



P.S. 145K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 32K145
ADDRESS: 100 NOLL STREET, BROOKLYN, NY 11206
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 145 **SCHOOL NAME:** Andrew Jackson Elementary

DISTRICT: 32 **SSO NAME/NETWORK #:** Community LSO/Network #1

SCHOOL ADDRESS: 100 Noll Street Brooklyn, NY 11206

SCHOOL TELEPHONE: 718-821-4823 **FAX:** 718-417-3453

SCHOOL CONTACT PERSON: Marilyn Torres **EMAIL ADDRESS:** MTorres4@

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Monique Mendoza

PRINCIPAL Marilyn Torres

UFT CHAPTER LEADER Scott Bassett

**PARENTS' ASSOCIATION
PRESIDENT** Antonio Dominguez

STUDENT REPRESENTATIVE
(Required for high schools) NA

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Lillian Druck

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
Marilyn Torres	*Principal or Designee	
Scott Bassett	*UFT Chapter Chairperson/Faculty	
Antonio Dominguez	*PA/PTA Co-President/Parent	
Araceli Mendez	Title I Parent Representative	
Nellie Quinones	DC 37 Representative	
Carol Titus	Member/Teacher	
Jannet Franco	Member/Teacher	
Monique Mendoza	Member/Administrator	
Ismael Perez	Member/Administrator	
Veronica Mejia	Member/Parent	
Elda Vargas	Member/Parent	
Idalia Carreon	Member/Parent	
Emilia Gomez	Member/Parent	
Lesly Lopez	Member/Parent	

- 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

P.S. 145K is in a 105 year old building located in the Bushwick section of Brooklyn, New York; and with a population of approximately 907, we are one of the largest Pre-K -5th grade elementary school in District 32K. We also have the largest ELL population, comprising 42% of the total Kindergarten thru fifth grade register. Students are served by a total of 81 staff members. The principal and three Assistant Principals facilitate implementation and monitoring of all programs in Pre-K through 5th grade, including Bilingual and Special Education. We are a Title I School Wide Programs school in Corrective Action School-Year 2 (State Accountability Report for 2009-2010), in ELA for the subgroup of Students with Disabilities. Admission to the school is open to all zoned children, as well as those attending special programs.

According to the latest available ethnicity data, 93.6% of our students are Hispanic, 3.6% are Black, 1.4% are Asian, and .09% are White. The majority of students are from low-income families and more than 93.7% qualify for free lunch. As a school wide programs school, all our students are Title 1 eligible, and benefit from the use of these funds through programs implemented and additional staff hired. Our Hispanic students bring culturally diverse backgrounds from Mexico, Puerto Rico, The Dominican Republic, Central and South America. A total of 358 (42%) of our students are English Language Learners, with Spanish as the dominant first language. Given our ELL population, we offer a variety of academic settings including self-contained bilingual classes in general education and special education, dual language (English/Spanish) Program in Pre-K through 3rd grade, collaborative team-teaching, Push-In ESL Component, as well as support service by bilingual providers in Speech and Language, SETTS and Tier II Academic Intervention Services.

Currently 92 students have an IEP and receive the full continuum of services, such as self-contained monolingual and bilingual classes, resource room, speech and language, counseling, physical and adaptive physical therapy.

Our extended week program includes our Saturday ELL Institute and Reading/Math Clinics targeting at risk students in the testing grades. We will also continue our enrichment program Fun Fridays and Super Saturdays, to provide opportunities for all students to engage in extra-curricular activities in the arts, literacy and publishing, health and fitness and the sciences to the extent funding is available. We will conduct an after school Homework Helper program (funding permitting), and an after school program provided by our in-house Supplemental Educational Service provider, BELL. We are initiating a Boy Scouts of America Afterschool program this year.

We recognize that families and other community members are a vital part of our students' academic and social success. Family involvement is an essential ingredient. Our parent coordinator works closely with parents to address all matters of concern. In conjunction with the PTA, and our Pre-K family worker, a wide variety of activities are conducted. We have an active parent room, where workshops presenting topics such as parenting support, health, housing, school partnership in literacy, etc. are conducted. P.S 145 holds a Movie Night one Friday each month for the Bushwick community. An array of monthly parent meetings and workshops are presented to inform parents about school programs, school status and student performance, and community related issues.

Our Bilingual personnel provide day-time ESL classes two mornings a week. Our Saturday Institute provides another opportunity for parents to participate in ESL, literacy and computer literacy. We also contracted an artist to expose parents to drawing and poetry writing. Our Robin Hood librarian and paraprofessional conduct library orientation meetings during the day, after school and Saturdays to encourage parents to participate in circulation of books for themselves and their children. The library has become the hub of the school, as well as the hub of the community. These activities will be continued and expanded in 2009-2010.

The school has enjoyed collaborations with several community-based organizations such as Wyckoff Heights Hospital, DARE (NYPD), Brooklyn Arts Council, and the Brooklyn Historical Society, The Women's Project, Stages of Learning, Music 144, The Striking Vikings Story-Telling Pirates, Cook Shop and Cornell Nutrition Education. These organizations provide services and opportunities that address the academic, social and health needs of our school community.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 145 Andrew Jackson						
District:	32	DBN:	32K145	School BEDS Code:	333200010145		
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	68	53	53		92.6	92.6	94.0
Kindergarten	148	155	141	Student Stability - % of Enrollment:			
Grade 1	189	157	157	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	174	170	146		93.0	92.0	93.4
Grade 3	161	143	142	Poverty Rate - % of Enrollment:			
Grade 4	164	143	142	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	176	146	132		92.0	93.7	93.7
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		11	7	20
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		28	25	14
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	5	0	(As of October 31)	2006-07	2007-08	2008-09
Total	1080	981	915				
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	33	27	39	Principal Suspensions	9	9	6
# in Collaborative Team Teaching (CTT) Classes	10	7	9	Superintendent Suspensions	4	5	2
Number all others	31	43	44	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	302	260	298	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	30	44	59	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	46	58	40		78	82	75
				Number of Teachers			

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	24	1	6	Number of Administrators and Other Professionals	9	14	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	7	7
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.4	82.9	86.7
				% more than 5 years teaching anywhere	51.3	59.8	69.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		85.0	82.0	79.0
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	6.3	5.2	3.6		86.1	94.2	91.0
Hispanic or Latino	91.9	92.5	93.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.3	1.4				
White	0.7	0.7	0.9				
Male	50.3	52.0	51.0				
Female	49.7	48.0	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
√	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	CA			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-				
Other Groups							
Students with Disabilities		√ ^{SH}	√	-			
Limited English Proficient		√ ^{SH}	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	4	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD			Overall Evaluation:	TBD		
Overall Score:	TBD			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data		TBD	
School Environment:	TBD			Quality Statement 2: Plan and Set Goals		TBD	
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals		TBD	
School Performance:	TBD			Quality Statement 4: Align Capacity Building to Goals		TBD	
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise		TBD	
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

Student Performance Trends: Data analysis in our needs assessment is based on our student data from the 2008-2009 NYSTART Data Reports and NYC Progress Report.

- ELA: -Student performance at levels 3 and 4 in ELA for all grades rose from 54% to 56% for an overall growth of 2%.
- An analysis of scores for 4th and 5th grade students demonstrated a growth of 4.5% of students for a total of 64.9% of students making at least one year of progress;
 - Our students in the lowest third making at least one year of progress rose from 74.4% to 83.9%, an increase of 9.5%.
 - Looking closer at the performance of each grade, we found that there was a 3% drop in level 3 and 4 students on grade 3.
 - SWD subgroup was the only group which did not make AYP based on the New York State AOR for 2008-2009.
 - 80% of the SWD level 1 students were in self contained classes.
 - 75.1% of SWD level 3 students received related services and were not in self contained classes.

- Math: -In mathematics, students at levels 3 and 4 rose from 78.9% to 80.9% for an overall growth of 2%.
- An analysis of scores for 4th and 5th grade students demonstrated a growth of 11.5% of students making at least one year of progress for a total of 63.9%;
 - Our students in the lowest third making at least on year of progress rose from 55.6% to 60%, demonstrating a growth of 4.4%;
 - Looking closer at the performance of each grade, we found that there was a 5% drop in level 3 and 4 students on grade level 3 .

Our students demonstrated growth in their performance and progress for both ELA and mathematics in 2008-2009. Our students in the lowest third demonstrated the most growth in ELA, with 83.9% having made at least one year of progress.

In disaggregating the data, we found that 34% of our level 3 and 4 students did not maintain or increase their scale scores. The implications are that:

- More attention was focused on the level 1 and level 2 students in terms of targeting instruction and interventions,
- We must increase the rigor in the engagement of higher achieving students,
- We must provide a greater range of challenge in differentiation during active engagement, independent, and small group activities.
- We must expand strategies school wide for improving the language acquisition of English language learners.

Recommendations from our 2007-2008 Quality Review are:

- Use and apply data consistently to plan lessons across all subjects that meet the needs of all students
- Apply clear goals and extend differentiation of instruction to better challenge students capable of high achievements
- Share effective strategies developed by the data inquiry team with the entire staff to bring about improvement across the school
- Strengthen processes to systematically monitor progress towards goals and record any subsequent changes to planning.

These recommendations are embedded in our school goals to address strategies specific to applying the use of data consistently. In addition, we are working toward strengthening our process to systematically monitor student progress to better meet the goals we have for students. We expect that through the purposeful use of data, teachers will learn to adapt their goals and differentiate instruction; not only for low performing students, but also for our higher achievers. Strategies developed by our inquiry team will be shared throughout the school community.

Our greatest accomplishments over the last couple of years include:

- Our overall score in the School Environment Survey increased from 9.0% to 10.8%.
- We increased the participation rate of teachers from 60% to 71%, an increase of 11 percentage points, and that of parents from 26% to 62%, an increase of 36 percentage points.
- Expanding the variety of programs we offer for our ELL (traditional bilingual, Dual Language, and ESL), and SWD population (self-contained, CTT, mainstreaming and supportive services).
- Expanding opportunities for students in each grade to engage in well-rounded educational experiences that foster the arts (Studio in the Schools, Introduction to Movement and Music, Story Pirates; Stages of Learning Drama, Readers' Theater; Chorus, Violin; Visual Art and Poetry.)
- We conducted after school programs titled Fun Fridays and Super Saturdays, offering a menu of activities including Sports, Dance, Movement, Arts & Crafts, Chess, Project Clubs in Math, Science, Social Studies, Journalism, Technology, Language Extension and Newsletter Club.
- Expanding the variety of technology we integrate into teaching and learning through video conferencing (Alaska, other city schools), Content Area (Knowledge Box), ELLIS (ELL), My Access (differentiated writing assessment and development), networking our Success- Maker CAI and assessment in the two computer labs and into classrooms (ongoing), and Jeopardy (all content areas).
- The successful replication of functioning Data Inquiry Teams. We expanded our original data inquiry team to a total of three action-research cohorts: ELL students, AIS students and Math Intensive Team (MIT) students.
- We successfully conducted a school-wide study group series focusing on differentiated instruction in mixed ability classrooms. We intend to expand this professional development to encompass differentiated supervision in the 2009-2010 school-year.

Significant Aids:

- A talented and dedicated staff that is eager to reflect and share ideas toward improving every aspect of our academic programs and the school life.
- Engaged parents in discussions to get feedback on what is going well and what they deem important for their children.
- Enthusiastic students who demonstrate a great desire to participate in instructional and recreational programs offered.

Significant Barriers:

One of the barriers we face yearly is the decrease in student enrollment. There are several factors that contribute to that loss:

- The community is in transition toward gentrification, and although housing units are built or restored, there is an overall decrease in low-income housing units, which forces families out of the neighborhood,
- Each year we lose 1st, 2nd and 5th grade students to the district-wide gifted programs, which especially impact the heterogeneous nature of our classes.
- Attendance is mostly affected by the high incidence of asthma in the community, as well as families that travel to their country of origin for extended visits during the school year, yet our attendance rate remained higher than the schools in our "Peer Horizon."

Challenges:

- Our ELL population presents particular challenges considering that students must take the state ELA after just one year in an English language school system.
- Our Students with Disabilities in grades 3, 4, and 5, did not make AYP in ELA this past year. Two of the teachers of SWD in self-contained classes were brand new to the teaching profession. In addition, eight of the twenty third grade students are ELLs.
- In addition to our identified ELLs, we have student populations that face difficulty because they are former ELLs, ELLs that passed the language assessment battery with minimal skills in the second language, and students that were ineligible for the language assessment because they were not identified as speakers of a language other than English on their home language survey.

- Many of our older ELLs come to us with underdeveloped skills in academic language and content in their native language.
- The turn-over of our upper grade bilingual teachers, forces us to assign inexperienced new teachers to these highly challenging classes. In addition to acquiring the skills of classroom teachers, these individuals have to learn and manage the techniques and strategies of teaching a second language to students at various levels of English language acquisition.
- Our parent coordinator was on leave for most of the year. The duties and responsibilities that the parent coordinator would ordinarily carry out were shared among many staff members. Although this added to the burden of us all, we were able to provide support to parents and students. In spite of not having the parent coordinator, the school increased the number of environmental surveys received from parents by 26%, for a total of 62% participation.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1: Literacy

By June 2010, an additional 10% of the students in first and second grade will be reading at or above grade level as assessed by (Fontas & Pinnell) benchmark assessments.

In order to address instructional needs that will move student performance to grade level in the early grades, teachers must periodically assess, set measurable goals, and plan strategically for whole class, small group and individual learning. Supervisors and staff developers will work collaboratively with the staff to strengthen the curriculum and the accompanying instructional strategies. Toward that end, professional development and support in organizing the instructional effort is essential. Teachers will develop class profiles, class assessments to create action plans based on needs. Teachers will develop benchmark (6-8 weeks) to implement, monitor student growth, and revise student goals. In addition, teachers will develop individual student profiles based on readiness, learning style and interest.

Goal 2: High Achievers

By June 2010, there will be a 10% increase in students at levels 3 and above making 1 to 1.5 years growth on the State ELA exam through systematic-periodic and appropriate benchmark monitoring of writing and the implementation of the Teachers College writing continuum rubric.

In order to address the instructional needs and truly impact individual performance of students at grade level and above, teachers will be trained in the appropriate and inappropriate uses of formative and summative assessments. Teachers will be assisted to periodically assess, set measurable goals, and plan strategically for whole class, small group and individual learning. Supervisors and staff developers will work collaboratively with the staff to strengthen the rigor of the writing across the curriculum.

Goal 3: Special Education

By June 2010, there will be a 10% increase in Students with Disabilities (SWD) in grades 4 and 5 that meet the AYP target in the state ELA.

In order to address the particular needs of our SWD population, the school will refine our process of goal setting to address extension and differentiation of instruction, to specifically target and challenge our students with disabilities. In order to improve levels of performance from year to year in literacy, we will identify a target population of students in grades 3 – 5 at levels 1 and 2, similar to the protocol we used with our one-third lowest.

Goal 4: English language Learners

By June 2010, there will be a 10% increase in ELL students in grades 3, 4 and 5, that attain at least a level 3 in the NYS ELA, and thereby meet AYP in our state standing.

Our ELL students met AYP in the NYS ELA 2009 using safe harbor. We will continue to target these students throughout the 2009-2010 school year, to insure that we maintain and improve upon their performance and progress. A total 76.5% of our ELL students in grades 4 and 5 demonstrated gains of at least one year of growth. And a total of 29% of our ELL students attained a level 3 or better in the W'09 ELA.

