing the opportunity to discuss individual child progress. Teachers communicate regularly through phone calls, letters, and notices throughout the year. Notices of school events are sent home with the students. Parents are also invited to information nights at the school for orientation, Middle School Information Sessions, etc.

The Parent Involvement Policy was reviewed on September 18, 2009 at the PTA Executive Board Meeting. The Parent Involvement Policy was distributed to the school community on September 25, 2009 after the pta meeting.

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

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

**SCHOOL – PARENT COMPACT (2009-2010)**

**School Name:** Public School 131 – Magnet School for Visual and Performing Arts

<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved	To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
To offer a flexible number of meetings at various times, and if necessary, and if funds are available to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.	To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To actively involve parent in planning, reviewing and improving the Title I programs and the parental involvement policy.	To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1 <sup>st</sup> Grade students; and listen to Grade 2 and 5 students read for 15-30 minutes per day.
To provide parents with timely information about all programs.	To monitor his/her child's/children's: <ul style="list-style-type: none"> <li>- attendance at school</li> <li>- homework</li> </ul>
To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.	To share the responsibility for improved student achievement
To provide high quality curriculum and instruction.	To communicate with his/her child's/children's teacher about their educational needs.
To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> <li>- parent-teacher conferences at least annually</li> <li>- frequent reports to parents on their children's progress</li> <li>- reasonable access to staff</li> <li>- opportunities to volunteer and participate in their child's class</li> <li>- observation of classroom activities.</li> </ul>	To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e., literacy classes, workshops on reading strategies.	To attend Professional Development activities and offer suggestions.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

See Needs Assessment Pg. 11

2. School-wide 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.

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

See Description of Academic Intervention Services Pg. 22-23

Enrichment programs will be provided during our “Special Time” which is a daily implementation of the 37 ½ minute policy. Students who are proficient will participate in enrichment clubs.

3. Instruction by highly qualified staff.

The Literacy Coach will provide Region directed professional development. The F Status Literacy coordinator will also attend region activities. The school will attend professional development activities by the region, Math in the City, and Teachers College. Administration will also attend study groups and provide turn-key to the staff. Any staff member who attends an outside any professional development activity must return to school and share with appropriate staff.

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

Teachers College will provide Professional Development for administration, as well as, teachers both in school and out.

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

We are currently an SBO school and will interview only highly qualified teachers for any vacancy

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

The parent coordinator arranges for academic and non-academic services for Parent Workshops). May include: Health, Reading Math, Housing etc.

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.

Every May and June we invite parents and future students to visit, tour the school and meet teachers. They are introduced to various school personnel.

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.

The Inquiry Team is part of the review, implementation and evaluation of all assessment programs.

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

See Goals 1 & 2 Pg. 12

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.

Violence Prevention and PMHP Programs will address the social-emotional needs of students during the day and two days after school.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<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)**

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

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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.

– **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.

P. S. 131 has taken the necessary steps to look at student work and curriculum in alignment with ELA Performance Standards. Teachers will use the TC Writing Continuum which is research based..

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

Applicable   X Not Applicable

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

The evidence that exists is that the students are indicating continued progress in ELA.

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.

Our Curriculum Maps are evaluated every June during June Planning to ensure alignment and in meeting the needs of our students

**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school utilizes Everyday Mathematics in Grades Pre-K – 5. Everyday Math was found to be aligned with NYS content standards. This finding is not relevant to our school.

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

Applicable   X Not Applicable

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

The review done by NYS is indicative of this at the elementary school level.

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.

## 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school has implemented the workshop model in all curriculum areas. The workshop model is a 10-minute lesson (direct instruction) 5-minutes active engagement, 20-minute independent work time and a 10-minute share time. This model ensures that only 10-minute per curriculum area is spend on direct instruction. Most of the time students' day is spent in independent work-time.

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

Applicable   X  Not Applicable

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

Our flow of the day and the workshop model supports that this is not applicable for our school.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.  
Same as Pg. 56 (2A1)

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

Applicable   X  Not Applicable

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

Same as Pg. 56 (2A3)

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

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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.

### **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.

There was only (1) teacher not highly qualified who has taken the exam in September, 2009 and has passed it. She will be highly qualified this school year.

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

Applicable   X Not Applicable

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

N/A

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The teaching staff in the past engaged in a faculty study group in English Language Learners. Their study group was run by ESL personnel. Teachers, as well as ESL teachers, attend regional professional development opportunities. There is also an ESL specialist that is a member of our network. This year we will also be engaging in a study group. A curriculum committee composed of all grades will be dedicated to English Language Learners.

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

Applicable   X Not Applicable

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

The whole school study group was evidenced by the attendance at faculty meetings. New teachers are provided the 7.5 hours of ESL professional development. The curriculum committee continues to work and creates a document that is shared with the school community on the conference date in June.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

P. S. 131 utilizes the ELL interim assessments. These assessments have a five-day turn around time frame. The data is accessible to all school personnel. They have access via the ARIS system.

At the beginning of each school year the principal presents a state of the school address. At this time the entire school community has the ELL data reported and interpreted. Classroom and ESL teachers of specific students receive the disaggregated data of their students.

ELL's are monitored for progress, minimally four times a year. The Reading Profile shows growth in Reading ability. The Writing continuum is utilized for Writing growth.

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

Applicable  Not Applicable

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

The presentation, dissemination and data accessibility is evidence of ELL data use in a timely manner. Reading profiles and Writing continuum charts are evidence of this.

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

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**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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

Classroom teachers informed administration about lack of awareness of IEP goals. Administration worked with IEP Team and classroom teachers to establish a place and procedure for general education teachers to view IEP goals. The LSO will support this endeavor.

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

Applicable   X Not Applicable

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

This finding is not applicable to our school due to the regular articulation between SETTS providers and CTT Specialists and the general education teachers. Behavioral difficulties are addressed by the counselors who provide teachers with behavior notification plans.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Meeting with Special Education and CTT teachers to review IEP goals

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

X Applicable for parts  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?

Accommodations for classroom environment including instruction are specified in the IEP's. CTT teachers meet on common meeting time and are setting up curriculum based upon IEP goals in order to meet students' short term and annual goals.

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.

Our school needs to include behavioral plans for more students who need it. Special Education teachers will collaborate with counselors to design goals that will target emotional difficulties.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) There are four students in Temporary Housing as of October, 2009. STH will have access to “at risk” counseling, academic intervention services, basic school supplies and/or parental involvement activities.
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

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