Goal 5: Professional Development for Supervision and Support

By June 2010, supervisors and professional development team members will work collaboratively ensuring differentiated supervision and professional development for teachers, as measured by supervisory logs, professional development agendas and sign-in sheets.

The administrators and the professional development team will engage in an action-research study group led by Author and Educator, Dr. Susan Sullivan, to develop a collaborative and differentiated approach to the supervision of teachers and the monitoring of our uses of best practices.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Goal #1: *EARLY CHILDHOOD LITERACY*

<p>Annual Goal #1</p>	<p><i>By June 2010, an additional 10% of the students in first and second grade will be reading at or above grade level as assessed by (Fontas & Pinnell) benchmark assessments.</i></p> <p><i>To accelerate reading skills of students in first and second grades by targeting at least a 10% increase in the percentage of students reading on grade level by June 2010:</i></p> <p><i>-Of the 158 students in Grade 1, 77 (48.7%) are currently at grade level (Level C), an additional 10% will reach level H.</i></p> <p><i>-Of the 145 students in Grade 2, 56 (38.6%) are at grade (level H), an additional 10% will reach grade level L.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to address students' instructional needs that will truly move each individual, teachers will periodically assess, develop class profiles of pertinent data collected that will give them an overview of their class composition, create action plans based on needs and plan strategically for whole class, small group and individual learning, and develop benchmarks in intervals of six to eight weeks to implement instruction, monitor student growth and revise student goals. Supervisors and staff developers will work collaboratively with the staff to strengthen the curriculum.</p> <ol style="list-style-type: none"> 1. Establish full implementation of Words Their Way: <ul style="list-style-type: none"> • Provide professional development in analyzing data to create smart goals for differentiated needs-based grouping in word study • Implement the Spelling Inventory Benchmark Assessment 2. Establish time-table for periodic monitoring system of standards-based benchmarks : <ul style="list-style-type: none"> • Spelling Inventory Benchmark assessments (Sept., Dec., March and June) • Periodic analysis of range of data, including running records, ECLAS, El Sol, Spelling inventories, to formulate needs-based groups and adjust instruction as needed • Adherence to curriculum map benchmarks and timetables in addition to individuals' needs. 3. Establish system for increasing student reading stamina whereby the time on task will increase by increments toward at least twenty minutes. 4. Provide support throughout the year for students at risk via: <ul style="list-style-type: none"> • Tier I intervention by the classroom teacher • Tier II intervention via a day-time push-in program and extended day, • Additional support will be offered through an on-site after-school program conducted by SES provider (BELL), and a Saturday Title I/Title III funded program for the other students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Staff members responsible for these activities include Administrators, EC Literacy coach, Bilingual Teacher Trainer, CLSO ELA, ELL and Special Education Instructional Support Specialists.</p> <p>Scheduling: In addition to established common preps across the grades, additional opportunities for monthly group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays.</p> <p>Funding: Administrators funded through Tax Levy, the coach is funded with Contract for Excellence, and bilingual teacher trainer is funded through Title I/Tax Levy DRA Stabilization, CLSO support is funded through TL, and extended week and professional development activities will be funded through Title I, Title III.</p>

Indicators of Interim Progress and/or Accomplishment	Progress toward meeting this goal will be evaluated through the increase of student outcomes as measured by benchmark assessments in running records, ECLAS, at least one stage in the Words Their Way Spelling Inventory, and increased levels in reading stamina class chart. Teacher plans and conferring notes will demonstrate needs based grouping and delivery of appropriate instruction.
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Subject/Area (where relevant): Goal 2: HIGH ACHIEVERS

Annual Goal #2	<i>By June 2010, there will be a 10% increase in students at levels 3 and above making 1 to 1.5 years growth on the State ELA exam through systematic-periodic and appropriate benchmark monitoring of writing and the implementation of the Teachers College writing continuum rubric.</i>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>To address the needs and rigor for high achievers in order to maintain the gains they make from one year to the next, we will refine our process of goal setting to address extension and differentiation of instruction, to specifically target and challenge our 4th and 5th grade students achieving level 3 on the Spring, 2009 NYS ELA assessment.</p> <p>In order to improve levels of performance from year to year in literacy, we will:</p> <ol style="list-style-type: none"> 1. Establish a cohort of high-achievers as an action research group, following the protocol we have used with other sub-populations, targeting the top 10% (approximately 28 students) of the 4th- and 5th-grade students scoring at level 3 and above on the Spring, 2009 NYS ELA assessment. 2. Collaborate with CLSO specialists and other out-of-building organizations to provide professional development to teachers regarding: <ul style="list-style-type: none"> • Strategic planning and grouping for instruction that integrates research-based strategies to meet student needs, interests, and learning styles. • Creating and using learning centers to provide differentiated, inquiry-based opportunities for learning integrating literacy and math across the content areas. • Use of the writing continuum rubric and how it compliments the writing process, developing rigor in learning centers across the curriculum, and related strategies in differentiated instruction. • Monitoring student progress and maintaining flexible groups. • Effective use of technology to assess student progress, to diagnose areas of need and strength, and to provide differentiated instruction. • Teachers will access class profiles in ARIS and other data system programs to collect pertinent data that will give them an overview of their class composition, help to assess students, create action plans based on needs, and develop benchmarks (6-8 weeks) to implement, monitor student growth and revise student goals. • Teachers will receive professional development in appropriate assessment methods, back-mapping, planning based on New York State standards. 3. Provide instructional support to high-achieving students(as defined above) by: <ul style="list-style-type: none"> • Participation in extended day, as room becomes available, participation in after-school and/or Saturday enrichment program, as funding permits. • Providing sufficient equipment to allow daily time on task using computer-assisted programs such as Success Maker, Breakthrough to Literacy, Knowledge Box, ELLIS, Renzulli Learning and My Access. • Participation of eligible students in SES programs and After-school Enrichment. <p>We will identify staff to provide support and enrichment, allocate resources to secure personnel, instructional materials, supplies, and planning time to support the target students, as funding permits. Our goal is to conduct activities that will provide these students with</p>

	opportunities to continue to excel, to demonstrate progress, and to improve performance. Professional development will be provided to both content-area cluster teachers and regular classroom teachers.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<p>Staff members responsible for these activities include Administrators, Staff Developer, Math Coach, Bilingual Teacher Trainer, Classroom and Cluster Teachers, CLSO Specialists and SAF.</p> <p>Scheduling: In addition to established common preps of teachers, additional opportunities for monthly group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays, as funding permits.</p> <p>Funding: Administrators funded through Tax Levy, the staff developer is funded through Title I, the math coach is funded through C4E funds, the bilingual teacher trainer is funded through Tax Levy DRA Stabilization, classroom and cluster teachers are funded through Tax Levy and Title I funds. CLSO support is funded through TL, and professional development activities will be funded through Title I.</p>
Indicators of Interim Progress and/or Accomplishment	<p>Progress toward meeting this goal will be evaluated through the increase of student outcomes as measured by:</p> <ul style="list-style-type: none"> • Student performance in end-of-unit benchmark assessments • Student performance in end-of unit teacher developed assessments • The quantity and quality of projects conducted and completed throughout the school year. • An increase in the number of students in grades 4th and 5th who demonstrate growth of one year or more, at or above grade level on the 2010 ELA.

Subject/Area (where relevant): Goal 3: Student with Disabilities in ELA

<p>Annual Goal #3</p>	<p><i>By June 2010, there will be a 10% increase in Students with Disabilities (SWD) in grades 4 and 5 that meet the AYP target in the state ELA.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our student with disabilities did not meet AYP for the 08-09 school year. The school will refine our process of goal setting to address extension and differentiation of instruction, to specifically target and challenge our students with disabilities.</p> <p>Our goal is to conduct activities that will provide these students with opportunities to excel and demonstrate progress and improve performance. Professional development will especially focus on self contained special education classroom teachers since the majority of students performing at levels 1 and 2 (75%) are in the self contained student cohort.</p> <p>In order to improve levels of performance of our SWD:</p> <ol style="list-style-type: none"> 1. Establish a cohort of SWD as an action research group, following the protocol we have used with other sub-populations, targeting the 17 level 2 students and the 18 level 1 students. 2. Collaborate with CLSO specialists in training for teachers and paraprofessionals serving SWD in: <ul style="list-style-type: none"> • Aligning ELA instruction with students’ IEP goals and Performance Indicators • Strategic planning and grouping integrating research-based strategies to meet student needs and learning styles, • Align teachers’ and paraprofessionals’ areas of expertise with blocked delivery of instruction, such as the Wilson program, Words Their Way, listening and comprehension skills, writing skills, Great Leaps, etc., • Develop action plan aligned to the curriculum with teaching and assessment to increase student learning and performance in ELA, • Monitor student progress and maintain flexible groups, • Survey teacher and paraprofessional strengths and skills sets. 3. Provide instructional support to SWD by: <ul style="list-style-type: none"> • Establishing a common instructional block across grades 3 -5 at least three times a week targeting students needs and preferences, as well as staff strengths, • Day-time intervention by special education and an F-Status bilingual special education teachers, • Targeting reinforcement provided by paraprofessionals, • Participation in extended day, • Providing sufficient equipment to allow daily time on task using computer assisted programs such as Success Maker, Breakthrough to Literacy, Knowledge Box, • Participation of eligible students in SES programs and After-school Enrichment <p>We will use assessment data to create differentiated instruction and projects in the literacy, identify staff to provide support and enrichment, allocate resources to secure personnel, instructional materials, supplies, and planning time to support the target students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Staff members responsible for these activities include Administrators, Staff Developer, Bilingual Teacher Trainer, CLSO ELA, ELL and Special Education Instructional Support Specialists, SAF, Speech and Language Teacher and SETTS/AIS teacher.</p> <p>Scheduling: In addition to established common preps of teachers, additional opportunities for monthly group and individual teachers’ meeting times will be programmed during the day, as well as through per-session after school and on Saturdays.</p> <p>Funding: Administrators funded through Tax Levy, the staff developer is funded through Title I, the bilingual teacher trainer is funded through Title I/Tax Levy DRA Stabilization, the speech and SETTS teachers are funded through Tax Levy Mandated Services. CLSO</p>

	support is funded through TL, and professional development and student activities will be funded through Title I.
Indicators of Interim Progress and/or Accomplishment	<p>Progress toward meeting this goal will be evaluated through the increase of student outcomes as measured by benchmark assessments in running records, unit assessments, Scantron Performance Series assessments, Words Their Way Spelling Inventory, and reading stamina class chart. On-going updating of individual student action plans aligned with performance indicators with interim goals and time frames as outlined in Individual Education Plans (IEPs).</p> <p>Teacher plans and conferring notes will demonstrate needs based grouping and delivery of appropriate instruction. Instruction delivered will be monitored through walkthroughs, formal and informal observations, and teacher conferences.</p>

Subject/Area (where relevant): Goal #4: ENGLISH LANGUAGE LEARNERS

<p>Annual Goal</p>	<p><i>By June 2010, there will be a 10% increase in ELL students in grades 3, 4 and 5, that attain at least a level 3 in the NYS ELA, and thereby meet AYP in our state standing.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our ELL students met AYP in the NYS ELA 2009 using safe harbor. We will continue to target these students throughout the 2009-2010 school year, to insure that we maintain and improve upon their performance and progress. A total 76.5% of our ELL students in grades 4 and 5 demonstrated gains of at least one year of growth. And a total of 29% of our ELL students attained a level 3 or better in the W'09 ELA.</p> <ul style="list-style-type: none"> • Reduced class size in grades 3, 4 and 5 to insure optimal teacher-student ratio • Increase opportunities for differentiated instruction and learning to meet the variety of students' English language level proficiency • Targeted support in academic intervention services through day-time AIS, extended day offered to all ELL students in bilingual classes • Saturday ELL program focusing on building academic language and writing skills across the curriculum, • Learning profile developed with Renzulli Learning to build upon students' learning strengths and preferences • In-class computer-assisted instruction to individualize instruction and reinforcement through software and on-line programs, such as Success Maker, ELLIS, Knowledge Box, My Access • Ongoing assessments to measure students' progress toward established benchmarks • The school will address English language proficiency by supporting bilingual, monolingual and ESL teachers in providing strategies for ELLs in English language acquisition. Given our current 42% ELL population, in addition to former ELLs, all our teachers need a thorough understanding of English language acquisition and the techniques and strategies to help support language learners at all levels. Toward that end administrators and staff developers will work closely with bilingual teachers to develop appropriate class program schedules, identify language(s) of instruction and assessment, and units of study adhering to school's LAP/Part 154 as per student language proficiency levels. Teachers with concentrations of ELL students will be coached in developing lesson plans using ESL standards to address skills in listening, speaking, reading and writing. • Teachers of ELL students will also be coached in embedding language goals in lessons in all core subjects to address students' needs identified in the NYSESLAT. • Provide support to bilingual, monolingual and ESL teachers in providing strategies for ELLs in English language acquisition by providing opportunities to expand and share knowledge, and support best practices for all teachers through targeted professional development including lab sites, classroom modeling and study groups. • Knowledge and implementation of ESL Performance standards, LAP/Part 154 will be embedded in planning and professional development sessions throughout the year, • ESL workshops (7.5 HR) for new teachers, (Nov., Dec., Feb.), • ESL workshops in the Continuum of language learning structures, • Analysis of student work using rubric, performance data, and implications for ELLs sub-groups, • Align Readers & Writers Workshop components to the LAP, embed lessons across the curricula with language goals and scaffolds, rigor in academic language and vocabulary development and ESL strategies

	<ul style="list-style-type: none"> • Provide opportunities for teachers to attend workshops and conferences, and turn-key • Saturday ELL Institutes for all eligible students <p>Staff members responsible for these activities include: Administrators, AIS teachers, Reading and Math Coaches, Staff Developer, Bilingual Teacher Trainer, CLSO Trainers, AUSSIE Consultants, and other consultants.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staff members responsible for these activities include Administrators, Staff Developer, Bilingual Teacher Trainer, Bilingual AIS teacher (F-Status), ESL push-in teacher, Classroom and Cluster Teachers, CLSO ELL Specialist.</p> <p>Scheduling: In addition to established common preps of bilingual classroom teachers, additional opportunities for monthly group and individual teachers’ meeting times will be programmed during the day, as well as through per-session after school and on Saturdays.</p> <p>Funding: Administrators funded through Tax Levy and Title I, the staff developer and the bilingual AIS teacher is funded through Title I, the bilingual teacher trainer is funded through Title I/Tax Levy DRA Stabilization, the ESL, classroom and bilingual cluster teachers are funded through Tax Levy/DRA Stabilization and Title I. CLSO support is funded through TL. Attendance at conferences, extended week activities and professional development activities will be funded through Title I and Title III.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The evidence we will use throughout the year to evaluate our progress towards meeting this goal are:</p> <ul style="list-style-type: none"> • Identification and assessment of students eligible for services, language of instruction and assessments, accommodations needed, program placement. Clear articulation to teachers of student levels and implications. • Planning meetings with target teachers, monitoring of lessons and student data, Predictive Assessments, ITA, Scantron: 6-8 week intervals CAI reports (ELLIS, Successmaker, Breakthrough to literacy, Running Records, Fountas & Pinnell Benchmark Assessment System, Writing Portfolios) • Agenda and attendance and feedback data, 2009 NYSESLAT Reports • The target of <i>39% of ELL students attending at least 90% of the school year will demonstrate on-level performance in the 2010 NYS ELA</i>

Subject/Area (where relevant): Goal 5: Professional Development for Supervision and Support

<p>Annual Goal</p>	<p><i>By June 2010, supervisors and professional development team members will work collaboratively ensuring differentiated supervision and professional development for teachers, as measured by supervisory logs, professional development agendas and sign-in sheets.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will provide supervisors and professional development team members with an in-depth study in teacher-centered supervisory methods and opportunities to practice the skills and experience the perspectives as they are exposed to them. Through this process, we will provide for teachers what we want for students- a wide array of learning opportunities that engage students in experiencing, creating, and solving real problems, using their own experiences, and working with others. Our goal is to engage in a constant process of assessment and renewal, based on teachers’ strengths and needs in order to become an integral part of our school’s classroom culture. The administrative staff will continue to make weekly visits to every classroom with a special focus on teacher/student support. Classroom visits will focus on student needs and creating a connection between administrative staff and students who need help on specified skills based on formative assessments.</p> <p>Professional study group:</p> <ul style="list-style-type: none"> • Read, study, and reflect upon reading from professional text, <i>Supervision that Improves Teaching and Learning-Strategies and Techniques</i> (3rd Edition) by Dr. Susan Sullivan and Jeffrey Glanz, • Participate in two monthly sessions which will include Micro-labs, Fishbowls and reflections led by Dr. Susan Sullivan, • Participants will select target teachers to implement strategies and techniques.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staff members responsible for these activities include the Principal, Assistant Principals, Staff Developer, Literacy and Math Coaches, and Bilingual Teacher Trainer.</p> <p>Scheduling: Two monthly ninety minutes sessions with Dr. Susan Sullivan, and weekly instructional cabinet meetings. Participants will “try-out” strategies throughout their work day responsibilities.</p> <p>Funding: Administrators are funded through Tax Levy and a .5 Title I, the staff developer is funded through Title I, the literacy and math coach are funded through C4E funds, the bilingual teacher trainer is funded through Tax Levy DRA . Our consultant (Dr. Sullivan) will be funded through Title I professional development funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The evidence we will use throughout the year to evaluate our progress towards meeting this goal are:</p> <ul style="list-style-type: none"> • Agenda and attendance for each session, • Evaluation and feedback of training sessions for administrators and professional development team members, • Pre and Post Participant Surveys • Formal and informal observations which reflect the differentiated model, • Supervisory and Professional development logs/calendars which reflect the differentiated professional development activities based on supervisory indicators studied, • Use of differentiated observation tools with teachers, • Reflection/Survey of teacher-participants, • Increase in participation by tenured teachers in Option A as their choice for teaching evaluation.

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	75	75	N/A	N/A	2	2	2	2
1	79	79	N/A	N/A	3	3	5	3
2	88	71	N/A	N/A	3	3	5	5
3	134	134	N/A	N/A	9	4	0	50
4	137	137	38	38	6	3	1	50
5	117	117	43	43	5	2	3	58
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Tier I provided by classroom teachers during the regular school day.</p> <p>Tier II provided by Academic Intervention Specialists during the school day.</p> <p>Tier II provided during Extended Day.</p> <p>Tier II provided by differentiated technology during the regular school day.</p>	<p>AIS services are delivered on a push-in basis with the exception of one math program on a pull-out basis. Delivery of service is in small groups and on a one-to-one basis. The services are provided during the school day, extended day, and extended week. Some of the programs used are:</p> <ul style="list-style-type: none"> • Pearson/Scott Foresman online programs <i>Knowledge Box</i> (ELA) • <i>ELLIS</i> (English language acquisition and vocabulary development). • Pearson’s Success Maker and Scantron Performance Series • Scholastic <i>Phonics Booster and Phonics Chapter Books</i> • Options <i>GPS Reading</i> (Gr. 3,4,5) • <i>Buckle Down ELA</i> (Gr. 4, 5) • <i>Academic Workout</i> (Gr. 3,4,5) • <i>Wilson, Leap Frog, Breakthrough to Literacy, CCC-Success Maker</i> (Kgn., 1st and 2nd) • <i>My Access</i> differentiated writing online program <p>Supplemental instructional and assessment materials</p>
<p>Mathematics:</p>	<p>AIS services are delivered in small group and one to one. The service providers work on a push-in basis during the school day, and during extended day. A pull-out <i>Math Intensive Team (MIT)</i> program that differentiates instruction for students at each level of performance has also been implemented. Some of the programs used are:</p> <ul style="list-style-type: none"> • <i>Pearson’s Success Maker</i> • <i>Scantron Performance Series/Acuity</i> • <i>Everyday Math Journals – Math Boxes</i> with supplemental materials and <i>Math Steps</i> • Pearson/Scott Foresman online programs <i>Knowledge Box</i> (Math) <p>Various differentiated materials to address indicated needs.</p>
<p>Science:</p>	<p>AIS services are delivered in small group and one to one, using a push-in format. The services are provided during the school day, and during Extended Day.</p> <p>Online, individualized programs:</p> <ul style="list-style-type: none"> • Pearson/Scott Foresman <i>Knowledge Box</i> (Science) • <i>Buckle Down Science</i> (Gr. 4) <p>4th grade students receive support in science during extended day</p>
<p>Social Studies:</p>	<p>The AIS providers work on a push-in basis, and embed literacy and math strategies and skills in the content areas, and vice versa. For the fifth-graders, literacy support is provided through social studies writing instruction also during the extended day program. Articulation with homeroom teachers and cluster teachers supports and helps drive differentiated instruction. Some of the programs used are:</p> <ul style="list-style-type: none"> • Pearson/Scott Foresman: <i>Knowledge Box</i> (Social Studies)

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>Buckle Down Social Studies</i> (Gr. 5)• <i>National Geographic</i> instructional kits |
|--|---|

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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Marilyn Torres, Principal
Monique Mendoza, Assistant Principal
Catherina Garzón, Assistant Principal
Ismael Pérez, Assistant Principal

P.S. 145 Language Allocation Policy 2009 - 2010

PART I: School ELL Profile

P.S. 145-K of District 32, is in the predominately Hispanic community of Bushwick, in Brooklyn, NY. Of our 907 students, 39.5% (358) in grades K -5 have been identified as English Language Learners as per the LAB-R and NYSESLAT. We have a total of 2 ESL certified teachers, 16 certified bilingual teachers, 2 content area teachers with bilingual extensions, 3 certified bilingual extension special education teachers and 9 teachers of ELLs without ESL/Bilingual Certification.

Our Language Allocation Policy members include the principal, Marilyn Torres, Assistant Principal, Ismael Pérez, Literacy Coach, Johanna Gómez, ESL Teacher, Irene Soto, Guidance Counselor, Nerina Rodriguez, and ESL Certified Science Teacher, Nydia Bernacet

PART II – ELL IDENTIFICATION PROCESS

1. All parents of P.S. 145-K enrollees are required to complete a Home Language Identification Survey (HLIS). This survey is administered by our Certified Bilingual Teacher Trainer, Bertha Lugo and our 2 Certified ESL teachers Irene Soto and Scott Bassett. These teachers help us to identify students who may have limited English language proficiency. If the home language is stated to be Spanish the child is tested within 10 days of enrollment to our school. Once potential ELLs are identified, they are administered the revised Language Battery (LAB-R) test within ten days of enrollment. The results of the LAB-R determine whether students are entitled to bilingual/ESL programs and services. School administrators use the LAB-R data to inform instructional programs and initial language allocations as per language proficiency, indicated by Part 154.

At the beginning of the school year all classroom teachers are notified about who are the entitled students in their classrooms based on the NYSESLAT and the LAB-R reports. Secondly, every classroom teacher receives an ELL-Classroom Profile for every ELL student in their classroom that lists the combined modalities Listening/Speaking and Reading/Writing along with their performance levels on the NYSESLAT and the RLAT report from ATS, for a period of three years. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to the current ELL identified population in

grades K-5. Proficiency levels determine the appropriate ratio of English to native language used in educational bilingual programs as well as mandated units of ESL instruction

2. In order to ensure that all parents understand the three program choices, we hold parent orientations in the fall and spring for all incoming students. Because ELL parents often speak a language other than English, we use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions are provided through group orientations at the beginning of the year. We are also prepared to inform parents throughout the year in various ways, including individual meetings, phone conversations, DVD presentations, or at the very least, through informational packets. The Parent Coordinator also works closely with supervisors (assistant principals, bilingual coordinators), to deliver parent information in a timely manner. Through this process parents are made aware of all three choices available (TBE, DL and Freestanding ESL), and are better equipped to make an informed decision in the placement and education of their children. **1)** Home Language Identification Survey (HLIS) is given at enrollment, a trained school pedagogue meets with parents to make an initial determination of the child's home language. **2)** Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered the Language Assessment Battery-Revised (LAB-R), within 10 days of the child's arrival which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

3. We ensure that entitlement letters are distributed and Parent Survey and Program Selection returned by continuously monitor whether or not we are meeting our parents' needs as indicated through evaluation forms, and upon return of parent choice letters. Parent "Program Selection" forms are distributed to parents during the initial interview upon a child's arrival to our school. These are completed and returned on the day they are distributed. The parent choice information form informs our school on how we should proceed with our annual language allocation policy, as parent demand dictates which ELL programs we should provide. Parents are also informed through meetings and the Orientation video that should they not make a choice on the form or should it not be returned at all that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The Parent Survey and Program Selection Form, which is typically attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered. Parent Entitlement Letters are also distributed as follows: **1)** During Parent Orientations when the DOE choice DVD explaining the different choices which the parents have is played for a large group and all parts of the letter and DVD are explained. **2)** During our Parent Teas in September parents who have not returned choice letters are again given the opportunity to fill them out before they leave. Letters are collected and placed in a file in the Bilingual Teacher Trainers office. **4)** Outreach to parents who may still not have signed and returned the letter is provided through phone calls and mailings. The Parent Coordinator and school staff use the survey portion of this notification to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. This information is stored centrally in our Bilingual Teacher Trainer's room for easy access by school personnel.

4. Once ELLs are identified through the HILS form, they are administered the LAB-R, within 10 days of arrival, to determine language proficiency. School administrators use the LAB-R data to inform instructional programs and initial language allocations. A Parent letter inviting the parent to an orientation along with a Program Selection Form, which is typically attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered and which program the child is eligible for. These forms are provided in the parent's native language. When a new admit comes to our school, Bertha Lugo (our Bilingual Teacher Trainer) interviews the parent and child orally in both English and Spanish, to determine native language dominance and proficiency. If a child demonstrates proficiency in English he/she is placed in a monolingual class. Likewise if a child does not demonstrate proficiency on the LAB-R they are then placed in a bilingual or ESL class based on parent choice or default.

5. The trend over the last few years has remained constant with parents choosing TBE followed by DL and very few opting for Freestanding ESL. This is evidenced by a sampling of the parent choice forms from over the past five years. Prior to P.S 145K re-opening its Dual Language program the primary selection made by parents was **TBE** (69) followed by **ESL** (26) and then **DL** (4) parents who made no choice totaled 25 whose children were then slated for the default choice of **TBE**. Once we started our Dual Language program there was a shift in the choices, **TBE** (15) followed by **DL** (48) and then **ESL** (4) parents who made no choice totaled 8 whose children were then slated for the default choice of **TBE**. As of this writing the choice is as follows: **TBE** (54) followed by **ESL** (12) and then **DL** (9) parents who made no choice totaled 52 whose children were then slated for the default choice of **TBE**.

6. Program models at P.S. 145-K are aligned with parent requests as referenced by the Parent Survey and Program Selection Forms. Parents are made aware that should the current trend of choices change we will look into the matter to make the requested accommodations, should the numbers exist and if not the parent coordinator will assist the parent in finding a program of choice at another location.

PART III – ELL Programs

1.) How is Instruction Delivered? (Organizational Models)

In our **Transitional Bilingual Education Program**, academic instruction during the school day is provided in Spanish with intensive support in English. English as a Second Language is required and time allotted is determined by the level of Language Proficiency as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped in heterogeneous classes with students of all levels of English Language proficiency. Each teacher must indicate appropriate minutes for ESL, ELA and NLA on their program cards, as mandated in Part 154. Each individual program card is carefully reviewed by the immediate supervisor, Bilingual Site coordinator and Bilingual Teacher Trainer to ensure that the mandated time is appropriately allotted.

In our **Collaborative Team Teaching Program** we have two educators (a Certified Bilingual Teacher and a Certified Bilingual Special Education Teacher) taking responsibility for planning, teaching, and monitoring the success of all learners in the class. It is a dynamic process that educators constantly reconfigure to fit their instructional plans and the learning needs of their students. The collaborative team teaching program at P.S. 145K is a Transitional Bilingual Education Model. Our CTT classes follow the same Part 154 indicators to deliver at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily to our beginners and intermediate students. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day.

In our **Push-in ESL Program**, ELL students spend most of their day in a mainstream English classroom. The primarily “Push-in” program is implemented through “team-teaching” and “team-planning” that require the regular classroom teacher and the ESL teacher to plan on a regular basis (e.g., once a week). In this way, ESL instruction can be integrated into the regular classroom through the content areas using ESL standards-based methodologies including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. When absolutely necessary due to programming conflicts a group of same language level students are pulled out for some of the sessions. Our certified ESL teachers make sure that all students receive the

appropriate amounts of ESL instruction per week. The objective of this program is to have ELL students become fluent and literate in English.

In our **Dual Language Program**, academic instruction during the school day follows the side by side, alternate day, 50:50 model (50 percent in English and 50 percent in Spanish). This model satisfies the mandated time for ESL and NLA instruction as indicated in Part 154. Classes include students who are native English speakers and native speakers of a language other than English, e.g., Spanish and English or Chinese and English. The objective of this program is to maintain the native language while the ELL student simultaneously learns English. Our Dual Language program is currently four years old and each year continues to move forward a grade as the students' progress. Within the next two years it will encompass all grades of our school. The native English speakers learn the other language, e.g., Spanish. The Dual Language Program is a developmental, language enrichment, bilingual education program that integrates students who are native English speakers and native speakers of another language for most of their content area instruction.

In our **Freestanding English as a Second Language** classes, all academic instruction during the school day is in English. The core content areas are taught using ESL methodologies and materials that allow for and enhance student participation as well as teachers teach academic subject matter using comprehensible language and context, enabling information to be understood by the learner. The objective of this program is to have ELL students become fluent and literate in English, while also receiving support in Native Language Arts as stated by Part 154.

2) How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

In our **Transitional Bilingual Education Program** and **Collaborative Team Teaching Program** academic instruction during the school day is provided in Spanish with intensive support in English by a Certified Bilingual Teacher. English as a Second Language is required and time allotted is determined by the level of Language Proficiency as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped heterogeneously with students of all levels of English Language proficiency. Teachers must group students in order to provide the mandated time of ESL, ELA and NLA, as indicated in Part 154. In kindergarten, students are likely to display a lower level of variation in academic and English proficiency. Therefore, teachers in TBE kindergarten classrooms with large numbers of beginning-level ELLs will spend 60 percent of instruction in students' native language and 40 percent in English, all year. ELLs in the elementary grades are likely to show variation in academic and English proficiency. Therefore, TBE teachers must differentiate their instruction, teaching in the native language at varying levels based on students' English proficiency levels, as indicated by LAB-R or NYSESLAT. In addition, teachers of ELLs use the data from multiple assessments to make informed decisions on language use for subject-area instruction as well as language development. Instructional units (TCRWP, Science, Social Studies, Math, etc.) are in place to meet performance standards for each grade level while attending to the needs of students. These units provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content areas. For example, teachers instruct beginners using their native language for 60 percent of the day, intermediate students 50 percent, and advanced students 25 percent. In other words, beginning ELLs receive 40 percent of instruction throughout the day in English; intermediate ELLs be taught in English half of the time (50 percent); and, advanced students receive most of their instruction in English (75 percent).

In our **Dual Language Program**, there are two classes that receive instruction from two teachers. One of the two teachers in the team is assigned to provide instruction in English and the other teacher is assigned to

provide instruction in the target language, Spanish. The two teachers must plan all instruction together in order to meet the academic and linguistic objectives of all the students. There are two separate classrooms for instruction in each of the two languages (Spanish room and English room). The two groups of students are linguistically integrated. The groups move from one language classroom to the other according to the design. To ensure that the two languages are covered equally, P.S. 145-K uses the 50:50 model, Alternating Day. The dual language classes follow an alternating pattern of language instruction, one day in English and alternating to the next day in Spanish. All instruction is delivered in both English and Spanish.

In our Push-In ESL Program, the ESL and classroom teacher work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. P.S. 145-K will spend the mandated minutes of ESL instruction aligned to ELA standards daily. For beginner and intermediate level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused to help them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Native Language materials are available in each classroom to support the needs to the students.

3.) Describe how the content areas are delivered in each program model. Please specify the language and the instructional approaches and methods used to make content comprehensible to enrich language development.

Kindergarten through second grade: PATA- PITA (Spanish) to develop explicit and systematic phonemic awareness, phonics instruction that includes decoding practice within Science and Social Studies topics.

Third grade through Fifth grade: RIGOR (Reading Instructional Goals for Older Readers) a unique comprehensive set of interventions resources designed to accelerate the literacy and language development of students. The Spanish grammar program, **Bien dicho!** includes various strategies that monitor reading.

Dual Language: The reading instructional program, **Trofeos**, focuses on academic achievement, language and social development and cross cultural support.

In our **Transitional Bilingual Education** program, instruction is provided in the student's native language with intensive support in English with required English as a Second Language (ESL)/English Language Arts (ELA)/Native Language Arts (NLA). For our beginner students the ratio of English vs. Spanish is 60:40, intermediate is 50:50 and advanced is 25:75. As the year progresses the percentages of native language instruction decrease and the percentage of ESL increase. This varies depending on the beginning language levels of the students. Teachers use a variety of instructional approaches and methods to deliver their lessons. Accountable talk is encouraged through out the day. Students are constantly engage in discussions with partners, groups and with the whole class. In content area subjects instruction is given in the child's native language with a summary at the end of the lesson in English.

Our **Dual Language program** is a developmental, language-enriched, bilingual education program that integrates students who are native English speakers with native speakers of another language for all their content-area instruction. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages. Our Dual Language program provides students with an academically rigorous curriculum in two languages, enabling both ELLs and English Proficient (EP) students to meet or exceed New York State and City standards. Participating students become bilingual, bi-literate, and bicultural. We follow the 50:50 organizational design of a Dual Language program, in which the amount of instructional time is equally divided between the two languages at each grade level. The goals for students of both language groups in the Dual Language program are as follows. Our Dual language classes are serviced by bilingual licensed cluster teachers (science and art). These teachers use ESL methodology to instruct their

students. There is active student engagement through cooperative learning, group work, accountable talk and sharing.

In our **Freestanding ESL Program** students receive instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). In freestanding ESL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. A period of native language arts support is provided.

4.) How do you differentiate instruction for ELL subgroups?

a. For our **SIFE** program students will be clustered together in a bridge class with a certified bilingual teacher. The teacher will group students according to readiness to differentiate instruction, with course structure that allows students to learn at their own pace, following the beginner ratio of 60:40 (Spanish: English). These students will stay for extended day in order to receive additional support. Differentiation will incorporate Assessment which is tightly linked to instruction, allowing the teacher to see about student readiness, interest and learning. This will also help the teacher plan next steps. Teachers will also prepare interesting, appealing and focused activities on specific essential skills. Most importantly teachers must allow for flexible grouping which allows students to work in a variety of contexts and allows the teacher to see the student in different setting and with different kinds of work.

b. ELL students less than 3 years receive differentiated instruction by proficiency level through both whole group and individualized manners. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encouraged. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of: Success Maker, Scantron, and Acuity which in addition to acclimating students to testing methodologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the opportunity to attend the BELL after school program (Tuesday, Wednesday and Thursday) and our Saturday ELL Institute. These programs are taught by P.S. 145 teachers and focused the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English and the native language, to help children during independent reading and writing. Teachers of these children also receive regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization and Schema Building. Teachers have also participated (and continue to) in study groups focused on differentiated instruction.

c. ELL Students here 4 to 6 years receive differentiated instruction by proficiency level through both whole group and individualized instruction. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encouraged. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of: Success Maker, Scantron, and Acuity which in addition to acclimating students to testing methodologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the opportunity to attend our Extended Day sessions (Monday, Tuesday, Wednesday and Thursday), the BELL after school program (Tuesday, Wednesday and Thursday –provided by a Supplemental Educational Services provider) and our Saturday ELL Institute. These programs are taught by P.S. 145 teachers and focused the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam.

Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English and the native language, to help children during independent reading and writing. Teachers of these children also receive regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization and Schema Building. Teachers have also participated (and continue to) in study groups focused on differentiated instruction. These students are supported by the classroom teacher and AIS/ESL push-in teachers in promoting critical thinking skills during the day and through extended day activities. Children are also afforded the opportunity to attend the BELL After school program (Tuesdays, Wednesdays and Thursdays) and our Saturday ELL Institute taught by P.S. 145 teachers and focuses the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Students are targeted as part of an inquiry based focus group which works with them through small group instruction on a regular basis.

d. Long-Term ELLs (completed 6 years) receive differentiated instruction by proficiency level through both whole group and individualized instruction. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encouraged. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of: Success Maker, Scantron, and Acuity which in addition to acclimating students to testing methodologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the opportunity to attend the BELL after school program (Tuesday, Wednesday and Thursday) and our Saturday ELL Institute. These programs are taught by P.S. 145 teachers and focused the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English and the native language, to help children during independent reading and writing. Teachers of these children also receive regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization and Schema Building. Teachers have also participated (and continue to) in study groups focused on differentiated instruction. These students are supported by the classroom teacher and AIS/ESL push-in teachers in promoting critical thinking skills during the day and through extended day activities. Children are also afforded the opportunity to attend the BELL After school program (Tuesdays, Wednesdays and Thursdays) and our Saturday ELL Institute taught by P.S. 145 teachers and focuses the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Students are targeted as part of an inquiry based focus group which works with them through small group instruction on a regular basis.

e. Student with Disabilities whose IEP recommend ESL or bilingual instruction are generally assign to a Bilingual Special Education or Collaborative Team Teaching class. The placement is determined by the students IEP. These classes are assigned to a fully licensed bilingual teacher who provides the ESL instruction. Alternate placement students have a bilingual paraprofessional assigned to them and they receive ESL from one of our certified ESL push-in teachers. SETTS services provided as per the IEP by a certified bilingual special education teacher. There is active student engagement through cooperative learning, group work, accountable talk and sharing.

5.) Describe your targeted intervention program for ELLs in ELA, math and other content areas. We have an extensive academic intervention program for our ELLs at P.S. 145K. Generally academic intervention programs are delivered on a push-in basis with the exception of one math pull out program, by 2 ESL certified teachers. Services are delivered to our ELLs in small groups and on one-to-one basis. The services are provided during the school day, extended day, and extended week (Saturday, ELL Academy).

For ELA in grades 1 and 2, academic intervention teachers push into the classes 4 to 5 times per week. They focus on guided reading and word study, using ESL methodology to deliver lessons. In grades 3, 4 and 5 teachers focus on specific reading skills identified after benchmark assessments. Some of the programs used for ELA academic intervention are ELLIS, Pearson's Success Maker, Scholastic Guided Reading Library, Words Their Way, Options GPS Reading and Breakthrough to Literacy. For Mathematics academic intervention is also delivered small group and one-to-to. Teachers push into the class during the day and extended day. A pull out Math Intervention Team (MIT) program for differentiates instruction for students at each level of performance has been implemented fro grades 3, 4 and 5. Some of the programs used for Mathematics are Pearson's SuccessMaker, Scantron Performance Series, Everyday Math Journals and Math Steps. Fourth grade ELL students receive academic intervention in Science during extended day. Fifth grade ELL students receive academic intervention in Social Students during extended day and our push in program embedded with literacy and Science.

6.) After an ELL student has reached a level of proficiency on the NYSESLAT, that student will continue to be supported by the push-in ESL teacher for the immediately proceeding 2 years. Native language material is also available for these students in their monolingual classroom given through certified bilingual teachers.

7.) For the 2009 – 2010 school year, in addition to the BELL after school program and the Saturday ELL Institute students are offered a "Zero Hour" program which runs Monday through Friday from 7:00 A.M. – 7:45 A.M. We will also be implementing Pearson's Words Their Way, word study program in grades 1 and 2. We will also be implementing the Harcourt Science program in grades kindergarten, 1 and 2.

8.) None of these programs will be discontinued during the 2009 – 2010 school year.

9.) The ELLs at P.S. 145K are encouraged to apply for all of the programs that we offer at the school, while some of the programs are also directed specifically at their specific subgroup. The BELL program is provided by an SES provider who accepts all of the students who apply in the building. Our Saturday ELL Institute is geared specifically at our ELL population in an effort to help them achieve levels of proficiency on the NYSESLAT and passing grades on the NYS ELA exam.

10.) Instructional materials including technology are chosen according to grade levels and language proficiency.

Kindergarten through second grade: PATA- PITA (Spanish) to develop explicit and systematic phonemic awareness, phonics instruction that includes decoding practice within Science and Social Studies topics.

Third grade through Fifth grade: RIGOR (Reading Instructional Goals for Older Readers) a unique comprehensive set of interventions resources designed to accelerate the literacy and language development of students. The Spanish grammar program, **Bien dicho!** includes various strategies that monitor reading.

Dual Language: The reading instructional program, **Trofeos**, focuses on academic achievement, language and social development and cross cultural support.

11.) According to our Language Allocation Policy Native Language (Spanish) instruction is planned according to percentage of program model. For our beginner ELLs the ratio of Spanish is 60 percent. Intermediate is 50 percent, and advanced is 25 percent. For each program the language objectives are carefully planned and matched with appropriate content described as follows:

In our **Transitional Bilingual Education Program**, Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts

per day. All of our TBE classes are grouped in heterogeneous classes with students of all levels of English Language proficiency.

In our **Push-in ESL Program**, ELL students spend most of their day in a mainstream English classroom. The “Push-in” program is implemented through “team-teaching” and “team-planning” that require the regular classroom teacher and the ESL teacher to plan on a regular basis (e.g., once a week). In this way, ESL instruction can be integrated into the regular classroom through the content areas using ESL standards-based methodologies including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation.

In our **Dual Language Program**, Instruction during the school day follows the side by side, alternate day, 50:50 model. This model satisfies the mandated time for ESL and NLA instruction as indicated in Part 154. Classes include students who are native English speakers and native speakers of a language other than English, e.g., Spanish and English or Chinese and English.

In our **Freestanding English as a Second Language** classes, all academic instruction during the school day is in English. The core content areas are taught using ESL methodologies and materials that allow for and enhance student participation as well as teachers teach academic subject matter using comprehensible language and context, enabling information to be understood by the learner.

12.) Do required services support, and resources correspond to ELLs’ ages and grade levels? Yes. Here at P.S. 145K we have faculty who are assigned to work with students in the following manner. ESL, Cluster teachers and coaches are divided among the school population between primary and upper grades. ESL services are handled in the primary grades by Ms. Soto and in the upper grades by Mr. Bassett. Primary grades Coach is Ms. Gomez, while the upper grades are handled by Ms. Henderson. Physical Therapy – Mr. Mathew, Occupational Therapy – Mr. Tam, Speech – Mr. Martinez and Ms. Lieberman and Counseling – Ms. Rodriguez all have their children grouped by either age or primary and upper grades. There is a third grade ELL inquiry group which focuses on looking at the four modalities individually based on raw scores for a period of three years. Teachers are assigned to work with students throughout the year to assist them on taking the NYSESLAT. Teachers also reinforce and differentiate strategically based on needs. We also offer a Saturday ELL Academy which specifically targets students according to grade and NYSESLAT level. Bilingual teachers are assigned to work with these students using best practices for student success.

13.) One of our initial activities for newly enrolled ELLs, is aligning ELL programs to core curriculum, class organizations, and staffing to ensure proper academic placement. Before the beginning of the school year based upon the projected numbers of newly enrolled ELL students our school creates a tentative organization to form classes in grades K – 5, with highly qualified bilingual/ESL teachers. When there are 15 or more ELL students per class, cluster teachers are assigned to provide ESL to ELL students through programming based student needs. Materials are ordered for the new school year beforehand, to cover the core curriculum. Our systemic goal is to align our ELL students, staff and program to ensure the developmental continuum for English language acquisition.

Schools with Dual Language Programs:

The Dual Language program that is currently in place is a side by side-alternate day program. In each class, from Kindergarten to Third grade, the language is separated by teacher and each class is composed of EPs and ELLs. The English Proficient and English language learners are integrated 100% of the day-everyday. The language of instruction is based on a 10 day cycle -one day of instruction is conducted in English and the next day the instruction is conducted in Spanish. Each day the EPs and ELLs receive 100% instruction in alternate languages. After ten days, the language of instruction is 50% in Spanish and 50% in

English. All content areas are taught in either English or Spanish by the classroom teacher depending on the day. In addition, the following content areas: Social Studies, Science, Health and Art are also taught by cluster teachers in the specific language of the day. The language used for each content area matches the language of the day for each class. Emergent literacy is taught in both the child's native language and other language (English, Spanish) at the same time.

Professional Development and support for school staff:

Our ELL personal participates in specialized Professional Development that emphasize on appropriate instructional approaches and methods used to teach ELLs. Professional development consists of in-house programs, outside contracted personnel, local and national conferences. Administration (Assistant Principals), Common Branch teachers and Paraprofessionals have received P.D. in small group work, differentiated instruction as well as having Susan Sullivan (author) coming in to work with administration on differentiated instruction. CLSO support staff, Evelyn Cruz, Lucia Medina, Blanca Perez-Ferdinand are actively providing P.D. with regard to the NYSESLAT, Best teaching practices for ELLs. Our Bilingual Teacher Trainer has also implemented RIGOR with our 4th and 5th grades. VTS (visual thinking strategies) is designed to help children build language which will in turn contribute to the writing skills of the students. All bilingual classes and common branch teachers with ELL students participate in the VTS strategies. Our guidance counselor, school psychologist and parent coordinator have all received training with regard to students in temporary housing, bullying, suicide prevention, child abuse, IEP goal setting, related services, mandated services and academic outreach. The secretaries from the school have received training in Payroll Systems and Leave and TRAC and Pension. Our Physical Therapist has gone for training in "The Research Driven Practice, NDT Goes School Based, Integrating Standardized Assessments into school based Practice, the Pediatric Primer and Evidence Based Practice." Our Speech Therapists have gone out to P.D. on Contextualized Language and Speech/Language Staff P.D. Conference.

In order to assure that our ELLs have a smooth transition from our school to the feeding intermediate school we have constant communication with the administration of the school. In addition, the feeding intermediate school offers Saturday professional development for upper grade teachers of our school to help prepare our students for the transition to middle school.

In order to ensure that all teachers have basic understanding of the needs and "best practices" for English Language Learners throughout the school we provide the 7.5 hours (10 hours for special education staff) in strategies for teaching ELL students. The bilingual site compliance coordinator will identify the eligible staff, plan and prepare agendas and materials needed, schedule time slots and staff, and conduct series of workshops towards attaining the total hours needed. The first session is conducted during the November staff development day, with additional sessions throughout the year,

Parent Involvement

The school as a whole holds parent-teacher conferences twice a year with the rest of the city. In addition, we hold various workshops throughout the year. We also tailor workshops according to parents' needs and requests. We have taken into account their feed back when making decisions based on formal and informal surveys. We are fortunate enough to have ample staff that is able to provide translation services for English only speaking staff members when needed. We also make use of the DOE Translation unit when the need arises. We provide ESL classes two days during the week (Tuesday and Thursday) and a Parent Institute on Saturdays for ESL and computer literacy, educational trips to "Repertorio Español", and New York City landmarks. Parents are encouraged to attend assembly programs provided by their children as well as outside performers. Writing celebration notices are sent out by teachers upon completion of writing pieces. Parents are kept informed through regular progress reports which are sent out in between marking periods. We communicate by telephone and mail to discuss issues and student progress as well. We are currently looking into new technology which will allow us to communicate more effectively with all parents by means of

telephone, e-mail, text and cell phone. Parents are invited to our twice yearly (September and June) Parent Teas. Discussions are held with regard to school-wide and grade-wide goals for the current year in the fall and the coming year in the spring. Parents visit the classrooms and meet teachers where goals and partnerships are explored. There are orientation meeting which we hold in May, June and September for new incoming students. The PTA holds monthly meetings throughout the year in both English and Spanish and parents participate in a variety of workshops throughout the year given by both in-house and outside personnel. Partnerships have been established with the Cornell Cooperative Extension on healthier eating and foods where representatives have come in and shown parents how to prepare healthy meals and the benefits derived. Brooklyn District Public Health Office who has sponsored physical activity workshops such as tennis. Brooklyn Public Library's mobile unit has provided access to those who would otherwise not make it to the library and aid them as well in obtaining their library cards.

Native Language Reading Tests (ELE)

ELL students in the testing grades took the ELE exam in the spring of 2009 to assess their overall proficiency levels. Of the 81 ELL students in our current 4th and 5th grade tested, 6.2% performed in the first quartile; 33.3% performed in the second quartile; 43.2% performed in the third quartile and 17.3% performed in the fourth quartile. 60.5% of the ELL students tested performed in the combined third and fourth quartile. The results of this assessment helped determine projections of instructional programs and appropriate English to native language instruction for proper student placement. Scores reflected on the worksheet are for the current 4th and fifth grades.

ELE Results for Dual Language Programs

This will be the first year in which these children will be taking the ELE, as the Dual Language class has reached the testing grades.

B. After reviewing and analyzing the assessment data, answer the following

1. Data patterns on the NYSESLAT reveal proficiency results by grade of our ELL tested students across grades K – 5. From 302 ELL students tested only 57 scored at a beginner performance level. Also across grades K- 5, the large majority of ELL students, approximately 130 out of 302, scored an advanced performance level on the NYSESLAT. The second highest performance level, which is intermediate, had 115 overall intermediate students out of 302 tested.

Looking at the NYSESLAT data its evident that the majority of ELL in the school are in grades K – 3 with a total of 238. The data also shows that there are less ELLs in grades 4 and 5 thereby showing that ELLs become English proficient in the lower grades. From looking at the data we can also see that Kindergarten was the only grade that had the least amount of their ELL students in an advanced performance level. An analysis of the LAB-R reveals that the new comers fall in between Beginner or Advance levels leaving a big gap in the Intermediate level. Our findings in analyzing the LAB-R also revealed that the majority of students performed better in Spanish than in English.

2. When it comes to the combined modalities of L/S in grades K-5, the data shows that out of the three proficiency levels (beginner, intermediate and advanced), the amount of students at a beginner level are very low. The data also shows that L/S across all grades K – 5 the bulk of all the ELLs tested fall under an advanced proficiency level.

In the two combined modalities R/W, in Kindergarten and second grade, out of the ELLs tested the large majority fall into an intermediate proficiency level. In grades 1, 3, 4, and 5 the bulk of the ELLs tested fall into an advanced proficiency level. These patterns will affect instructional decisions because from analyzing

the NYSESLAT data we can see that students overall across grades K- 5 are doing well in the two combined modalities of L/S. In R/W in grades 3, 4, and 5 the students fall under and advanced level unlike in Kindergarten and second grades, where the majority fall in an intermediate level. Two reasons can be that in Kindergarten the ELLs are newly exposed to a second language and in second grade the ELL students are tested with a much more difficult assessment which shows a drop from first grade to second grade on almost all four proficiency levels. Teachers will all be given a class ELL profile so that they can instruct based on the needs of their ELL students according to the four modalities on the NYSESLAT. Our ELL focused inquiry groups, across all grades, will begin to look at the writing with a focused lens in the Kindergarten and first grades, more in the way of sentence structure, copying sentences and grammar. In grades 2, 3, 4, and 5 a more in depth focus on pre-writing and expository writing. It is evident that the ELL students need to work on reinforcing their writing traits.

Looking at individual NYSESLAT modalities allows us to determined strengths and deficiencies within the four strands. The Performance of each modality provides us with meaningful information that enables us to identify and prioritize according to grade level specific skills and strategies as teaching tools to meet student's needs, and appropriately differentiate instruction among our English language levels. This analysis involves a careful collaborative partnership among grade teachers. Together they collect data, and identify learning outcomes, along with an array of ways to differentiate the content and process. Some of these include: Visual Thinking Strategies Program; Differentiated instruction based on language acquisition level (B, I, A), and using appropriate level of questioning techniques using Bloom's Taxonomy Levels of Thinking Skills; NYSESLAT strands practice using ESL techniques to provide comprehensible input; Just Right reading assessments and leveled books; Application of appropriate phonic program including Words Their Way, Foundations, Wilson, etc.; 3rd through 5th RIGOR Program; Workshop model in developing reading strategies toward comprehension;

3. ELLs are faring well in the tests taken in English as compared to the native language in the NYS math assessment in third grade. Fifty-nine ELL students were tested and fifty of them scored between performance levels 3 and 4. The other nine ELLs tested scored on level 2.

In the NYS ELA assessment fifty-nine ELL students were tested, twelve students scored a performance level 1; thirty-one scored a level 2 and sixteen students scored a level 3. In science twenty-five ELL students were tested and they range in all four performance levels. Level 1 – 4 ELL students, Level 2 five ELL students, Level 3 twelve ELL students and level 4 four ELL students.

After carefully, analyzing the Dual Language, Transitional Bilingual and Monolingual classrooms results we were able to measure the progress and regress of the different programs. In the Transitional Bilingual classrooms the ELL students tend to start at a slower pace at the beginning of the school year as opposed to the Dual Language program where the students begin at an accelerated pace due to the initial academic screening, which focuses on their ability to succeed in a Dual Language program. On the other hand, ESL students who have been opted out of TBE are shown to struggle due to an early second language immersion. The ELLs are fairing fairly well in tests taken in English as compared to their native language if their overall proficiency level falls in Advance, if not they perform poorly.

- a) In looking at data as a grade we are seeing patterns across the grades both good and bad. We are therefore looking at the curriculum map to possibly reconfigure it when and where necessary. For example, in third grade ELLs, monolingual students and ESL students all answered incorrectly questions 25 and 26 where they were instructed to use graphic organizers to record significant details from informational texts. Teachers together discussed the instruction which was taught in class based on the curriculum map and found that the item was not included in it and immediately proceeded to add it to the curriculum map.

- b) The data is being analyzed, by student, across the grade. Looking at the students individually helps the classroom teacher identify the ELLs that are doing well and not doing well in specific skills. Teachers can then tailor their instruction to reinforce skills according to the individual student needs. When analyzing data as a class, teachers can look at the percentages of students in their class who answered correctly. Teachers have become more aware from looking at the data that certain skills are not, perhaps, being taught in depth or that more reinforcement is needed if the entire class does not comprehend it. Another key tool is the distracter analysis where upon looking at each question the teacher can pinpoint why exactly the student chose the incorrect response and helps them correct their error and choose the correct response.
- c) The school has learned that ELLS who take periodic assessments and have an enriched native language curriculum perform better than their counterparts. They are able to transfer their skills and knowledge into another language with great success thereby, articulating with fluency and comprehension in both languages. The ELL periodic assessment results aid school leadership and teachers to co-plan, establish and define new specific learning goals, and focus on ways to improve instruction so that ELLs become proficient in English. The collection and findings of this specific data allows us to identify and prioritize learning outcomes to meet the needs of our ELL students. We are able to identify and match appropriate resource materials, by creating a rigorous reading, writing, listening and speaking learning environment that focuses on academic achievement, language and social development. The school has also learned that ELLs need more exposure to a robust, well rounded vocabulary instruction that targets prefixes, suffixes, synonyms and antonyms to help them proficiently comprehend what they read. The school is also learning that ELLs are having more problems than their counterparts with answering questions that ask them to summarize a passage, to convey the authors purpose or to use context clues to determine the meaning of unknown words because they lack the language, comprehension and skills necessary to do so. On the other hand, the school is also learning that when an ELL becomes English proficient he/she then surpasses their peers.

4) In our dual language program our EP students are assessed in Spanish using EL SOL and ELE. They are also given periodic running records in Spanish to determine their Spanish reading levels. Three times a year EP students in the dual language program are evaluated in writing with the same general grade specific rubric that their Spanish Proficient counter parts are evaluated with. They receive regular unit tests in Spanish for all content areas. Our data indicates that our dual language students are at or above grade level in Spanish by the second grade. We do not have any hard data on any testing grade to determine the performance of EP in the dual language on State or City Assessments.

5. We evaluate the success of our programs for ELLs by articulating and collaborating with classroom teachers. By discussing the implementation and effectiveness of our programs we can monitor and scaffold using different strategies. Through the use of El SOL, running records, periodic writing assessments, and state exams we are able to evaluate the success of our ELL programs. Pre and post-tests are given to our ELL students to monitor their performance and progress, which helps teachers, set and revise student goals to strategically target their instruction. Just this past school year the effectiveness of the programs used was demonstrated on all of our High-stake tests, we were able to measure all of our ELLs progress and performance. Our findings indicated that our ELL students did make gains from the previous year and met their targeted goals.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 32	School P.S. 145-K
Principal Marilyn Torres	Assistant Principal Ismael Perez
Coach Johanna Gomez	Coach Bertha Lugo
ESL Teacher Irene Soto and Scott Bassett	Guidance Counselor Nerina Rodriguez
Teacher/Subject Area Nydia Bernacet - Science	Parent Antonio Dominguez
Teacher/Subject Area type here	Parent Coordinator Elyzabeth Rodriguez
Related Service Provider Zedalia Rosa	SAF Rhonda Hurtle Taylor
Network Leader Ada Orlando	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	16	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	852	Total Number of ELLs	361	ELLs as Share of Total Student Population (%)	42.37%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	3	3	2	3	2	1				14
Dual Language (50%:50%)	2	2	2	2						8
Freestanding ESL										
Self-Contained	0	0	0	0	0	0				0
Push-In/Pull-Out	2	2	2	3	2	2				13
Total	7	7	6	8	4	3	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	361	Newcomers (ELLs receiving service 0-3 years)	209	Special Education	47
SIFE	0	ELLs receiving service 4-6 years	105	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	120	0	22	92	0	25	0	0	0	212
Dual Language	77	0	0	0	0	0	0	0	0	77
ESL	12	0	0	13	0	0	0	0	0	25
Total	209	0	22	105	0	25	0	0	0	314

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	51	52	39	47	37	21	0	0	0	247
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	51	52	39	47	37	21	0	0	0	247

Dual Language (ELLs/EPs)																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	27	15	17	17	18	19	15	20											77	71	
Chinese						1													0	1	
Russian																			0	0	
Korean																			0	0	
Haitian Creole																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	27	15	17	17	18	20	15	20	0	77	72										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>1</u>	Asian: <u>2</u>
Hispanic/Latino: <u>140</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	6	5	6	6	6				31
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	2	6	5	6	6	6	0	0	0	31

Programming and Scheduling Information

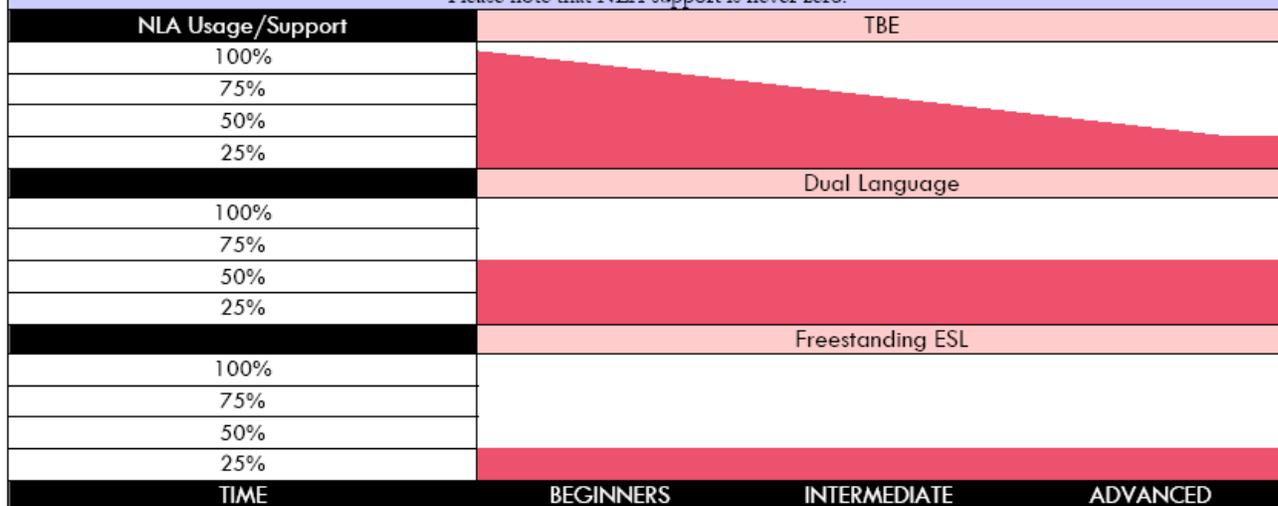
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT® PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	17	10	12	11	1	6				57
Intermediate(I)	29	21	27	18	11	9				115
Advanced (A)	10	26	25	32	20	17				130
Total Tested	56	57	64	61	32	32	0	0	0	302

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	2	2	3	6	1	3			
	I	21	10	8	2	4	6			
	A	20	34	28	34	15	14			
READING/ WRITING	B	16	10	11	11	1	6			
	I	29	17	28	17	9	7			
	A	8	20	21	31	21	16			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	53	62	3	136
4	10	47	79	1	137
5	0	46	73	5	124
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	10	9	62	47	8	3	143
4	6	1	12	11	54	21	34	5	144
5	0	4	8	12	45	26	33	2	130
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	4	12	5	37	12	46	4	124
8									0

NYSAA Bilingual Spe Ed									0
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NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	4	14	2	69	3	27	0	128
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K			6	0	0	0
1			41	10	0	2
2			9	18	24	18
3			3	6	19	31

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0	0	0	0	0	0
1	0	2	0	0	0	0
2	0	54	0	0	0	4
3	0	1	6	14	24	9

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	61.00%	0.00%
Chinese Reading Test	0.00%	0.00%

- B. After reviewing and analyzing the assessment data, answer the following**
1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ismael Perez	Assistant Principal		
Elizabeth Rodriguez	Parent Coordinator		
Irene Soto	ESL Teacher		
Antonio Dominguez	Parent		
Nydia Bernacet/Science	Teacher/Subject Area		
Scott Bassett/ESL	Teacher/Subject Area		
Bertha Lugo	Coach		
Johanna Gomez	Coach		
Nerina Rodriguez	Guidance Counselor		
Rhonda Hurtle Taylor	School Achievement Facilitator		
Ada Orlando	Network Leader		
	Other		
	Other		
Signatures			
School Principal			Date
Community Superintendent			Date
Reviewed by ELL Compliance and Performance Specialist			Date

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

Form TIII – A (1)(a)

Grade Level(s) K – 5th **Number of Students to be Served: 358 LEP 70 Non-LEP**

Number of Teachers 22 **Other Staff (Specify) 4**

**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.

SATURDAY ELL INSTITUTE

At P.S. 145 Title III funds will be used primarily to provide supplemental literacy skills in the native language (Spanish), and ESL instruction to eligible ELLs, and where possible, former ELLs, in kindergarten through second grade on Saturdays. The program will begin in November 2009 and run through May 2010, for three hour sessions from 9 am to 12 pm for a total of 21 sessions. Approximately 15 -18 students at each grade level will participate for a total of 45- 53 students. The purpose of this program is to address academic language and vocabulary development in the native language and English, as well as the core subjects in the early education years as an invention to support students' ability to demonstrate greater growth as measured by the NYSESLAT and ultimately, the ELA. It is our goal to support students towards making gains that will result in meet our AMO targets.

We will fully implement elements of our Language Allocation Policy as applicable. Teachers will have clear parameters for language of instruction particular to their group levels and according to Part 154 mandates. Three classes will be taught by bilingual certified/ESL teachers. A technology paraprofessional will be funded to support the use of technology in individualized instructional software in the computer lab. Program schedules, attendance rosters and progress notes will be established and maintained for the target population. Students' profiles and assessments from their regular classroom teachers will be used to establish goals and benchmarks for the Saturday Institute.

In the past our ELLs have been identified in our AOR as not meeting AYP in ELA. For the last two years, (2007-2008, and 2008-2009), our ELLs met AYP using safe harbor. For the 2008-2009 AOR, our SWD were identified as not meeting AYP in ELA. We currently have a total of 102 students with IEPs, 48% of whom are also ELLs. The proposed supplemental program will enhance the achievement of students' English language acquisition, provide additional support for needed for ELLs to meet the adequate yearly progress benchmarks and facilitate meeting the annual measurable achievement objectives as targeted in the No Child Left Behind legislation..

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 be there before and after the teachers begin and finish the classes to ensure safety and security of students and teachers.

TEACHERS: 189 hours of per session for Bilingual General Ed/ESL teachers to support ELL students
3 teachers X 23 sessions X 3 hrs X \$49.89 = \$10,327.23

ADMINISTRATOR: 81 hours of per session for an administrator to supervise the program:

1 administrator X 23 sessions X 3.5 hrs X \$52.21= \$4,202.91

TECHNOLOGY PARAPROFESSIONAL: 69 hours of per session for a technology paraprofessional to support the use of technology for students:

1 paraprofessional X 23 sessions X 3 hrs X \$28.98= \$1,999.62

ACADMEIC INTERVENTION

Funds will be used to pay for 50% of an F-Status bilingual special education teacher to provide two days of service a week (.2 salary). This teacher will push-in to provide academic intervention support for primarily our third and second grade ELLs and ELLs identified as SWD. She will provide support for students' areas of needs, in ELA and mathematics, and developing academic language to support English language acquisition. The teacher will keep attendance, student folders, and progress notes, administer/use pre- and post tests to measure the targeted students' progress.

Our AOR 08-09 identified our SWD as not meeting adequate yearly progress. We had a large number of ELLs identified as students with disabilities who took the test for the first time as third graders.

BILINGUAL SE TEACHER:

1 teacher X 30 weeks X 2 days X \$331.66= \$19,899.60 (50% of \$19,900= \$9,950.00).

The other 50% will be funded through Title I Corrective Action budget.

SUPPLIES & MATERIALS

Approximately 19% of our overall Title III budget has been allocated to purchase supplemental supplies and instructional material above and beyond the regular instructional program to support our Saturday ELL Institute. Support material will include NYSESLAT Prep booklets and non-fiction libraries, and general supplies. **\$10,348.20**

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 high quality professional development component targeting our bilingual teachers who have limited teaching experience (three years or less) will be provided. Given the tremendous needs of these teachers, we are funding a bilingual teacher trainer through Title I funds. Teachers who support our ELL population such as clusters and AIS teachers will be encouraged to participate. Each component will be evaluated for its impact on student's learning.

Certified bilingual/ESL teachers will also receive professional development. A comprehensive staff development program with a focus on second language acquisition strategies and best teaching practices for English language learners will be implemented beginning in September 2009, and ending in June 2010. The professional development program will be on going and will address the professional needs of bilingual teachers and monolingual teachers who are teaching opted out English language learners, cluster teachers and other support personnel. Teacher will review and discuss the latest scientifically based research and teaching strategies that promote linguistic fluency and develop academic language, and consult the student action plans. The workshops will be conducted by the assistant principals, bilingual teacher trainers, literacy coach, math coach, CLSO trainers as well as other off-site resources. Professional development activities will include demonstration lessons, inter-visitations, study groups, workshops and conferences. Lesson plans will be developed and shared. Model lessons will be video taped to develop a library of exemplary lessons. Teachers will be encouraged to attend Citywide training during school hours as well as when school is not in session.

The planned activities are designed to enhance teacher's ability to understand and use curricula, assessment measures and instructional strategies.

- Up to 30 teachers (bilingual, non-bilingual, clusters, ESL and AIS) will participate in professional development sessions, workshops and lesson demonstrations that will highlight best teaching practices for second language learners. Teachers will review the ESL performance Standards.
- Up to 22 teachers (bilingual classroom, cluster, and AIS teachers) will participate in professional development in the content area of native language arts instruction and mathematics. Workshops and lesson demonstrations will highlight best teaching practices for second language learners in their native language. Effective strategies to conduct an English language summary will be explored. Teachers will review the Mathematics Performance standards and ELA standards that will be the same for native language arts.

- Up to 30 teachers (bilingual, non-bilingual, clusters, ESL and AIS), will participate in professional development on authentic assessment-action research. They will analyze students work using rubrics; review the standards, analyze students' performance data and implications for teaching/learning process.
- Up to 22 teachers will work on mini-lessons with the bilingual teacher trainer and literacy coach to target specific balanced literacy components (shared reading and writing) where they can best embed ESL strategies, and review scaffolding techniques for our ELLs.
- Up to 22 teachers will participate in professional development in matching books to readers of a second language. Analysis of classroom library for native language arts and reading in the content area, and differentiated instruction.
- In addition to the activities outlined for all teachers, teachers participating in the Dual Language program will share common planning time to develop curriculum. They will also engage in activities such as inter-visitation to observe best practices at other programs.
- 4 staff members will be selected to attend the NYSABE conference–Teachers Institute. Teachers will turnkey concepts learned. One teacher on each grade will attend CLSO calendar days targeted for Bilingual and ESL teachers, which they will turnkey to share strategies learned. Selected teachers will attend local, state and national conferences pertaining to ELLs.

Title III funds will be used to support our on-going professional development goals as they apply to the teachers that provide instruction to our ELL students through our regular and special education transitional bilingual program, our dual language program, and students in monolingual classes that receive ESL. These activities will also support those same teachers that will participate in our Saturday Institute. Toward that end, Title III funds will be used to fund professional salaries, (teacher per diem and prep coverage), purchased services, and travel (conference fees).

Funding Allocations are:

Teacher Per Diem: Funds will be used for absence coverage for teachers attending all day professional development activities. **PD Absence Coverage: \$167.60 X 20 Days= \$3,352.**

VTS: All day museum visits for up to 20 teachers to receive instruction in the implementation of the VTS program (Sept. 2009– June 2010)

Conferences: Attendance of all day local, city and state conferences conducted by CLSO, universities, and NY State Association of Bilingual Educators (SABE).

Prep Coverage: Funds will be used to pay teacher preps to attend professional development during regular school day. The 22 bilingual and dual language teachers will be paid up to 4 preps to attend professional development activities during the regular school day. **Prep coverage for 22 teachers X 4 preps X \$38.17= \$3,358.96**

VTS: Turn-key training and interim debriefing meetings

QIP: Addressing topics related to our QIP goals (November 2009 – June 2010)

Teacher preps will allow teachers to attend department meetings beyond the allowable contractual obligation of one period per month. The 22 teachers of ELL students and Dual Language will participate in, and be paid up to four preps to attend professional development activities particular to their needs, and the needs of their students. These topics have been selected because of the impact toward enhancing communication skills in the second language for our English language learners, and the desire to improve student performance in NYSESLAT sub-tests of listening, speaking, reading and writing. Teachers in the Bilingual and Dual Language program will participate in sessions presenting “best practices” in questioning techniques, Visual Thinking Strategies (VTS), Think-Pair, & Share techniques, and analyzing NYSESLAT per-test results using an analysis rubric, and professional development related to our Quality Improvement Process-Strategies to Improve Outcomes for Students with Disabilities (QIP). These training sessions will be presented by paid consultants (VTS), our CLSO ELL Specialist, our assigned Special Education School Improvement Specialist, and our Administrators and Professional Development Team.

Purchased Service: VISUAL THINKING STRATEGIES Consultant: Teachers will engage in professional development in order to implement program strategies and activities during the regular school day and in our Saturday Institute. **\$11,000.**

Travel (Conferences): \$1,000.

Funds will also be used to pay for attendance of the NYSABE Conference. The conference offerings selected will be aligned to the overall goals in our CEP, and to our particular goals related to addressing the needs of our ELL population. Those goals include, but are not limited to, best practices in teaching NLA, ESL, differentiated instruction, developing academic language, and accessing, analyzing and using data to inform instructional practices and strategies.

A maximum of four (4) bilingual teachers will attend the NY State Association of Bilingual Educators held at the Huntington Hilton in Melville, NY on March 11-14, 2010.

4 teachers X \$250.00 Registration fee per person = \$1,000.00 total conference fees

Parental Involvement:

We provide an ESL parent component during school hours on Tuesdays and Thursdays for approximately 24 participants from 8 – 10 am. This program began in October 2009 and will be conducted through May 2010. We also provide a parent ESL/Technology program through our Saturday Institute which began in October 2009 and will be conducted through May 2010. This program provides three hours of instruction from 9 am – 12 pm., and has a focus on instruction in English as a Second Language, GED and basic computer knowledge. A bilingual/ESL certified teacher provides instruction for both programs. These programs are funded through other funding sources such as Title I. This is described in the Instructional program.

Form TIII – A (1)(b)

School: **P.S. 145K** 32K145

BEDS Code: 33320000145

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,327.23	Saturday Institute for ELL Students & Parents 189 hours of per session for Bilingual General Ed/ESL teachers to support ELL students 3 teachers X 23 sessions X 3 hrs X \$49.89 = \$10,327.23
	\$4,202.91	81 hours of per session for a administrator to supervise the parent and student program: 1 administrator X 23 sessions X 3.5 hrs X \$52.21= \$4,202.91.
	\$1,999.62	69 hours of per session for a technology paraprofessional to support the use of technology for students/parents: 1 paraprofessional X 23 sessions X 3 hrs X \$28.98= \$1,999.62
	\$9,950.	Academic Intervention Support for SWD, including ELLs: Funds will be used to pay for 50% of an F-Status bilingual special education teacher two days a week. This teacher will push-in to provide intervention support in students’ areas of needs, in ELA and mathematics, and developing academic language to support English language acquisition. 1 teacher X 30 weeks X 2 days X \$331.66= \$19,899.60 (50% of \$19,900= \$9,950.00)
	\$3,352.	Teacher Per Diem: Funds will be used for absence coverage for teachers attending all-day professional development activities. \$167.60 X 20 Days= \$3,352.
	\$3,358.96	Prep Coverage: Funds will be used to pay teacher preps to attend department meetings. The 22 bilingual and dual language teachers will be paid up to 4 preps to attend professional development activities during the regular school day. 22 teachers X 4 preps X \$38.17= \$3,358.96
Purchased services High quality staff and curriculum development contracts.	\$11,000.	Consultant: VISUAL THINKING STRATEGIES: Teachers will engage in professional development in order to implement program strategies and activities.
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	\$9,289.28	Support material such as NYSESLAT Prep booklets and library, and general supplies.
Travel	\$1,000.	Funds will be used to pay for attendance of appropriate city, state and national conferences, such as NYSABE, Bank Street Conferences 4 Bilingual teachers X 250.00 Registration fee per person = \$1,000.00 total conference fees
TOTAL	\$54,480.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

According to our data report, 93% of our population is Hispanic, and approximately 8.6% of our students are recent arrivals from Mexico, Dominican Republic and Ecuador. In addition, we receive students from Puerto Rico who test as ELLs. This data, along with information gathered from the Home Language Survey (HLS), informal surveys done by the PTA and/or individual request from parents, makes it very clear that all material sent from the school must be provided in Spanish to ensure that parents understand the information that is sent.

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.

The majority of our non-English speaking parents are native speakers of Spanish, and a small number of Chinese speakers. This information, as well as the services provided and available, are addressed in parent meetings and with individual parents. In addition to written translations, we find the need to provide for interpretation services.

Part B: Strategies and Activities

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

All school communication handouts are provided in English and Spanish. All these items are translated by in-house school staff. Chinese translations are provided by New York City Department of Education translation services.

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.

All parent meetings and workshops are conducted in English and Spanish. School staff assigned to provide interpretation are available during Parent Teacher conferences and at all times for individual parent meetings.

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

The school is fulfilling all that is mandated in Chancellor's Regulations A663. The primary language spoken by parents is determined through information rendered by the Home Language Survey. With a population of 93% Hispanic, the primary language other than English is Spanish. We will identify any other language groups needed. For languages other than Spanish, we will use the Translation and Interpretation Unit to secure information not readily available at DOE websites. We currently provide Spanish translations for all documents sent home. These include report cards, conduct, safety and discipline policies, legal and disciplinary matters, special education and related service forms, permission slips and consent forms. Department of Education notices of citywide and regional meetings are backpacked in both English and Spanish. We inform parents of the availability of services provided by the department and the information is posted (Attachment A). We ensure that parents in need of language services are not prevented from communicating with our administrative offices due to language barriers related by providing bilingual Spanish staff members.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,041,234.	\$125,299	\$1,166,533.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,413.		10,413.
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,253.	1,253.
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,062.		52,062.
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6,265.	6,265.
6. Enter the anticipated 10% set-aside for Professional Development:	\$104,124.		104,124.
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$12,529.	12,529.

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 91%
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.

In order to insure compliance toward 100% High-Quality Teachers, we employed the following measures:

- Where possible teachers were assigned according to the qualifications they hold.
- Teachers have been actively encouraged to complete courses and exams and to submit required documentation to the state so that their qualifications can be updated. Human Resource personnel have been invited to address this topic and to meet individually with teachers to assess their areas of deficiencies. Teachers have also been guided through the state web-site to access information regarding their standing.
- Title I 5% funds have been set aside to reimburse eligible teachers for the maximum allowable in tuition fees for courses taken to satisfy requirements toward becoming highly-qualified. These eligible teachers were informed of this incentive and encouraged to participate.

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.

The Parent Involvement Policy and our Home/School Involvement Compact were distributed at our Parent Teas during the week of September 21-25, 2009. Parents that did not attend these parent-teacher meetings were sent the documents thru backpack with the student. Teachers collected the signed forms and retain them with their files.

**P.S.145
100 Noll Street
Brooklyn, NY 11206
Tel: 718-821-4823,
Fax: 718-417-3453**

**Marilyn Torres, Principal
Monique Mendoza, Asst. Principal
Catherina Garzon, Asst. Principal
Ismael Pérez, Asst. Principal
Evelt Villafane, Parent Coordinator**

**TITLE 1 ELEMENTARY
HOME/SCHOOL INVOLVEMENT COMPACT 2009 - 2010**

TEACHER:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- 1. Teach necessary concepts to your child.**
- 2. Try to be aware of the needs of your child.**
- 3. Regularly communicate with you regarding the progress of your child.**

Teacher Signature:_____ Date:_____

STUDENT:

I know my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

- 1. Do my classwork on time.**
- 2. Return corrected work to my parent/caregiver.**
- 3. Be at school on time unless I am sick.**
- 4. Be responsible for my own behavior.**
- 5. Pay attention and do my work.**

Student Signature:_____ Date:_____

PARENT/CAREGIVER:

I realize that my child’s formative years are very important. I also understand that my participation in my child’s education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- 1. Go over my child’s assignments with him/her.**
- 2. Give my child a quiet place to study.**
- 3. Make sure my child gets enough sleep each night.**
- 4. Make sure my child is at school on time.**
- 5. Spend at least 15 minutes each day reading with my child.**
- 6. Attend open house and parent conferences.**
- 7. Make sure all medical issues are followed through.**

Parent/Caregiver Signature:_____ Date:_____ Telephone:_____

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

The Andrew Jackson School, P.S. 145K, and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

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

The School Agrees	The Parent/Guardian Agrees
--------------------------	-----------------------------------

To convene an annual meeting for Title 1 parents to inform them

To become involved in developing, implementing, evaluating,

of the Title 1 program and their right to be involved.

To offer a flexible number of meetings at various time, and if necessary, and if funds are available to provide transportation, child care or alternate methods of providing parent information (phone calls, email, air mail).

To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- parent-teacher conferences at least annually
- student interim progress reports
- opportunities to volunteer and participate in their child's school
- observation of classroom activities
- in-house parent survey

and revising the school-parent involvement policy.

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 work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade Students; and listen to grade 2 and 3 students read for 15 to 30 minutes per day.

To monitor his/her child's/children's:

- attendance at school
- homework
- television watching.

To share responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

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.

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.

A comprehensive needs assessment of the entire school has been conducted through the analysis of all available data on student performance in academic content and student academic achievement standards. This needs assessment utilizes tools, such as the school report card, student performance on 2008-

2009 assessments (State ELA, Math, Social Studies, Science, NYSESLAT, ELE and city assessments EPAL, ECLAS, El Sol) and authentic assessment (portfolio, reading logs and writing folders, as well as interim assessments).

In addition, the findings of the 2007-2008 New York City Department of Education Quality Review, NYSED School Report Card, and the NYCDOE Progress Reports have been examined to determine the overall needs of all students in our building. The administration, Inquiry Team and teachers have worked in various ways in order to share findings and receive feedback as to the needs of our 92.5% Hispanic, 93.7% Economically Disadvantaged and 37.3% ELL population. To deepen the understanding of the school's needs analysis and findings are shared through faculty conferences and workshops; professional development team, administrators, data inquiry team meetings; teacher-administration conferences; Academic Intervention Team meetings; grade conferences; and formal and informal conversations. We also share our finding with the school community through general meetings, School Leadership Team meetings, curriculum fairs, parent association cabinet meetings, and general meetings held throughout the year.

2. Schoolwide reform strategies that:

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

We will provide all students opportunities to meet the State's proficient and advanced levels of academic achievement by offering a variety of academic support and enrichment programs.

Academic support opportunities will be offered through our balanced literacy and mathematic programs that meet the needs of the struggling student as well as proficient and advanced students by differentiating instruction through whole group, small group and individual instruction, and challenging students. Cluster teachers, including bilingual clusters, support the content area instruction in math, science, health, social studies, art, and technology. Our Language Allocation Policy will address the particular needs of our extensive ELL population. This policy outlines appropriate educational and language goals based on the students' levels of language acquisition, and aligns the literacy and content area subjects to the standards. Our Dual Language program in Pre-Kindergarten thru third grade follows a focus on scientific themes. It meets the needs of our ELL students and provides enrichment to non-ELLs. Special education students participate with general education classes in grade, and across grades, projects. We monitor individuals and provide opportunities to mainstream where appropriate. All level one and low level two students, including ELLs and IEP students will receive support through Academic Intervention Services using a variety of available programs and technology.

We will use the 37.5 minutes of extended day to support literacy math and reading through the content areas of social studies and science. We use this time to conduct Read Alouds with appropriate prompts, to enhance our students listening and writing skills. Grades 3-5 also use this time to develop

reading endurance and give students more time to meet the total minutes of recommended independent reading time. We will also continue to conduct a Saturday Institute (3 hours), for ELLs in grades Kinder through 5th grade (funding permitted), and former ELLs, to the degree that funds are available. This program will focus on developing academic language in listening, speaking, reading and writing through trips that support cultural literacy, technology to support reading in the content area, and physical activities.

We will help provide an enriched and accelerated curriculum and activities through various venues, including technological differentiation through *Knowledge Box* for science and social studies, *Successmaker* in mathematics and literacy in English and Spanish, *ELLIS* for ELLs, **My Access in writing**, *Studio in a School* visual arts program, *Breakthrough to Literacy*, *Learning through an Expanded Arts Program(LEAP)-Dancing Around the World*, *the Stages of Learning*, and *Readers' Theatre*. We also offer instruction in the arts and fitness that provide learning experiences that enrich and address educational goals. Our *Robinhood* Library Action Plan supports our school wide literacy activities, content instructional programs and teachers. The Librarian provides opportunities for parents to participate and interact with their children in an educational environment.

We target our low academic achieving students, including ELLs and Special Education students, by providing intensive quality instruction in a reduced teacher/student ratio through AIS and ESL push-in teachers and paraprofessionals. We will continue to provide broad-ranging support for students through the services of peer mediation and crisis intervention teachers, CTT classes, guidance, the school assessment team support personnel (a psychologist, a social worker and IEP Specialist), an attendance teacher, family worker, the parent coordinator, and the Pupil Personnel and Academic Intervention committee reviews.

- *The 37.5 Program* will provide support in math and literacy for students who received a 1 or a 2 on the NYS ELA, and/or NYS Mathematics Assessments. In addition, this program will be offered to teacher-targeted students in all grades, and in Science and Social Studies for fourth and fifth grade at-risk students.
- *Summer School* will provide support in math and literacy for at-risk students, and will provide enrichment in the form of a physical education program, and a cultural literacy component in the form of trips to culturally-enriching sites, such as museums, performances, historical sites, etc.
- *A Saturday Academy* will support our English Language Learners in language acquisition and vocabulary development, while also providing cultural literacy through trips and other cultural activities.
- *Stages of Learning* provides enrichment in performance, literacy, listening, and speaking for the second, third and fourth grades. The Readers' Theatre provides theatrical roles at a differentiated reading level that supports differentiated instruction, as well the ability to conduct these activities in English and Spanish.
- The *Math Intensive Team (MIT)* program will provide **the third-, fourth- and fifth-grade teachers the opportunity to provide small-group enrichment and extension for the fifth-grade students who are higher-achieving in math. The special education teachers will provide differentiated mathematics instruction on a rotation basis according to needs and learning styles.** Additionally, the math specialist will provide AIS to third and fourth grade classes on a push-in basis.
- Visual Thinking Strategies Program: All bilingual classes engage in this program which helps learners develop academic and expressive language, that is especially important to our English language learners and former English language learners, and can be transferred/applied to reading and writing skills acquisition.
- Cultural Diversity Through the Arts: Fourth grade students study visual artists and their works to support their research skills and cultural literacy

These strategies and programs are consistent with, and designed to address state and local improvement indicated by focusing on the sub-groups identified as in need of improvement.

3. Instruction by highly qualified staff.

To ensure instruction by highly qualified staff, teachers are recruited and assigned based on the certification and license areas needed. As per our current School Demographics and Accountability Snapshot(2007-2008), 100.0% of the staff was fully licensed, and 82.0% of the staff hold a masters degree or higher. A total of 82.9 of the staff have taught in the school for more than two years, and 59.8 have more than five years teaching experience anywhere. The six new teachers are enrolled in universities toward securing their masters. Further, quality differentiated professional development will ensure that growth continues in the particular school programs and initiatives.

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.

High-quality and ongoing professional development for teachers, principals and assistant principals, and professionals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the literacy and math coaches in the lower grades, a full time staff developer in the upper grades, a full-time bilingual teacher trainer, and two paraprofessionals in the integration of technology, CLSO mentors and instructional specialist, purchased staff developers services, and administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, (Bank Street, Hunter University, etc), and associations. In-house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CLSO, city-wide and CSA professional development in educational leadership. We will also contract services by outside agencies to bring in specialized programs for students linked with professional development for teachers (*Stages of Learning*, Visual Artists). .

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

Strategies to attract highly-qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will interview with administrators.

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

Our strategies to increase parental involvement will include monthly meetings and workshops in the components of balanced literacy, (Read Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our *Robinhood* Library Action Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. We provide ESL and literacy classes for interested parents through our weekday parent program. Our Saturday Institute has a parent component, where parents receive three hours of instruction and enrichment comprising of ESL, Literacy/Poetry, visual art, and computer literacy/instruction assistance. Other venues for parent participation are Family Math Expo, Cornell University

Health and Nutrition Workshop series (with earned certificates from Cornell University), topics of interest (health-related topics, student assessment, homework help, 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.

We invite incoming registrants and their parents to a morning of orientation where they learn about the school's programs, policies and procedures, and visit classrooms. We will also invite neighboring day care parents and students to school visits during the year to experience the school programs and services. Orientation meetings in September and October will give parents opportunities to meet with their child's teacher and familiarize them with the classroom organization, special projects and roles they can play throughout the school year.

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 measures we take toward involving teachers in decisions regarding the use of academic assessments in order to garner information that will lead to improvement of individual students and the overall instructional program include professional development and curriculum development of grade appropriate standards-based parameters for the various subject areas. Teachers analyze existing data, and identify strategies and tools to help gather on-going data related to performance and progress of individual students, and of individual classes and grades. We will use professional development days, faculty and grade conferences, as well as per-session to the extent possible, to provide time to engage in such opportunities. In addition to standardized assessments available, teachers and administrators will use portfolios, anchor papers, running records and conferring notes, unit assessments, and computer generated reports of pupil performance in interim assessments and computer assisted programs described in sections 1 and 2 to focus on individual and group strengths and weaknesses. Three Predictive and Interim assessments will be administered to students in grade three, four and five, in ELA and Math. The data gathered will drive classroom instruction for one-to-one support and small group instruction. In addition, the Data Inquiry Team will meet monthly with the Academic Intervention Team to compare, collate, and analyze data and its implications for instruction. The resulting findings/plans will be shared with the faculty via grade meetings, faculty conferences, pre- and post-observation conferences, and other professional development opportunities. The AIT will use *Scantron/Performance Series* as an ongoing diagnostic tool to target specific, differentiated student needs in grades 3, 4, and 5.

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.

Activities to ensure that students who experience difficulty mastering the proficient or advance levels of the academic achievement standards are provided with effective, timely additional assistance begins by examining the achievement, growth, attendance, related services, and support services provided during the prior year. This data is contained in the cumulative and writing folders. Early informal assessments and screening through running records, ECLAS/EL SOL, LAB- R, IEP goals reviews, *Scantron/Performance Series*, *My Access* writing technology, and *Voyager* benchmarks will provide the most current needs and target individuals for the multitude of AIS and support services. Details: See APPENDIX 1.

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.

As a Schoolwide Program school, we have historically coordinated and integrated federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our student support team is comprised of administrators, a guidance counselor, a School-based support team, a Crisis Intervention teacher, two Peer Mediation teachers, a Parent Coordinator, Attendance Teacher, Family workers, and our Bilingual Site Compliance Coordinator. The hiring of a SAPIS Teacher is pending. We also will continue to use school committees and department meetings to augment the focus of particular areas of needs. The team, along with school committees will coordinate activities and programs to address violence prevention, substance abuse prevention, nutrition initiatives, community issues, (housing, safety and health care), pre-school education, early interventions, and adult education (ESL, GED, and job training). Class-size reduction in grades K and 3 affords teachers a lower ratio, which increases opportunities to give attention to home issues affecting the educational arena. We also reduce class size in grade 4 and 5 through Title I funds.

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: Corrective Action YR2 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Our SWD subgroup was the only group which did not make AYP based on the New York State AOR for 2008-2009.

- 80% of the SWD level 1 students were in self contained classes.
- 75.1% of SWD level 3 students received related services and were not in self contained classes.

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.

SEE Section V Goal #3
 Section VI: Action Plan –Goal # 3
 Appendix 1 Academic Intervention Services

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.

At least 10% of our Title I budget supports school improvement for professional development through a full time Staff Developer in the upper grades, and a Bilingual Teacher Trainer for all grades. They are part of a larger professional development that works collaboratively with administrators to address the needs of the students through the identification of best practices used and those that may be lacking, and therefore, must be targeted in the differentiated professional development delivered.

¹ School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In order to insure compliance toward 100% High-Quality Teachers, we employed the following measures:

- Where possible teachers were assigned according to the qualifications they hold.
- Teachers have been actively encouraged to complete courses and exams and to submit required documentation to the state so that their qualifications can be updated. Human Resource personnel have been invited to address this topic and to meet individually with teachers to assess their areas of deficiencies. Teachers have also been guided through the state web-site to access information regarding their standing.
- Title I 5% funds have been set aside to reimburse eligible teachers for the maximum allowable in tuition fees for courses taken to satisfy requirements toward becoming highly-qualified. These eligible teachers were informed of this incentive and encouraged to participate.

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.

Parents are notified of the school's standing regarding identification for improvement through written communication in English and Spanish. Included in the communications are notifications of school wide meetings conducted during the day, and on Saturdays for those that cannot attend the day meetings. All meetings are conducted in English and Spanish to insure that parents understand, and have opportunities to question and discuss.

All school communication handouts are provided in English and Spanish. All these items are translated by in-house school staff. Chinese translations are provided by New York City Department of Education translation services.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NA

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our assessment of whether this finding is relevant to our school is based upon the findings of the 2007-2008 New York City Department of Education Quality Review, Title I and Title III 2007-2008 Federal Audit, and the NYC Progress Report. Ongoing assessment will continue as a collaborative process to be shared and discussed within P.S.145's community in a variety of venues:

- Faculty Conference workshops
- Workshops provided by our Professional Development Team, administrators, Data Inquiry Team, and others
- Observation conferences and other Teacher-Administration Conferences
- Academic Intervention Team meetings
- Grade conferences
- Formal and informal conversations

To deepen the understanding of the school's needs, the administration (together with appropriate support personnel) will conduct monthly learning walks with consequential feedback. In order to broaden our lens, surveys regarding topics pertinent to improvement of instruction will be administered, studied, and the findings shared with the school community.

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

Applicable Not Applicable

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

In April, 2007, P.S.145 began formal Curriculum Mapping across the curriculum, and across the grades. Classroom teachers, subject specialist cluster teachers, the Professional Development team, and administrators worked together on this project. Included in the Curriculum maps are:

- Scope and sequence for ELA, Math, Social Studies, Science
- Teaching Points targeted to support fulfillment of the New York State Standards' Performance Indicators
- Targeted skills-identification for each month
- Assessment schedule
- Benchmarks - schedule of NY Standards' Performance Indicators to be fulfilled each month

The seven math strands are specifically targeted, benchmarks have been set, and action plans have been developed that include interim goals, timeframes, strategies to be implemented, measurement tools, whether target dates are met or not, and the resources available to support teacher and student progress and performance.

Teachers have received professional development sessions addressing Performance Indicators, NYS Standards, Action Plans, Progress Reports, and Using Assessment Data to Drive Instruction. Follow-up is provided in the manner of monthly targeted learning walks, informal walkthroughs by supervisors and P.D. personnel, formal and informal observations, and individual and group teacher conferences.

In October, January, and May, Progress Reports are distributed to parents. These reports address math, reading, and writing progress of students. The reports reflect individual student progress in reading, writing, listening, and speaking, and are based upon the NYS ELA Standards and students' fulfillment of the NYS ELA Performance Standards.

To support accurate assessment, the teachers have been provided with training and materials addressing the characteristics of text and readers at different levels, administration of running records, and development of anchor papers. Formal and informal observations, learning walks, teacher-administration conversations, faculty and grade conferences, and professional development sessions provide ongoing follow-up and feedback.

To facilitate continuity between the grades, in June 2008, August 2008, June 2009, September 2009 and/or subsequent grade conferences/ Professional Development sessions, teachers have received the NYS Performance Indicators for their own grade, and for the preceding and following grades.

Teachers have created targeted student action plans to target students' needs; whether for remediation or for enrichment/expansion of curriculum. Each action plan includes interim goals, timeframes, strategies to be implemented, measurement tools, whether target dates are met or not, and the resources available to support teachers' and students' progress and performance.

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. **NA**

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 assessment of whether this finding is relevant to our school is based upon the findings of the 2007-2008 New York City Department of Education Quality Review, Title I and Title III 2007-2008 Federal Audit, and the NYC Progress Report. Ongoing assessment will continue as a collaborative process to be shared and discussed within P.S.145's community in a variety of venues:

- Faculty Conference workshops

- Workshops provided by our Professional Development Team, administrators, Data Inquiry Team, and others
- Observation conferences and other Teacher-Administration Conferences
- Academic Intervention Team meetings
- Grade conferences
- Informal and informal conversations

To deepen the understanding of the school's needs, the administration (together with appropriate support personnel) will conduct monthly learning walks with consequential feedback. In order to broaden our lens, surveys regarding topics pertinent to improvement of instruction will be administered, studied, and the findings shared with the school community.

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

Applicable Not Applicable

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

In alignment with the NYS Mathematics Standards, and through the Everyday Math program, the seven math strands are specifically targeted, benchmarks have been set, and action plans have been developed that include interim goals, timeframes, strategies to be implemented, measurement tools, whether target dates are met or not, and the resources available to support teacher and student progress and performance.

Teachers have received professional development sessions addressing Performance Indicators, NYS Standards, Action Plans, Progress Reports, and Using Assessment Data to Drive Instruction. Follow-up is provided in the manner of monthly targeted learning walks, informal walkthroughs by supervisors and P.D. personnel, formal and informal observations, and individual and group teacher conferences.

In October, January, and May, Progress Reports are distributed to parents. These reports address mathematics and literacy progress of students. The reports reflect individual student progress in the seven mathematics strands (number sense, operations, algebra, geometry, measurement, statistics & probability, and problem solving), and are based upon the NYS ELA Standards and students' fulfillment of the NYS ELA Performance Standards. The teachers have been provided with training and materials addressing the components of each math strand, including the Mathematics Performance Indicators for their own grade, and for the preceding and following grades.

Teachers have created targeted student action plans to target students' needs; whether for remediation or for enrichment/expansion of curriculum. Each action plan includes interim goals, timeframes, strategies to be implemented, measurement tools, whether target dates are met or not, and the resources available to support teachers' and students' progress and performance.

To facilitate continuity between the grades, in June 2008, August 2008, in September 2009, and/or at subsequent grade conferences/ professional development sessions, teachers have received the NYS Performance Indicators for their own grade, and for the preceding and following grades, along with professional development in grade conferences.

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.

Administration and the Professional Development Department regularly observe instruction and its outcomes, and the learning environment. To deepen the understanding of the school's needs, the administration (together with appropriate support personnel) does conduct, and will continue to conduct monthly learning walks with constructive feedback. In order to broaden our lens, surveys regarding topics pertinent to improvement of instruction will be administered, studied, and the findings shared with the school community.

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?

P.S.145 participated in the Columbia Teachers' College program, which stresses small-group independent workshops, supported by individual and small-group teacher-student conferences. Documentation of these conferences supports differentiated learning. In formal and informal observations and Learning Walks, the administration has observed that every classroom is arranged to facilitate small-group differentiated instruction and learning. On an ongoing basis, professional development sessions and administration-teacher conversations stress Accountable Talk and student-student scaffolding in classroom conversations. In 2008-2009, one of our school goals was to increase and improve Accountable Talk in all subjects. In 2008-2009's CEP, goal #5 addressed our efforts to provide our students with differentiation of instruction. Professional development was provided through teacher-administration formal and informal conferences, grade conferences, workshops, demonstration lessons, and inter-class visitations. To deepen implementation of best practices, 2009-2010 professional development is targeting questioning techniques that support higher-order thinking in relation to *Bloom's Taxonomy*.

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. **NA**

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

The process our school has implemented is within the instructional cabinet routine. These routines consist of assessing classroom environments through the evaluation of student work and classroom routines through instructional cabinet Learning Walks. Classroom inter-visits are also vital since it is a form of sharing and assessing implementation of better teaching practices.

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

Applicable Not Applicable

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

The following evidence dispels the relevance of the dominance of direct instruction in our classrooms:

- The use of the mathematics program, Everyday Mathematics.
 - *Everyday Mathematics* is a research-based mathematics program that differentiates mathematics instruction within the lessons and gives the teacher additional methods to differentiate lessons within the components of the program
 - Observation reveals that teachers spend less than 75% of the math workshop delivering direct instruction with the regular and consistent implementation of the Everyday Mathematics program. The majority of the teaching time is spent having the children participate in problem solving activities, which explore concepts. These activities then lead to discussion and later a brief direct method of implementing a skill. This method of instruction is embedded in most of the lessons of the program. A component of the Everyday Mathematics program that teachers utilize is the listing of activities that link mathematics to other subjects. These activities incorporate literature, science, and social studies.
- The implementation of writing in mathematics allows for the integration of mathematics and literacy. This integration is an additional tool for differentiating instruction, since teachers get a deeper insight into the students' acquisition of knowledge. This, too, leads away from direct instruction and fosters active discussion. The teacher is then able to assign appropriate tasks based on the classroom discourse, thereby engaging students in problem-solving activities where reasoning skills are honed.
- As an addition to the *Everyday Mathematics* program and to support meaningful, yet focused instruction, problem-solving center activities have been developed within the school. These activities are used within the lessons as student work, or as supplemental exploratory activities to prepare the students for investigating a concept or a math skill. These activities are not teacher-directed and do address the specific needs of students. The majority of the activities are to be completed collaboratively, thus forcing student discourse, which will clarify student misconceptions.
- The incorporation of technology, through our use of computer programs such as *Success-Maker*, *My Access*, and *ELLIS* allows students the opportunity to practice problem solving techniques or content skills that may need remediation or extension on a differentiated basis.

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. NA

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 has or will engage in to assess whether this finding is relevant to your school's educational program. Our assessment consisted of a review of P.S.145's Table of Organization from 2006-2009, and a review of P.S.145's teachers' start dates.

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

Applicable Not Applicable

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

Our review of the 2006-2009 Tables of Organization and teachers' start dates revealed a low percentage of teacher turnover.

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

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.

SEE Appendix 2, section IV Program *Delivery for 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?

SEE Appendix 2, section IV Program *Delivery for English Language Learners*

The Formation of a Bilingual Professional Development Team that will provide teachers with the tools (i.e. teaching strategies, data Analysis, techniques to differentiate instruction, etc.) that are specifically targeted to support our diversified ELL population. The team includes our:

- Bilingual CLSO Specialist,
- Data Specialist
- Bilingual Teacher Trainer,

This team will help all teachers acquire the necessary tools that work with our diversified ELL population. Teachers will be able to use the best proven teaching strategies, analyze data and differentiate instruction for their ELL population. In addition, our ELL Saturday academy began early November and will go on through April 09'. This academy will focus on all the modalities of the NYSESLAT and instruction will be geared according to the students' English proficiency Level.

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. NA

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. In order to assess the relevance of this finding, we:

- Reviewed professional development opportunities that were attended by P.S.145's teachers of ELLs in monolingual, bilingual, and
- Dual-language classes, together with the support services and cluster teachers.

- Studied the data and assessment resources that are available to the teachers, and their response time, and adapted our *toolbox* of resources accordingly.
- Conduct individual administration-teacher conferences to review teachers' data collection and analysis
- Include data conversations in grade conferences
- Include data conversations in pre- and post-observation conferences

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?

Various pieces of evidence indicate that the findings are not relevant to our school's educational program. This evidence includes:

In August, the Data Specialist began to analyze and collate the NYSESLAT data.

- List all the students that passed the NYSESLAT; to be placed in a monolingual classroom early September.
- We begin to formulate the Bilingual Classrooms based upon:
 - The results of the NYSESLAT
 - Students' English Proficiency Levels
 - The Language Allocation Policy and the CR Part 154

In September, to support the teachers' development of targeted student action plans, the Bilingual Teacher Trainer develops a *Bilingual Class Assessment History* sheet that details for each teacher:

- The current English proficiency level for each ELL student, years of service
- Current scale scores for both combinations of modalities on the NYSESLAT
- Three years of NYSESLAT English Proficiency Levels, ELA and Math scores
- The teachers, in turn, provide instructional strategies and data-driven instruction aligned with the individual English language levels of their students.

The Data Inquiry Team selects an ELL-focused inquiry target population from grades 3-5, and designs an action plan that includes:

- Analysis of the conditions of learning for all ELL students, with a focus on strategies that will support closing the achievement gap.
- Use disaggregated data that targets specific areas of need to develop a professional development plan for the teacher of ELLs.

The Formation of a Bilingual Professional Development Team that will provide teachers with the tools (i.e. teaching strategies, data analysis techniques to differentiate instruction, etc.) that are specifically targeted to support our diversified ELL population. The team includes our:

- Bilingual CLSO Specialist,
- Data Specialist

- Bilingual Teacher Trainer

We have formed a This team will help all teachers acquire the necessary tools that work with our diversified ELL population. Teachers will be able to use the best proven teaching strategies, analyze data and differentiate instruction for their ELL population. In addition, our ELL Saturday academy began early November and will go on through April 09'. This academy will focus on all the modalities of the NYSESLAT and instruction will be geared according to the students' English proficiency Level.

Conversations with teachers reveal knowledge of their students' NYSESLAT overall levels, and their levels for reading, writing, listening, and speaking. They also discuss results of Successmaker Literacy and Math, Breakthrough to Literacy, and results of teacher-made assessments that target specific areas of language acquisition and vocabulary development, among other areas of concern.

The Language Allocation Policy has been revised to target all the modalities of the NYSESLAT and have been aligned with the Reader's and Writer's workshop model. Teachers met individually with our Bilingual Teacher Trainer to identify the ELLS in their classrooms to provide them with strategies that support teachers of ELLS and their diversified ELL population. For our advanced Ell students we will begin an ELL Literary Circle that will meet once a week. This circle of ELL students will focus on a weekly comprehension skill in grades 3-5. The Bilingual Teacher Trainer developed activities that target all four NYSESLAT strands, to be integrated with our current instructional curriculum through all content areas.

Scientific research supports the idea that students who have a strong foundation in their native language can smoothly transfer into proficiency in a second language. In our bilingual classroom settings from Sept. to Nov. ELL students are taught 80% Spanish and 20% English to support the transition into English. The Native Language decreases as the year goes on and English increases.

Teachers' Data Books are used to plan and to support conversations about students' academic status/needs/progress. ELA and Mathematics *Successmaker* results are included in Data Books. Teachers engage in discussion of student progress in the areas of language acquisition and vocabulary development, listening and speaking skills as indicated by data. Flexible grouping is implemented, and correlates with data collected by teachers. Lesson plans include differentiation of instruction based upon data.

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.

In order to determine the relevance of this finding to our school's educational program, we will:

- Determine the system of communication of special needs to mainstream teachers by the IEP Team.
- Review minutes from PPT and Mainstreaming meetings that contain evidence of communication of student needs by the IEP Team to the mainstream teachers.
- Have conversations with classroom teachers that are focused upon the assessment of teachers' knowledge regarding behavioral support plans and the accommodations and modifications of students in their classrooms with IEPs.

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

Applicable Not Applicable

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

We determined that the finding is not applicable to our school because:

- ISC provided special education staff members with training regarding aligning IEPs with NYS Standards by implementation of the Performance Indicators.
- Staff members participate in all IEP meetings (Initials, Re-evaluations, Triennials, Annuals), so they are aware of goals and promotional criteria. They participate in the creation and implementation of students' behavioral plans (BIP).
- Issues and concerns related to goals are revised and discussed at Annual Review meetings and Mainstreaming Meetings.
- New teachers are provided with staff development regarding how to create and implement IEPs (including the nature and application of accommodations and modifications).
- Mainstream and Special Education teachers meet with service providers on an ongoing basis to discuss appropriate strategies that support their students with special needs.
- Ongoing staff development focused on alignment and implementation of IEPs will be provided by ISC.
- The goals, objectives, and modified promotional criteria are directly aligned to student assessment because student progress toward academic goals is assessed by the students' fulfillment of promotional criteria put forth in the Performance Indicators.

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.

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, 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.

The Special Education A.P./Supervisor and the SBST team review students' IEPs with the focus on whether behavioral plans are included, and if modifications and/or accommodations are included for the classroom instruction when indicated by evaluations. Furthermore, the review focuses on whether the goals, objectives, and modified promotion criteria in the students' IEPs are aligned with the content of grade-level New York State Tests.

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

Applicable Not Applicable

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

SEE Finding 6, Section 6.3

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. NA

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 website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

We currently have a total of seventeen (17) students residing in temporary housing.

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

The STH population will be provided with services on an as-need basis. The guidance counselor and student-support personnel services include, but are not limited to, application and distribution of metro cards, referrals for eye glasses, hearing screenings and other medical issues; free meals and emergency assistance for outer-wear, clothing and school uniforms.

Additional academic services and outside family support service are offered and provided. Parent out-reach is on-going to address any issues or concerns that may arise. When we have our Parent Coordinator in place, she too will provide support to students and families.

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.